

# Alabama 4-H Leading With Character

## 7<sup>TH</sup> GRADE LESSON PLAN



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 six character pillars: caring, respect, responsibility, trustworthiness, fairness and citizenship. <u>List 2</u> contains: truthful, disloyal, reliable, undependable, polite, unloved, honest, understanding 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 character determines how one really wants to act. She/He states “Your character is how you are when no one is looking.” The teacher leads the class in a discussion of how they might act differently with friends than when alone. She/He elicits from students that improper behavior may make them feel uncomfortable.	The students are asked to write a short paragraph explaining why one might behave in a manner that sometimes makes him/her uncomfortable. The teacher emphasizes the Character Home Activity.	Students relate to their parents/guardians school activities. Together they discuss why building good character is important to the family. They outline action steps to develop better character among family members.
Caring/Trustworthiness	Lesson 2	The teacher writes the following statement on the board: “A person with good character demonstrates caring and trustworthiness.” Students are instructed to write a 10-sentence to 12-sentence paragraph defending that statement. They are asked to think of someone they know who demonstrates caring and trustworthy behaviors. The teacher encourages English mechanics and proper English grammar. Students are encouraged to use dictionaries and thesauruses as writing tools.	The students share their paragraphs with the rest of the class. Two columns are written on the board with the headings “caring” and “trustworthy.” Students list the traits that they wrote about in their paragraphs. The teacher emphasizes the Character Home Activity.	Students share their paragraphs with their parents/guardians. Together they discuss the traits, which are considered “caring” or “trustworthy.” The parents/guardians reinforce the importance of caring and trustworthiness at home and at the workplace.



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Caring: Character Introduction	Lesson 3	The teacher will write these headings on the chalkboard: “I am caring because...”; “I need to be more caring by...”; “It is important to be caring because...”. The students are instructed to write the headings on their paper and to respond to each with three sentences.	The students choose from one of the following topics: environment, education or national leadership. Each writes a statement of concern related to his/her chosen topic. The teacher emphasizes the Character Home Activity.	Students will share their statements with their parents/guardians. Students discuss with parents/guardians how background and life experiences have affected personal concerns.
Trustworthiness: Character Introduction	Lesson 4	The teacher writes the word “trustworthiness” on the chalkboard. She/He explains that trustworthiness means to be trusted to be HONEST even when it costs more than we would like. Students are directed to work in pairs. The teacher directs one student in each pair to write a pretend “What if...” scenario that demonstrates a need for honesty. When the students complete the “What if...” scenario, he/she passes it to his/her partner who in turn writes a response. (Ex. What if your teacher has made an error on your test score giving you a higher grade than you deserve? What do you do?)	Students read the scenarios and responses aloud. They decide if honesty and trustworthiness are evident. The teacher emphasizes the Character Home Activity.	Students work with parents/guardians on “What if...” scenarios that concern home and the workplace and discuss responses given. Together they decide how honesty and trustworthiness have an importance in both places.
Respect: Fairness	Lesson 5	The teacher writes “Twelve Examples of Playing by the Rules at School” on the chalkboard. The students are directed to work in pairs to formulate a list of examples according to the topic on the board. Using their lists, the students then develop a paragraph explaining the twelve examples and why they are important in school.	Students share their paragraphs with the class. They explain and comment on the examples to demonstrate their understanding of the concept. Partners serve as proofreaders to check for grammar and English mechanics. The teacher emphasizes the Character Home Activity.	Students discuss their lists and paragraphs with their parents/guardians. They ask their parents/guardians for four examples of the importance of “playing by the rules” at home, in the community, or at work.



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Respect: Courtesy	Lesson 6	<p>The teacher writes “Ten 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 ten common courtesies that show respect at school. She/He asks the students to make a similar list of ten courtesies at home. Students put their lists in chart form as follows:</p> <p><b>10 courtesies at home</b>  <b>10 courtesies at school</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>1.</li> <li>2.</li> <li>2.</li> <li>3.</li> <li>3.</li> </ol>	Students construct a Venn Diagram using their charts to highlight the courtesies that are alike and necessary both at home and at school. Teacher emphasizes the Character Home Activity.	Students discuss their charts and Venn Diagrams with their parents/guardians. They 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.
Respect: Consideration	Lesson 7	The teacher writes the following words on the chalkboard: “Consideration “Kindness.” The students are asked to compare and contrast an incident that they observed at school when a classmate exhibited consideration/kindness toward another, and an incident when a student did not exhibit this behavior. Students write at least two sentences to describe how they felt as they observed the situation. Grammar and sentence structure strategies are stressed.	In a brief paragraph, the students explain why consideration is necessary in the home, school, community, nation, and world. They read and discuss aloud. Teacher emphasizes the Character Home Activity.	Students will share with their parents/guardians the paragraphs they wrote. They ask their parents/guardians to give an example of a situation at work where NO consideration was given or displayed and to explain how the situation could have been made better by the use of “simple consideration.”



