

Alabama 4-H Leading With Character

6TH GRADE LESSON PLANS



Character Trait	Lesson #	Activity	Assessment	Home Activity
Introduction to Character	Lesson 1	The teacher writes 2 lists of words vertically on the board. <u>List 1</u> contains the character pillars: respect, responsibility, fairness, trustworthiness, caring and citizenship. <u>List 2</u> contains words like: truthful, disloyal, considerate, reliable, undependable, polite, unloved, understanding, dishonest and just. Students match words in <u>List 1</u> with <u>List 2</u> noting if the match is a synonym or an antonym. The teacher calls attention to the six character pillars. She/He explains that one's character determines how one really wants to act. She/He states, "Your character is how you act when no one is looking." The teacher leads the class into a discussion of how they might act differently with friends than when alone. She/He elicits from students the times they may have felt uncomfortable because of their behavior.	The students are asked to write a short paragraph explaining why they may feel uncomfortable sometimes with their own behavior and what can be done about uneasiness. The teacher emphasizes the Character Home Activity.	The students will ask their parents/guardians to share with them what they consider to be good character. They discuss whether good character can be built and, if it can, how it is built.
Caring/ Trustworthiness	Lesson 2	The teacher writes the following sentence on the board: "_____has exceptional character because she/he _____." The teacher directs the students to copy the sentence and fill in the blanks with the name and characteristics of someone they know. She/He then directs the students to write an 8-sentence to 10-sentence paragraph in support of the statement. Students will use the sentence that is written on the board to begin their assignment. The teacher instructs students to be aware of their spelling, punctuation, capitalization, and grammar. Students are reminded to use dictionaries and thesauruses as writing tools.	The teacher writes "caring" and "trustworthiness" at the top of columns on the board. The students read their paragraphs and take turns putting traits and/or behaviors described in their paragraphs under the proper heading. The teacher emphasizes the Character Home Activity.	Students share their paragraphs with parents/guardians. Together they discuss the traits and behaviors, which would be considered "caring" or "trustworthy." The parents/guardians emphasize the importance of these traits at home and at their workplace.



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<p>Caring: Character Introduction</p>	<p>Lesson 3</p>	<p>The teacher writes, “I am caring person because...” on the chalkboard. She/He elicits and records students’ responses on the board. The teacher asks the class how 6th graders might demonstrate care for the environment, education or national leadership. A discussion is encouraged.</p>	<p>Students (in pairs or groups) write a short narrative paragraph explaining how “caring” might affect our nation in terms of environment, education and national leadership. Students check the finished papers for correct English. The teacher emphasizes the Character Home Activity.</p>	<p>Students will share with their parents/guardians the paragraphs written during school. Together they will discuss the effect of caring on environment, education, and national leadership.</p>
<p>Trustworthiness: Character Introduction</p>	<p>Lesson 4</p>	<p>The teacher writes the words “trustworthiness” and “promise keeping” on the chalkboard. The class is divided into groups of four. Each group is instructed to develop a one-minute skit demonstrating promise keeping and trustworthiness. They should be encouraged to include the reasons for trustworthiness in the skit.</p>	<p>Each group will perform its skit in front of the class. Students are reminded to speak audibly using proper English grammar. A group discussion follows to expand on the concept of trustworthiness. The teacher emphasizes the Character Home Activity.</p>	<p>Students tell their parents/guardians about the skits performed on trustworthiness. They should ask parents/guardians to explain why trustworthiness is important at home and at the workplace.</p>
<p>Respect: Fairness</p>	<p>Lesson 5</p>	<p>The teacher writes the statement on the chalkboard – <i>Playing by the Rules – Fairness</i>. She/He directs the students to work in small groups to compose a list of ten examples of when “playing by the rules” is important at school.</p>	<p>Using their lists of examples describing when “playing by the rules” is important at school, the students will develop their thoughts in a ten-sentence paragraph. The paragraphs are shared with the class. Students are reminded to use correct English mechanics. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to share three examples 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 “Eight 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 eight common courtesies to show respect at school. She then asks the students to make a similar list of eight courtesies at home. Students will put their lists in chart form as follows:</p> <ul style="list-style-type: none"> - Courtesies Home - Courtesies School <p>1. 1.</p> <p>2. 2.</p>	<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 diagram. Similar courtesies at school, home and at work should be highlighted.</p>
<p>Respect: Consideration</p>	<p>Lesson 7</p>	<p>The teacher writes the following statement on the board –”Consideration for others means kindness toward others.” The students are directed to work in small groups to compile two lists—one listing three instances depicting consideration between students at school and one listing three instances depicting lack of consideration. The students will then explain how the situations where <i>NO</i> consideration was shown could have changed for the better.</p>	<p>The students summarize the lists into a paragraph and use peer editing. Students share their paragraphs with the rest of the class. Teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to give two examples of situations at work when no consideration was demonstrated and two when consideration was shown.</p>
<p>Respect: Understanding</p>	<p>Lesson 8</p>	<p>Students use dictionaries to list definitions of “understanding.” The teacher identifies understanding as a necessary character trait of lawmakers. The class discusses how <i>understanding</i> affects policy and laws.</p>	<p>Students write an argument for or against the fact that the <i>understanding</i> of only one person can affect government. The teacher emphasizes the Character Home Activity.</p>	<p>Students and parents/guardians discuss the effect of understanding on home life.</p>



