

Alabama 4-H Leading With Character

5TH GRADE LESSON PLAN



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Introduction to Character	Lesson 1	<p>The teacher writes 2 lists of words vertically on the board. <u>List 1</u> contains the character pillars: caring, respect, responsibility, fairness, trustworthiness and citizenship. <u>List 2</u> contains words such as: dependable, understanding, justice, loving, good neighbor, and honest. Students match words in <u>List 1</u> to their synonyms in <u>List 2</u>.</p> <p>The teacher calls attention to the six character pillars. She/He explains that character determines how one really wants to act. She/He states that your character is whom you are when no one else is looking. The teacher leads the class into a discussion of how they might act differently with friends than when they are alone. She/He elicits from students that at times their behavior may make them feel uncomfortable if they are not being the person that they know that they should be.</p>	<p>Students explain in writing (2 or 3 sentences) the meaning of character. The teacher emphasizes the Character Home Activity.</p>	<p>Students ask parents/guardians to share with them what they consider to be good character. They discuss if parents/guardians are always comfortable with their own actions.</p>
Caring/ Trustworthiness	Lesson 2	<p>The teacher writes the word “character” on the board. She/He asks the students to think of someone who they consider being of exceptional character. The teacher explains that trustworthiness (being reliable or being able to keep a promise) and caring (concern for, or interest in others) are important traits of exceptional character. She/He then asks the students to write a 6- to 8-sentence paragraph describing how this person of exceptional character has demonstrated being caring and trustworthy by his/her actions.</p>	<p>The students share their paragraphs with a partner or group. Peers check English usage and mechanics. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians. Together they discuss the importance of caring and trustworthiness at home or on the job. The students add their parents’/guardians’ comments to their paragraphs.</p>



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<p>Caring: Character Introduction</p>	<p>Lesson 3</p>	<p>The teacher writes the word “caring” on the board. The students are instructed to list traits of a caring person. The teacher writes the following topics on the board: home, community, state and country. Students list three areas of concern in respect to each topic. Each writes a short paragraph describing their greatest concern.</p>	<p>In groups of 4, students describe a plan of action for becoming more caring in any of the areas listed. The teacher reminds students to check work for proper English grammar, usage, punctuation and capitalization. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians. Together they discuss how being a caring person can affect the home, community, state, and country.</p>
<p>Trustworthiness: Character Introduction</p>	<p>Lesson 4</p>	<p>The teacher writes the word “trustworthiness” on the chalkboard and explains that keeping promises is a trait of trustworthiness. The students are then instructed to create a list of class rules that they promise to follow throughout the year. They are asked to sign their names at the bottom of each of their lists to confirm their personal agreement.</p>	<p>After sharing their “rules list,” the class will discuss the importance of being trusted to follow rules. Students compile a list for the whole class to use. The teacher emphasizes the Character Home Activity.</p>	<p>The students will share with their parents/guardians the idea of being trustworthy and how it affects their home, school, and work.</p>
<p>Respect: Fairness</p>	<p>Lesson 5</p>	<p>The teacher writes the statement on the chalkboard – <i>Playing by the Rules – Fairness is very important at school.</i> Students work in pairs to develop and defend this statement by utilizing at least three examples in a paragraph. Spelling, capitalization, punctuation, and correct grammar are stressed by the teacher</p>	<p>The students share their paragraphs with the rest of the class. The teacher writes the key responses on the board. Students comment and discuss the key responses. The teacher emphasizes the importance of “playing by the rules.”</p>	<p>Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to describe/tell them three examples of the importance of “playing by the rules” at home and at their workplace.</p>