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<p>Respect: Understanding</p>	<p>Lesson 8</p>	<p>The teacher defines the word “understanding” in terms of “having knowledge of.” In a class discussion, students should analyze the ways social conflict can be peacefully resolved using understanding. The teacher records students’ responses on a chart or chalkboard.</p>	<p>The students write a short letter to the state governor expounding on the necessity of “understanding” as part of state government activities. Correct English mechanics, letter form, and sentence structure is emphasized. Students share the letters with a partner for peer editing. Teacher emphasizes the Character Home Activity.</p>	<p>Students and parents/guardians discuss how understanding can peacefully resolve many home/family conflicts and plan a way to have discussions on family issues in an understanding way.</p>
<p>Responsibility: Reliability</p>	<p>Lesson 9</p>	<p>The teacher writes the words “<i>responsibility</i>” and “<i>reliability</i>” on the board. He/she asks the students to work in pairs to complete the following chart:</p> <p>Times when I was responsible Consequences of my actions</p> <p>(4-7 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 and then students summarize important reasons for being <i>reliable</i>. 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>



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<p>Responsibility: Accountability</p>	<p>Lesson 10</p>	<p>The teacher writes the words “<b>responsibility</b>” and “<b>accountability</b>” 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 small 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 their data on the chart that the teacher has drawn. When the chart is completed, the teacher models writing a 5-sentence to 7-sentence paragraph summarizing the data in their charts.</p> <p>Things I do How I am Accountable</p> <p>( 4-7 responses)</p>	<p>Students write a 5-sentence to 7-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 <b>accountability</b> at school, at home and as a citizen. Parents/guardians explain the importance of being accountable for one’s actions.</p>
<p>Responsibility: Self-Control</p>	<p>Lesson 11</p>	<p>On the board the teacher writes the following words: “<b>self-control</b>” and “<b>your money.</b>” He/She states that in life people must weigh factors involved in making a choice or decision. The teacher leads a brainstorming session about the factors for developing a personal budget and <b>self-control</b> that are needed to stay within the budget. Working in pairs, the students make a budget consisting of what they think they will need for activities during a typical weekend.</p>	<p>The students read and compare their budgets with their partners. The students are directed to write a 5-sentence to 7-sentence paragraph concluding their views on the importance of <b>self-control</b> in the entire budgeting process. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their budgets with their parents/guardians. Parents/guardians explain the importance of <b>self-control</b> in making and keeping budgets and the consequences of when self-control is maintained and when it is not.</p>



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Responsibility: Dignity	Lesson 12	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. The teacher divides the class into four groups. He/she directs the students to write scenarios/skits that exhibit students acting in a <i>dignified</i> manner and students acting in an <i>undignified</i> manner.	The students will present their scenarios/skits to the rest of the class. The teacher instructs the students to write a 5-sentence to 7-sentence paragraph comparing and contrasting the two behaviors portrayed in the scenarios/skits. The teacher emphasizes the Character Home Activity.	The students discuss their scenarios/skits with their parents/guardians. They ask their parents/guardians to compare <i>dignified</i> behavior to <i>undignified</i> behavior displayed at work, in the community or in other situations.
Caring: Kindness	Lesson 13	The teacher writes the word “ <i>kindness</i> ” on the board. The students working in small groups are instructed to write a short skit that exhibits “ <i>acts of kindness</i> .” The students may use literature, events in history or other sources as examples.	The students perform their skits depicting “ <i>acts of kindness</i> .” The students write a 5-sentence to 7-sentence paragraph reflecting their feelings about how “ <i>acts of kindness</i> ” affect all parties. The teacher emphasizes the Character Home Activity.	The students discuss “ <i>acts of kindness</i> ” with their parents/guardians. The students ask their parents/guardians to describe examples of kindness that they have experienced at work, in the community or in other situations.
Caring: Empathy	Lesson 14	The teacher writes the word “ <i>empathy</i> ” on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. When the definition is understood, the teacher instructs the students to write the following: “I am an understanding and empathetic person because...” The students complete the statement adding further explanation in a 5-sentence to 7-sentence paragraph. The teacher reminds the students to write legibly and to use correct English mechanics.	The students read their paragraphs. Students summarize orally qualities of an empathetic person. The teacher emphasizes the Character Home Activity.	The students share their paragraphs with their parents/guardians. The students ask their parents/guardians to share their feelings about showing <i>empathy</i> for others.