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<p>Responsibility: Reliability</p>	<p>Lesson 9</p>	<p>The teacher writes the word “Reliability -- doing what you are supposed to do.” on the board. He/she asks the students to work in pairs to complete the following chart:</p> <p>Times when I was reliable Consequences of my actions</p> <p>(1-4 responses)</p> <p>Times when I was unreliable Consequences of my actions</p>	<p>The students share their charts with the rest of the class while the teacher completes a summary chart on the board recording the students’ data. The teacher highlights some of the student responses. Students summarize important reasons for being reliable in a 5-sentence paragraph. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their charts with their parents/guardians. The students ask their parents/guardians to tell them of one example for each part of their chart, which reflects something that involved a home, community or job situation.</p>
<p>Responsibility: Accountability</p>	<p>Lesson 10</p>	<p>The teacher writes the words “responsibility” and “accountability” on the board. He/she leads the class in a brainstorming activity to determine the meanings of the words. He/she divides the class into groups and directs the students to complete the following chart. The teacher constructs a large chart as shown below on the board. Each group records one section of its data on the chart that the teacher has drawn. When the chart is completed, the teacher models writing a 3-sentence to 5-sentence paragraph summarizing the data in their charts.</p> <p>Things I Do How I am accountable</p>	<p>Students write a 3-sentence to 5-sentence paragraph responding to the statement, “People must be accountable for their actions.” The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their charted data and paragraphs with their parents/guardians. The students ask their parents/guardians to add several responses to the chart as it relates to their family and home. The parents/guardians re-emphasize the importance of accountability at school, at home and as a citizen.</p>