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<p>Respect: Courtesy</p>	<p>Lesson 6</p>	<p>The teacher writes “Five Common Courtesies to Show Respect at School” on the board. The teacher asks the students to work in small groups to compile a list of five common courtesies to show respect at school. She asks the students to make a similar list of five courtesies at home. Students will put their lists in chart form as follows:</p> <p>5 courtesies school 5 courtesies home</p> <ol style="list-style-type: none"> 1. 1. 2. 2. 	<p>Students will construct a Venn Diagram using their charts to highlight the courtesies that are alike and necessary both at home and at school. The teacher emphasizes the Character Home Activity.</p>	<p>Students will discuss their charts and Venn Diagrams with their parents/guardians. They will ask their parents/guardians to add a “Courtesies on the Job” component to the students’ lists and diagrams. Similar courtesies at school, home and at work are highlighted.</p>
<p>Respect: Consideration</p>	<p>Lesson 7</p>	<p>The teacher writes the following words on the chalkboard: “Consideration=Kindness.” She/He then directs the students to work in pairs to discuss and write a 5-sentence to 7-sentence paragraph highlighting a time when a classmate demonstrated consideration or kindness toward another classmate.</p>	<p>The students complete their paragraphs and use peer editing. They share their thoughts with the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>The students will discuss their paragraphs with their parents/guardians. They will ask their parents/guardians to describe in detail an incident when someone at work demonstrated a consideration toward them.</p>
<p>Respect: Understanding</p>	<p>Lesson 8</p>	<p>The teacher writes the word “understanding” on the board. Students are asked to define “understanding” in the following context: It is important that state and national leaders respect</p>	<p>Students write a note thanking a local official for an act of understanding. Students use peer editing</p>	<p>The students discuss with their parents/guardians the effects of understanding on the home, community,</p>



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		<p>the differences among people and are understanding of the needs of the people they represent. The students create a chart of understanding actions of elected officials. English mechanics are emphasized.</p>	<p>and then read their notes to the class. The teacher emphasizes the Character Home Activity.</p>	<p>state and nation. They discuss how one person's understanding can affect many people and situations.</p>
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<p>Responsibility: Reliability</p>	<p>Lesson 9</p>	<p>The teacher writes the word “<i>reliability</i>” on the board. He/she defines the word as doing what you are supposed to do. The teacher then reads the students the following scenario: “Your parents tell you that if you do not clean your room you will not be allowed to go to the school party. You do not clean your room. Your parents do not allow you to go to the party. You are very angry.” Students are instructed to write a 5-sentence to 6-sentence paragraph explaining the relationship between actions, consequences and feelings.</p>	<p>The students share their paragraphs with the rest of the class. The teacher highlights some of the students’ responses and summarizes important reasons for being <i>reliable</i>. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss or read their paragraphs with their parents/guardians. They ask their parents/guardians to tell them of a time or a specific situation when someone was not <i>reliable</i> on the job and the consequences of the actions.</p>
<p>Responsibility: Accountability</p>	<p>Lesson 10</p>	<p>The teacher writes the following statement on the board: “<i>Responsibility: You are expected to be accountable for your actions.</i>” The class discusses the meaning of the statement on the board. The teacher then draws a timeline on the board and solicits student input to record 10 events in a typical school day. He/she instructs the students to explain in writing how they are held <i>accountable</i> for each item listed on the timeline. (Timeline item - 8:30 a.m. Bell rings. Students must be in the classroom and in their seats.) The teacher reminds the students to write legibly.</p>	<p>The students share their lists with the rest of the class. The teacher notes similarities and differences on the board. Possible reasons for each are discussed. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss explanations with their parents/guardians. They ask their parents/guardians to explain ways that they are <i>accountable</i> for their actions on the job, in the community or at home.</p>