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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 instructs the students to work with a partner to create a <b>Sharing Work Chart</b> for the class. The chart should include classroom and school chores that could be shared and the rewards for doing the chores. The teacher leads a discussion of the effect that <i>sharing</i> has on others.	The students share their charts with the rest of the class. Based on the information provided by the students, they then collectively create a <b>Sharing Work Chart</b> and hang it in the classroom. The teacher emphasizes the Character Home Activity.	The students share with their parents/guardians their charts 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 the word “ <i>compassion</i> ” on the board and explains that <i>compassion</i> means to understand what others are feeling by showing concern or sympathy for that person. The teacher directs the students to write a 5-sentence to 7-sentence paragraph, giving examples of ways that students show <i>compassion</i> for others. The students may use literature, events in history or personal experiences as examples. Students are reminded to write legibly and to demonstrate correct use of punctuation, capitalization and abbreviations.	The students share their paragraphs with the rest of the class. The teacher leads a discussion of the importance of showing <i>compassion</i> for others and its effect in daily lives. The teacher emphasizes the Character Home Activity.	The students share their paragraphs with their parents/guardians. They ask their parents/guardians relate times when their parents/guardians showed or received <i>compassion</i> at work or in other circumstances.
Trustworthiness: Honesty	Lesson 17	The teacher tells the class that the sixteenth president of the U.S. was often referred to as “Honest Abe” during his presidency. The teacher leads the class in a discussion of why this nickname was valid. On the board, the teacher writes <b>Honest</b> _____ and asks the students to fill in the blank with their first names. The students are instructed to list reasons why they could be considered honest.	The students write a 4-line poem that describes themselves as honest individuals. The poems are shared with the rest of the class and displayed on a bulletin board. The teacher emphasizes the Character Home Activity.	The students recite their poems to their parents/guardians. The students ask parents/guardians to tell about the effects of a dishonest act that they have experienced. They further discuss how honesty affects their families.



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Trustworthiness: Integrity	Lesson 18	<p>The teacher asks the class to reflect on a recent political election. He/she elicits from the students several names of various leaders and writes the names on the board. The students are instructed to complete the following chart:</p> <p>Names of Leaders Positions Held Evidence of Integrity</p>	<p>Working in pairs, the students select one name from the chart that they believe demonstrates the most <i>integrity</i> during the campaign and list the reasons why. The students share their choice with the rest of the class. The teacher reminds students to speak intelligibly using standard English pronunciation and diction. The teacher emphasizes the Character Home Activity.</p>	<p>The students discuss their candidate 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 <i>integrity</i> affects their families and their daily lives.</p>
Trustworthiness: Integrity	Lesson 19	<p>The teacher writes the following sentence on the chalkboard: “A government official of integrity never takes a bribe.” She/he divides the class into four groups. The students are directed to compose a song to explain the meaning of integrity as it relates to the sentence on the chalkboard.</p>	<p>The students perform their songs for the rest of the class. Following the performances, the teacher leads a discussion of the importance of honesty and trustworthiness. The teacher emphasizes the Character Home Activity.</p>	<p>Students relate to their parents/guardians this school activity. Together they discuss the importance of integrity in elected officials. They ask parents/guardians to identify an elected official who shows integrity while serving in a government position.</p>