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Responsibility: Self-Control	Lesson 11	On the board the teacher writes the following: “Self-control is control over one’s actions or feelings.” Working in small groups, the teacher instructs the students to develop a 1-minute skit depicting <i>self-control</i> and another 1-minute skit depicting <i>NO self-control</i> . The students will decide on the situations, the characters and the final outcomes. The students perform their skits for the rest of the class.	The students are directed to write a 3-sentence to 5-sentence paragraph comparing and contrasting the skits demonstrated. The teacher emphasizes the Character Home Activity.	Students discuss skits with their parents/guardians. Students ask parents/guardians for three instances of how they did or did not demonstrate <i>self-control</i> at work or in the community. Students and parents/guardians discuss the outcomes of these instances and the importance of showing <i>self-control</i> in daily life.
Responsibility: Dignity	Lesson 12	The teacher writes the word “dignity” 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 “dignity” was very important to them. The teacher divides the class into 3 groups. He/she directs the students to write a scenario that highlights students acting in a “dignified” manner. The students will present their scenarios to the rest of the class.	The teacher instructs the students to write a 3-sentence to 5-sentence paragraph explaining which scenario best explained to them the true meaning of “dignity.” The teacher emphasizes the Character Home Activity.	The students discuss their scenarios with their parents/guardians. The students ask their parents/guardians for the name of someone whom their parents/guardians think has displayed “dignified behavior” at work, in the community or in other situations. They are asked to explain their choice of the person.
Caring: Kindness	Lesson 13	The teacher writes the word “kindness” on the board. The teacher assigns the students the task of legibly writing a list of “acts of kindness.” The students then explain in writing how each act affects classmates, school, home, community, state or nation. The students share their lists of “acts of kindness” and their related effects with the rest of the class. The teacher records some of the responses on the board.	Students analyze the data the teacher has recorded and the class creates a slogan that encompasses the importance of kindness in daily lives. The teacher emphasizes the Character Home Activity.	The students discuss “acts of kindness” and their effects with their parents/guardians. The students teach their parents/guardians the slogan created by the class.



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Caring: Empathy	Lesson 14	The teacher writes “ <i>empathy</i> ” on the board. He/she asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. When the definition is understood, the teacher instructs students to work in pairs, with each student taking a turn at closing his/her eyes for 1 minute while the other student hands them objects (school supplies, etc.) to identify. The teacher instructs students to write a 5- to 7-sentence paragraph about how it <i>felt</i> to have to “see” by touching and how it <i>felt</i> to have to watch when someone couldn’t see what they were touching. The teacher reminds students to write legibly and use correct English mechanics.	The students read their paragraphs and discuss their <i>empathy</i> for those who cannot see. The teacher leads a discussion about <i>empathy</i> . The teacher emphasizes the Character Home Activity.	The students share with their parents/guardians the experiment. The students ask their parents/guardians to try the experiment with them and share their feelings about how a greater understanding for someone’s situation is important.
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 instructs the students to write a 5-sentence paragraph about ways to <i>share</i> at school at home and in the community. The teacher reminds students to use correct English mechanics and to write legibly.	The students share their paragraphs with the rest of the class. The teacher leads a discussion of the relationship between caring and sharing. The teacher emphasizes the Character Home Activity	The students share with their parents/guardians their paragraphs explaining the importance of <i>sharing</i> . 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 “ <i>compassion</i> ” on the board and explains that <i>compassion</i> means to understand what others are feeling and to show concern or sympathy. In small groups, the class lists people who might benefit from the compassion of others. Next to each person's name, students determine an act of compassion that might be helpful. The group then determines possible effects of each compassionate act. Students are encouraged to consider changes in attitudes and feelings of all parties involved. The teacher instructs them to compile their data in paragraph form using correct English mechanics.	The students share their paragraphs with the rest of the class. The teacher leads a discussion of why it is important to show <i>compassion</i> for others and why it is important in their daily lives. The teacher emphasizes the Character Home Activity.	The students share their paragraphs with their parents/guardians. The students ask their parents/guardians to relate times when their parents/guardians showed or received <i>compassion</i> at work, home or in the community.



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<p>Trustworthiness: Honesty</p>	<p>Lesson 17</p>	<p>The teacher elicits from the students 3 examples of honest behavior and 3 examples of dishonest behavior. The teacher records the responses on the board. Students then determine effects of each behavior. These are listed beside the corresponding behaviors. The teacher leads a class discussion to analyze, compare, and contrast the behaviors and their effects.</p> <p>Example: Behavior Effect</p> <p>Return something that does not belong to you Recipient is appreciative</p>	<p>The students write a paragraph describing the behaviors that have a positive and/or negative effect on them. The students must support their answers. The teacher reminds students to begin with a topic sentence and quickly reviews rules of capitalization and punctuation. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their paragraphs with their parents/guardians. The students ask parents/guardians to tell about the effects of a dishonest act they have experienced.</p>
<p>Trustworthiness: Integrity</p>	<p>Lesson 18</p>	<p>The teacher writes the word “integrity” on the board. He/she leads the students in a discussion of what it means to be “upright” (have integrity). Once a definition has been established and written on the chalkboard, the teacher divides the students into pairs and instructs them to list as many words or phrases as possible that mean the same as “integrity.”</p>	<p>The students write a 7-sentence paragraph describing a person they know or a character in literature that has shown “uprightness” or “integrity.” The students must explain why their choice exemplifies “integrity.” The teacher reminds students to begin with a topic sentence and quickly reviews rules of capitalization and punctuation. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their choices with their parents/guardians. The students ask parents/guardians to tell about what integrity means to them and how it affects them at work. They further discuss how “integrity” affects their families and their daily lives.</p>