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<p>Responsibility: Self-Control</p>	<p>Lesson 11</p>	<p>The teacher writes the following: “<i>Self-control is control over one’s actions or feelings.</i>” Working in groups of 4, the students are assigned the task of discussing the term “<i>self-control</i>” as it relates to them and their classmates. They complete the following chart.</p> <p>Times when I showed self-control What happened afterward I felt...</p> <p>(1-4 responses)</p> <p>Upon completion of the chart, the teacher instructs the students to write a 3-sentence paragraph explaining the importance of maintaining self-control at school.</p>	<p>The teacher constructs a large chart as shown above on the board. Students present their data and paragraphs while the teacher records the data on the board. The teacher leads a short discussion about the charted results. The students write a 5-sentence paragraph comparing and contrasting the incidences demonstrating <i>self-control</i> or the lack of it. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their data and paragraphs with their parents/guardians. The students ask their parents/guardians to describe instances when they did or did not demonstrate “<i>self-control</i>” at home, work or in the community. The students and parents/guardians discuss the outcomes of their actions and the importance of showing “<i>self-control</i>” in life.</p>
<p>Responsibility: Dignity</p>	<p>Lesson 12</p>	<p>The teacher writes the word “<i>dignity</i>” on the board and asks students to volunteer their understanding of the word. When a definition is clear to the students, he/she asks the students to think of a time when “<i>dignity</i>” was very important to them. In groups of three, the teacher assigns the students the task of composing a rap song or a rhyme to explain to the class the importance of “<i>dignity.</i>”</p>	<p>The students will present their rap song or rhyme to the rest of the class. The teacher instructs the students to legibly write a 3-sentence to 5-sentence paragraph explaining which rap song or rhyme best explains the true meaning of “<i>dignity.</i>” The teacher emphasizes the Character Home Activity.</p>	<p>The students present their rap song or rhyme to their parents/guardians. The students ask their parents/guardians for the name of someone their parents/guardians considers being “<i>dignified</i>” and why.</p>



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<p>Caring: Kindness</p>	<p>Lesson 13</p>	<p>The teacher instructs the students to write their names on a small piece of paper and fold it in half. While students are doing this, the teacher writes the word “<i>kindness</i>” on the board. He/she then collects all of the papers and places them in a box. Each student selects one paper from the box. The teacher assigns the students the task of writing a “<i>kindness</i>” letter to the person whose name was drawn. The “<i>kindness</i>” letter must contain at least 7 sentences describing positive traits about the other person. Students use correct letter format and proper English mechanics.</p>	<p>The students share with class one <i>act of kindness</i> or positive attribute from the “<i>kindness</i>” letter written. Then, the students deliver their letters to the correct addressees. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their letters with their parents/guardians. The students ask their parents/guardians to share some <i>kind acts</i> that they have performed at work or at home.</p>
<p>Caring: Empathy</p>	<p>Lesson 14</p>	<p>On the board the teacher writes the word “<i>empathy</i>” and asks students to volunteer their understanding of the word. With teacher guidance a definition, is established. The teacher then directs the students to close their eyes for 2 minutes and listen to some instructions. During these 2 minutes, the teacher keeps talking while walking and doing things around the classroom. During the teacher’s instructions, he/she tells the students to write a 5-sentence paragraph about how it <i>feels</i> to be unable to see. The students are reminded to write legibly and use correct English mechanics. The teacher keeps a tally on the board of how many students ask for a repeat of the directions.</p>	<p>The students read their sentences and discuss their <i>empathy</i> for those who cannot see. The teacher leads a discussion about <i>empathy</i> and notes the tally of how many times he/she repeated directions, pointing out that people who cannot see must rely strongly on their other senses. The teacher emphasizes the Character Home Activity.</p>	<p>The students share with their parents/guardians how they felt when they pretended to be blind. The students will ask their parents/guardians to try the experiment with them and share their feelings.</p>



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Caring: Sharing	Lesson 15	The teacher writes the word “ <i>sharing</i> ” on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. The teacher selects 7 students to stand before the class. The teacher draws a large circle on the board representing a pizza. Each student is asked to “cut” (draw) his/her share of the pizza. The teacher poses the question, “Does sharing mean that each gets an equal part?” Students state their opinions and support their positions.	The students write a paragraph summarizing class consensus or personal position. The teacher emphasizes the Character Home Activity.	The students read their summaries to their parents/guardians and show their drawings, explaining the importance of sharing at school. The students and parents/guardians make a list of how they can “ <i>share</i> ” more at home and in the community.
Caring: Compassion	Lesson 16	The teacher writes the word “compassion” on the board and explains that <i>compassion</i> means to understand what others are feeling and to show concern or sympathy for that person. The teacher directs the students to write 5 sentences stating examples of ways that students show <i>compassion</i> for others. (A new student was feeling lonely and left out, so I made her/him feel welcome by asking her/him to sit with me at lunch.)	The students share their examples with the rest of the class. The teacher leads a discussion focusing on the importance of showing <i>compassion</i> for others. The teacher emphasizes the Character Home Activity.	The students share their examples with their parents/guardians. Parents/guardians add to the examples by relating times when they showed <i>compassion</i> at work or in other circumstances.
Trustworthiness: Honesty	Lesson 17	The teacher writes the word “HONEST” vertically on the board. Students create an acrostic word puzzle using each letter in the word. The words selected must describe traits of honesty. Each time a word is written; the class must tell the reason that word was selected.	The students write a short story using the saying “honesty is the best policy” as the main idea. Students must demonstrate correct English structure and usage. Stories are shared with the rest of the class. The teacher emphasizes the Character Home Activity.	The students ask their parents/guardians to create an acrostic using the letters of the word “HONEST.” Once complete, they determine how honesty affects their families and their daily lives.
Trustworthiness:	Lesson 18	The teacher relates the following scenario:	Each student chooses a	The students share their