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Trustworthiness: Dependability	Lesson 20	The teacher writes the word “dependability” on the chalkboard. The teacher divides the class into groups of 3 to 5. She/he instructs the students to create and complete a mural showing scenes that depict the importance of dependability at school.	Students share their murals with the class and hang the murals in the hallways. Students write a 5- to 7-sentence paragraph highlighting favorite scenes from the murals and explaining the importance of dependability. The teacher emphasizes the Character Home Activity.	Students discuss the activity with their parents/guardians. Together they discuss why dependability is so important to their home life.
Trustworthiness: Loyalty	Lesson 21	The teacher writes the word “loyalty” on the chalkboard. The teacher explains that loyalty can mean many things. Sometimes loyalty may conflict with honesty. Students work in pairs to make a list of 3 to 5 incidents at school when conflicts occurred between being honest and being loyal. Students devise a flowchart to show what happened following each incident	The students share their completed flow charts with the rest of the class. The teacher leads the class in a discussion and guides them to a consensus of how to balance honesty and loyalty at school—trying to do the right thing, yet continuing to be loyal to your friends and school. Teacher emphasizes the Character Home Activity.	Students discuss the possibility of loyalty and honesty conflicts at home. Parents/guardians give an example of a similar problem that they have faced.
Fairness: Patience	Lesson 22	The teacher writes the word “patience” on the chalkboard. The students work in pairs to complete the following chart using at least 6 examples: Example of a time at school when patience was not used Result (positive or negative)	The students share their completed charts with the rest of the class. The students write a 3-sentence to 6-sentence paragraph comparing and contrasting the examples of patience or lack of patience. The teacher emphasizes the Character Home Activity.	Students ask their parents/guardians to compare and contrast situations of <i>patience</i> and <i>impatience</i> using a real-world situation that the parents/guardians have experienced at work, at home or in the community.



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Fairness: Justice	Lesson 23	The teacher writes the word “justice” on the chalkboard. She/he explains how school rules are meant to ensure justice and fairness for all students. Students are put into groups of 3 to 5 students. They are asked to examine a rule that they believe is unfair for everyone. Students rewrite a fair rule and compose a paragraph to explain why the new rule ensures fairness/justice where the old rule did not.	The students present their new rules and explanations to the rest of the class. The teacher emphasizes the Character Home Activity.	The students ask their parents/guardians to explain to them about a work rule or home rule that is unfair to them and how they would change the rule to ensure fairness and justice.
Fairness: Equality	Lesson 24	The teacher writes the word “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 laws of our nation. The students copy the mind map onto their tablets.	The students continue to develop the mind map throughout the day, listing other examples observed at home and in the community. Teacher emphasizes the Character Home Activity.	Students share their mind maps with their parents/guardians. They complete the maps with examples of quality in their families and in the workplace.
Fairness: Fair Play	Lesson 25	The teacher writes the words “fair play” on the chalkboard. She/he elicits from the class examples of times that fair play is important at school. The responses are written on the board. The teacher divides the class into groups of 4. Each group will write and perform a short poem or rap song to demonstrate how it feels about fair play at school.	The students perform their poems or rap songs. Following the performances, students write a 4-sentence to 6-sentence paragraph commenting on their favorite performances. Teacher emphasizes the Character Home Activity.	Students read their poems/songs to their parents/guardians. They ask their parents/guardians to explain how they feel about fair play at work or in the community.



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<p>Citizenship: Cooperation</p>	<p>Lesson 26</p>	<p>The teacher writes the word “cooperation” on the chalkboard. The teacher divides the class into groups of 4 and gives them the following scenario: The community park needs to be cleaned up. The teacher instructs the groups that, to be good citizens they must do their share to help in their community to make things better. The groups are further instructed to write a letter to the mayor giving details on ways they could assist in a clean-up project.</p>	<p>The students share their letters and discuss how this would be a good cooperative community service. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their ideas with their parents/guardians. They ask their parents/guardians to tell them when they cooperated to make things better in the community.</p>
<p>Citizenship: Volunteering</p>	<p>Lesson 27</p>	<p>The teacher writes the word “volunteering” on the chalkboard. The teacher explains that “volunteering” means to give or offer help. The teacher instructs the students to identify a project in the community or school where they could volunteer their help. The teacher instructs the students to write a paragraph detailing how they can volunteer and what they want to accomplish by being a good citizen of the community.</p>	<p>The students share their paragraphs and discuss why <i>volunteering</i> is an important trait. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their ideas with their parents/guardians. They discuss how each family member can volunteer and be a good citizen in other community activities.</p>
<p>Citizenship: Obeying Laws</p>	<p>Lesson 28</p>	<p>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 law. The teacher directs the students to list as many laws as they can think of in two minutes. In a short paragraph, the students must give reasons why it is important to have laws and how breaking even one law can cause harm.</p>	<p>The students share their paragraphs with the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their class activity with their parents/guardians. They discuss how good citizens should do their part in obeying laws at home, in the community, and in the workplace.</p>
<p>Citizenship: Patriotism</p>	<p>Lesson 29</p>	<p>The teacher writes the word “patriotism” on the chalkboard. The teacher explains that “patriotism” means the love of and the devotion to one’s country. Working in groups of three, the students are given the option of creating a poem, portrait, or song to express their views of the importance of patriotism and its role in a democratic society.</p>	<p>The students share their poems, portraits or songs with 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 add to their works.</p>