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<p>Trustworthiness: Integrity</p>	<p>Lesson 19</p>	<p>The teacher divides the class into groups of 3 to 5 students. She/he directs the students to compose a scenario in the form of a poem, skit, song, or other creative expression that depicts and showcases an action/event that would highlight a demonstration of “integrity” at school. She/he reminds the students that “integrity” is the quality of being <i>honest</i> and <i>trustworthy</i>.</p>	<p>Each group presents its product to the rest of the class. The students write one sentence that best explains what “integrity” means to them. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their activity with their parents/guardians. They ask their parents/guardians to give an example of a creative expression or a story that highlights an example of integrity in their lives.</p>
<p>Trustworthiness: Dependability</p>	<p>Lesson 20</p>	<p>The teacher writes the word “dependability” on the chalkboard. The teacher instructs the students to draw a picture of someone that they depend on each day. The students write a brief paragraph explaining who is in the picture and why it is important that she/he is dependable.</p>	<p>The students share their pictures and sentences with the rest of the class. The students write a 3-sentence to 5-sentence paragraph summarizing their feelings about depending on others and being depended upon. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their pictures and paragraphs with parents/guardians. Together they discuss the traits and behaviors that would be considered dependable. The parents/guardians emphasize the importance of these traits at home and at their workplace.</p>
<p>Trustworthiness: Loyalty</p>	<p>Lesson 21</p>	<p>The teacher writes the following question on the board: “How can you show loyalty and still do the right thing?” She/he then presents the following scenario: Your best friend wants you to do something you know is wrong and says you aren’t his/her best friend if you don’t do it also. The teacher instructs the students to work with a partner to decide what he/she should do.</p>	<p>The students answer the question and write a brief explanation of the course of action that should be followed. Afterwards, each group reads its paragraph to the class and solicits comments from the group. Using the student paragraphs, the teacher and students compile a list of common themes. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians and ask them to answer the same question. The students compare their parents/guardians answers with their answers.</p>



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<p>Fairness: Patience</p>	<p>Lesson 22</p>	<p>The teacher writes the word “patience” on the chalkboard. Students are directed to work in pairs to complete the following chart using at least 6 examples: Examples of times at school when patience was used (Results positive or negative)</p>	<p>The students share their completed charts with the rest of the class comparing events and results. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss with their parents/guardians an example of a time at work, home or in the community when patience was used and the result was positive.</p>
<p>Fairness: Justice</p>	<p>Lesson 23</p>	<p>The teacher writes the words “justice/judicial system” on the chalkboard. She/he asks the students to think of a situation they were involved in when someone they knew was treated unjustly or unfairly. The teacher focuses the class on the following chart (which has been duplicated on the board.) They discuss reactions and name results. Possible Reactions Results Do nothing – walk away Take sides with the offender React as if you want someone to act in your defense</p>	<p>Using correct punctuation, the students write three sentences describing how they would feel carrying out each action.</p>	<p>Students discuss the chart with parents/guardians and ask how they might have felt carrying out each reaction.</p>
<p>Fairness: Equality</p>	<p>Lesson 24</p>	<p>The teacher writes “equality” on the chalkboard and leads a discussion of its meaning. The students discuss how being <i>treated equally</i> is fair. After this discussion, the class creates a mind map of situations that demonstrate equality in the classroom. The students copy the mind map onto</p>	<p>The students continue to develop the mind map throughout the day, listing situations observed outside of the classroom.</p>	<p>Students share their mind maps with their parents/guardians. They complete the maps with examples of equality in the home.</p>