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<p>Integrity</p>		<p><i>Amy isn't a good athlete. In fact, when teams are being chosen, she is always the last to be picked. This hurts Amy's feelings. Yesterday, at recess children gathered to form teams. As usual, Amy was last. Since there were an odd number of players, the teams decided that Amy should not be allowed to play at all.</i></p> <p>The teacher divides the class into small groups. The groups are instructed to list 3 solutions to this dilemma and the possible effects of each. Each group selects a spokesperson to read the lists.</p>	<p>solution that exemplifies <i>integrity</i> and develops a 5-sentence paragraph defending that solution. Students are reminded to write legibly and use correct English mechanics. The class votes on the solution that best demonstrates <i>integrity</i>. The teacher emphasizes the Character Home Activity.</p>	<p>paragraphs with their parents/guardians. Once complete, they determine how <i>integrity</i> affects their families and their daily lives.</p>
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Trustworthiness: Integrity	Lesson 19	The teacher writes the word “integrity” on the chalkboard. She/he explains to the class that “integrity” is the quality of being “honest and “trustworthy.” The students are asked to work in pairs and identify a person of integrity that they know and respect. They compile a list of qualities and traits that describe that person. From the list, students write a 5-sentence paragraph describing their “person of integrity.”	The students orally deliver their list of characteristics and their descriptive paragraphs to the rest of the class. The teacher emphasizes the Character Home Activity.	Students ask their parents/guardians to name a “person of integrity” known from their work or other activities. Parents/guardians cite the reasons for their selection of the individual.
Trustworthiness: Dependability	Lesson 20	The teacher writes the word “dependability” on the chalkboard. She/he directs the students to work with a friend and draw a “dependability” collage (many scenes) depicting how we depend on each other.	The students share and explain their “dependability” collages with the rest of the class. The students write a 3-line poem about dependability. The teacher emphasizes the Character Home Activity.	Students share their paragraphs with their parents/guardians. Together they discuss the importance of being dependable at home or on the job. The students add two lines to their poem to include their parents’/guardians’ comments.
Trustworthiness: Loyalty	Lesson 21	The teacher writes the following sentence on the chalkboard: “If you heard someone saying bad things about your best friend - things you knew weren’t true - what would you do and why?” The teacher divides the class into small groups and instructs each group to compose a 20-second skit using the above scenario.	Students present their skits to the rest of the class. The teacher leads a discussion and creates a master list of solutions that showed loyalty. The teacher emphasizes the Character Home Activity.	Students discuss loyalty with their parents/guardians. They ask their parents/guardians what loyalty means to them and discuss times when showing loyalty was important at home or at work. They may use the scenario from school when discussing with their parents.
Fairness: Patience	Lesson 22	The teacher writes the words “Patience is important at school.” The students are directed to work with a	The students share their letters with the rest of the	The students ask their parents/guardians to



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		<p>friend to write a letter to the principal describing a personal situation when he/she had to exhibit great patience while conducting day-to-day activities at school. The teacher reminds the students to write legibly.</p>	<p>class. The teacher highlights similarities and differences of events. The letters are then edited and given to the principal. The teacher emphasizes the Character Home Activity.</p>	<p>explain the importance of patience at work or at home and relate a particular incident when patience was or was not exhibited.</p>
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Fairness: Justice	Lesson 23	The teacher writes on the chalkboard: “Justice means to treat in a fair or proper way.” She/he asks the students to work in pairs and make a list of five school rules that ensure that all students are treated in a “fair and proper way.” Students write a 3-sentence to 5-sentence paragraph that will explain how the rules on their lists ensure “fair and proper” treatment.	The students share their lists and paragraphs with the rest of the class. The teacher leads the students in a discussion and highlights important rules that are <i>just</i> . The teacher emphasizes the Character Home Activity.	Students ask their parents/guardians to explain how rules/laws at work or in the community are necessary to ensure that all people are treated fairly and in a proper way.
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Fairness: Equality	Lesson 24	The teacher writes, “All persons are equal in a just society.” Students should work in pairs to list ways people are the same and how they are different. Students write a 5-sentence paragraph describing how their school would be different if all students were exactly the same.	Students share their paragraphs with the rest of the class. The teacher leads a discussion that combines the students’ main points. The teacher emphasizes the Character Home Activity.	Students discuss equality with their parents/guardians. They ask their parents/guardians to relate fair or unfair treatment of people in society at large.
Fairness: Fair Play	Lesson 25	The teacher writes the words “fair play” on the chalkboard. She/he asks the students to work with a partner to complete a chart with the following headings: Examples of fair Play at School. How did it make you Feel?	Students complete the chart and write a statement that summarizes the information on the chart. The teacher emphasizes the Character Home Activity.	Students share their classroom activity on fair play with their parents/guardians. They ask their parents/guardians to give an example of fair play at work and to tell them how it made them feel to see fair play exhibited.
Citizenship: Cooperation	Lesson 26	The teacher writes the word “cooperation” on the chalkboard. The teacher explains that cooperation means to work together for a common purpose. The teacher divides the students into groups of 4	Students decide the role for each member of the group for the cleanup. Each member writes a 3-	Students share their ideas with their parents/guardians. They discuss with their



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		<p>and gives the following scenario: “The community park is in need of a good cleanup before the big festival next weekend.” The teacher instructs the groups to decide how important cooperation will be in doing the job well.</p>	<p>sentence to 5-sentence paragraph explaining the importance of cooperation to make this project a success. The teacher emphasizes the Character Home Activity.</p>	<p>parents/guardians how working together in their home can benefit all family members.</p>
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Citizenship: Volunteering	Lesson 27	The teacher writes the word “volunteering” on the chalkboard. The teacher explains that volunteering means to give or offer help. The teacher writes the headings of two lists on the chalkboard: 1.) Problems in our classroom. 2.) How I can help. The students are instructed to list under the headings the problems and then tell how they can be good citizens and help correct the problems by volunteering.	Students discuss their lists in small groups. Each student writes a short paragraph on the importance of volunteering. The teacher emphasizes the Character Home Activity.	Students share their ideas with their parents/guardians. They discuss ways they can work together by volunteering to complete chores and taking responsibilities to help each other.
Citizenship: Obeying Laws	Lesson 28	The teacher writes the words “obeying laws” on the chalkboard. The teacher explains that obeying laws is important to everyone. She/he explains that, as a good citizen, it is every person’s duty to follow the laws. She/he asks the students to give a response to this statement: “There is a law against littering our streets. If we all broke that law, what would our environment be like?”	Students write a short paragraph in response to the scenario proposed to them by the teacher. The teacher emphasizes the Character Home Activity.	Students discuss with their parents/guardians the importance of obeying laws and how each person becomes a good citizen by following laws.
Citizenship: Patriotism	Lesson 29	The teacher writes the word “patriotism” on the chalkboard. The teacher explains that patriotism means the love of and devotion to one’s country. The teacher asks the students to identify rights and freedoms of the people of the United States. The teacher directs the students to write a pledge to their country on a tracing of their hand.	Students share their answers and build an “I pledge...” flag using the hands for stripes. The teacher emphasizes the Character Home Activity.	Students share their pledges with their parents/guardians. They further ask their parents/guardians to add their ideas to the pledge.
Citizenship: Sharing	Lesson 30	The teacher writes the word “sharing” on the chalkboard. The teacher explains that sharing is dividing and distributing. The teacher draws a pie chart on the board and divides it in sixths. The teacher designates each sixth as an area that needs to be cleaned up before the students can have	Students draw a chart showing area in which they volunteered to assist. Students write 3 sentences to explain why it is important to share duties.	Students share with their parents/guardians what they learned about sharing. They further discuss with their parents/guardians ways that they can share in