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Fairness: Fair Play	Lesson 25	<p>The teacher writes the words “fair play” on the chalkboard. She/he asks the students to work with a partner to complete the chart below giving at least 3 examples (The teacher should draw chart on the board:)</p> <p>Examples of fair play NOT shown at school How did it make you feel?</p>	<p>The students complete the chart and use the data to write a concluding paragraph summarizing their responses. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians and ask them to relate an incident at work or in the community where fair play was not shown and how it made them feel to witness or be involved in the incident.</p>
Citizenship: Cooperation	Lesson 26	<p>The teacher writes the word “cooperation” on the board. The teacher explains that “cooperation” means to work together for a common purpose. The teacher identifies the necessity of cleaning up the school building and yard as an important project. The students work in groups to solve the problem by creating a job schedule for each member of the group to do a fair share of the work in cleaning and beautifying the school building and grounds.</p>	<p>The students share their job schedules with the rest of the class. They write a 5-sentence to 7-sentence paragraph explaining how cooperation was used to distribute the work fairly among the members of the group. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their job schedules and paragraphs with their parents/guardians and discuss how working together in their home might benefit every family member.</p>
Citizenship: Volunteering	Lesson 27	<p>The teacher writes the word “volunteering” on the board. The teacher explains that “volunteering” means to give or offer help. The students work in pairs to complete the following tasks:</p> <ul style="list-style-type: none"> • Decide on a way in which they can “volunteer” at school. • Design a pledge card for volunteerism. 	<p>The students share their views and pledge cards with the rest of the class. The teacher compiles a master list on the board and leads further discussions. The teacher emphasizes the Character Home Activity.</p>	<p>Students show their pledge cards to their parents/guardians and discuss how each family member can volunteer and be a good citizen by giving of their time and effort.</p>
Citizenship: Obeying Laws	Lesson 28	<p>The teacher writes the words “obeying laws” on the board. The teacher explains that “obeying laws” is important to everyone. She/he further explains that</p>	<p>The students share their lists with the rest of the class. The teacher</p>	<p>Students share their lists with their parents/guardians and</p>



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		<p>as a good citizen, it is every person's duty to follow the laws. She/he directs the students to list at least 5 laws that they must follow every day and tell why each law is important.</p>	<p>compiles a master list on the board and leads further discussions. The teacher emphasizes the Character Home Activity.</p>	<p>discuss why it is important to obey laws. The students ask their parents to relate several laws that they must obey at work or in the community and explain how following these laws creates a harmonious workplace or community.</p>
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Citizenship: Patriotism	Lesson 29	The teacher writes the words “patriotism” on the board. The teacher explains that “patriotism” means the love of and devotion to one’s country. The teacher further informs the students about how people have fought to give Americans these rights and freedoms. The teacher directs the students to design thank you cards to a local veterans group.	The students share their thank-you cards with the rest of the class. The teacher collects the cards and sends to the veterans group. The teacher emphasizes the Character Home Activity.	Students share this activity with their parents/guardians and ask them to help create a thank-you card to send to a veteran who is a family member or a friend.
Citizenship: Sharing	Lesson 30	The teacher writes the word “sharing” on the board. The teacher directs the students to work in pairs to respond to the following statement: Bonnie was the only student in sixth grade that did not help clean the gym after the basketball game. The teacher instructs the students to write a 3-sentence to 5-sentence paragraph commenting on the fairness of this situation.	The students read their paragraphs to the rest of the class. The teacher emphasizes the Character Home Activity.	Students share this activity with their parents/guardians and ask them to relate similar situations that have transpired on their jobs or in the community.
Decision Making: Stakeholder	Lesson 31	The teacher writes the word “stakeholder” on the board. The teacher explains that “stakeholder” means to have a share or an interest in something. She/he writes on the board the following: Two heads are better than one (in making a decision). The students are instructed to work in pairs to write a 3-sentence to 5-sentence paragraph explaining why this is a valid statement. (Each student is a stakeholder in a decision.)	The students read their paragraphs to the rest of the class. The teacher emphasizes the Character Home Activity.	Students share this activity with their parents/guardians and ask them to discuss how decisions are made at work or in the home. Are all stakeholders involved? How?
Decision Making: Self-Control	Lesson 32	The teacher writes the word “self-control” on the board. The teacher divides the class into groups of 3 to 5. Each group is instructed to create a 10-second action to provoke a reaction. The students perform the action and then briefly discuss. What happened? What should have happened?	The students reflect on the actions and complete the following chart: (The teacher writes the chart headings on the board.) The teacher emphasizes the Character Home Activity.	Students share this activity with their parents/guardians and ask them to relate similar action/reaction episodes that have happened to them.