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		recess. The teacher asks the children to volunteer to help in one of the sections.	The teacher emphasizes the Character Home Activity.	making their home a better place.
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Decision Making: Stakeholder	Lesson 31	The teacher writes the word “stakeholder” on the chalkboard. The teacher explains that stakeholder means to have a share or an interest in something. The teacher directs the students to work with a partner to complete the chart with up to 10 examples: Stakeholders in our Community Job or responsibilities	Students explain their chart selections to the rest of the class. The teacher emphasizes the Character Home Activity.	Students discuss with their parents/guardians their charted results. They ask their parents/guardians to add to the chart.
Decision Making: Self-Control	Lesson 32	The teacher writes the word “self-control” on the chalkboard. She/he asks the students to work in pairs to write a 4- sentence to 6-sentence paragraph centered on the following scenario: “You are in line for lunch and someone cuts in front of you. What is your first reaction? What should you do?” The teacher reminds the class to write legibly and to use correct English.	Students read their paragraphs to the class. They decide as a class the best course of action to take concerning the scenario presented. The teacher emphasizes the Character Home Activity.	Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to give them an example of a time when they had to show self-control at work or in the community.
Decision Making: Decisions	Lesson 33	The teacher writes the word “decision” on the chalkboard. She/he asks the students to work in pairs to consider the following scenario: “You are walking to school one day and you find a wallet with \$20 dollars in it. There is identification in the wallet. You could really use the money.” What do you do? What decision will you make?	Students discuss their thoughts with the rest of the class. Each student writes a 4-sentence to 6-sentence paragraph that explains how the decision was reached and the feelings it evoked. The teacher emphasizes the Character Home Activity.	Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to tell them of a similar incident that may have happened to them and what they did.
Decision Making: Consequences	Lesson 34	The teacher writes the word “consequences” on the chalkboard. She/he helps define the word. She/he relates the following scenario: “You have agreed to help a neighbor mow his yard after school. Your friend wants you to go to the mall.” The teacher divides the class into two groups. One group “goes to the mall” and the other group “helps the neighbor.” The class is instructed to list and discuss the consequences of their actions.	Students read and discuss their lists with the rest of the class, telling how the consequences of their actions made them feel. The teacher emphasizes the Character Home Activity.	Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to list similar consequences for decisions made in the home or at work.



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<p>Celebration</p>	<p>Lesson 35</p>	<p>The teacher writes the words “CHARACTER COUNTS!SM” on the chalkboard. She reviews the six character pillars: respect, responsibility, trustworthiness, fairness, caring and citizenship, with the class and leads the class in a discussion on why character is important in every action they do. She/he instructs the students to work with a partner and determine how they would handle the following situation: A little boy came to buy a snowball. His bill was \$1.05. He gives you \$3.00. What do you do?</p>	<p>The teacher writes the words “CHARACTER COUNTS!SM” on the chalkboard. She reviews the six character pillars: respect, responsibility, trustworthiness, fairness, caring and citizenship, with the class and leads the class in a discussion on why character is important in every action they do. She/he instructs the students to work with a partner and determine how they would handle the following situation: A little boy came to buy a snowball. His bill was \$1.05. He gives you \$3.00. What do you do?</p>	<p>Students share their paragraph with their parents/guardians. They discuss with their parents/guardians how the character pillars are incorporated into everyday life</p>
<p>Celebration</p>	<p>Lesson 36</p>	<p>The teacher writes the words “CHARACTER COUNTS!SM” on the chalkboard. She reviews the six character pillars, respect, responsibility, trustworthiness, fairness, caring and citizenship, with the class and leads the class in a discussion on why character counts every day. She/he divides the class into groups of 3 to 5. Each group picks its favorite character trait and performs a 20 second skit to show how the class would be if everyone in the class demonstrated a character trait.</p>	<p>Students perform their skits to show how a class built around character would function for the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their class activity with their parents/guardians. They ask their parents/guardians to tell them how important good character is at work, at home and in the community.</p>



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