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<p>Decision Making: Decisions</p>	<p>Lesson 33</p>	<p>The teacher writes the word “decisions” on the board. The teacher leads the class in understanding that when a decision is made, one is consciously making up his or her mind. The teacher divides the class into 2 groups. Group one is instructed to list <i>good</i> decisions that a student may make at school. Group two is instructed to list <i>bad</i> decisions that a student may make at school. Each group creates a skit that demonstrates either the right thing to do or the wrong thing to do. A comical approach may be used.</p>	<p>The students perform their skits. After the skits, each student reflects on individual decisions that he/she makes throughout the school day. The students are instructed to write a short paragraph stating if they are “good decision makers” or “bad decision makers” and tell why. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians and ask them what kind of decision they make at work and why.</p>
<p>Decision Making: Consequences</p>	<p>Lesson 34</p>	<p>The teacher writes the word “consequences” on the board. The teacher divides the class into groups of 3 to 5 students. The teacher directs each group to make a list of 5 school rules and the consequences for breaking the rules using the following chart: 5 school rules Consequences</p>	<p>The students discuss the rules and consequences and offer suggestions of some other rules that should or should not be deleted. The teacher emphasizes the Character Home Activity.</p>	<p>Students share this activity with their parents/guardians and ask them to give an example of a rule at work or in the community and discuss the consequences for breaking that rule.</p>



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<p>Celebration</p>	<p>Lesson 35</p>	<p>The teacher writes “CHARACTER COUNTS!SM” on the board. She/he reviews the character pillars with the students. The character pillars are listed on the board: Respect, Responsibility, Trustworthiness, Caring, Fairness, and Citizenship. She/he instructs the students to work with a partner and determine how they would handle the following situation: Imagine you are baby-sitting for a neighbor this summer. You notice a \$20 bill on the floor. What do you do?</p>	<p>Students write a paragraph explaining what they would do. Students are told to include an illustration in their work. The teacher will remind students to use resources (e.g., dictionary) and to write legibly. The teacher emphasizes Character Home Activity.</p>	<p>Students share their paragraphs with their parents/guardians and ask them how the character pillars are incorporated into everyday life.</p>
<p>Celebration</p>	<p>Lesson 36</p>	<p>The teacher writes “CHARACTER COUNTS!SM” on the board. She/he reviews the character pillars with the students. The character pillars are listed on the board: Respect, Responsibility, Trustworthiness, Caring, Fairness, and Citizenship. The teacher directs the class to work in pairs and complete the following chart: (The teacher writes the headings on the board.) Characteristics of a school without CHARACTER COUNTS!sm Characteristics of a school with CHARACTER COUNTS!sm</p>	<p>The students share their charts with the class and then write a short paper (2 paragraphs) to answer the following question: Where does our school fit– good character education or no character education? The teacher emphasizes the Character Home Activity.</p>	<p>Students share this activity with their parents/guardians and ask them to relate where they think their work places would fall – a good character workplace or a workplace without character.</p>



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