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<p>Citizenship: Sharing</p>	<p>Lesson 30</p>	<p>The teacher writes the word “sharing” on the chalkboard. The teacher explains that the word “sharing” means participating in and enjoying jointly. The teacher explains that in the world, many citizens share in the responsibility of keeping our environment healthy for everyone. The teacher instructs the students to write a short paragraph using how they can do their share to keep the environment clean and healthy as the main idea.</p>	<p>Students share their paragraphs with the class. The class as being helpful will further discuss each idea or not. The teacher will chart the information on the board. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their class activity with their parents/guardians. They ask their parents/guardians if they are doing their fair share in helping protect and preserve the environment.</p>
<p>Decision Making: Stakeholder</p>	<p>Lesson 31</p>	<p>The teacher writes “stakeholder” on the board. The teacher explains that “stakeholder” means to have a share or an interest in something. She/he further explains that the U. S. government has many stakeholders. She/he asks the students to work with a partner to complete the chart (the teacher writes the headings on the board): Stakeholders in our U.S. Government What do they do?</p>	<p>The students share their charts with the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their charts with their parents/guardians. They ask their parents/guardians to add any stakeholders to the chart and to explain the stakeholders associated with their work or in the community.</p>
<p>Decision Making: Self-Control</p>	<p>Lesson 32</p>	<p>The teacher writes the word “self-control” on the chalkboard. The teacher asks the students to define self-control. She/he encourages the students to “think BIG” using current events to stimulate thoughts. The students are directed to write a 3-sentence to 5-sentence paragraph explaining why maintaining self-control is needed as evidenced by relevant issues of today.</p>	<p>The students share their paragraphs and thoughts with the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to share their thoughts about current events and self-control as well.</p>
<p>Decision Making: Decisions</p>	<p>Lesson 33</p>	<p>The teacher writes “decisions” on the board. The teacher asks students to define decisions. She/he asks them to think of decisions that they must make at school. The class is divided into small groups. The students are instructed to complete the following chart (the teacher writes the headings on the board). Good decisions you can make at school Bad decisions you can make at school</p>	<p>The students share their charts with the rest of the class and defend their responses. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss their charts with their parents/guardians. They ask their parents/guardians to give them examples of a good and a bad decision they made at home or at work.</p>



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Decision Making: Consequences	Lesson 34	The teacher writes the word “consequences” on the chalkboard. She/he leads the class in a discussion of its meaning (an effect or result.) The students are directed to create a mind map of the consequences of a law broken. In small groups the students are assigned the following task: In paragraph form, suggest fair consequences of a law broken by an underage student. (Ex. Drinking, smoking, etc.) The students are reminded to write legibly.	Selected students read their paragraphs to the rest of the class. They are reminded to speak clearly. The teacher emphasizes the Character Home Activity.	Students discuss their paragraphs with their parents/guardians. They ask their parents/guardians how they impose fair consequences when rules are broken at home.
Celebration	Lesson 35	The teacher writes the words “CHARACTER COUNTS! <sup>SM</sup> ” 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 washing and waxing a car for a neighbor. She promised to pay you \$22. She gives you one twenty and two fives. What do you do?	Students write a paragraph that explains what they would do. Students are to include an illustration in their work. The teacher will remind the students to use resources (dictionary, glossary, etc.) and to write legibly. The teacher emphasizes the Character Home Activity.	Students share their paragraphs with their parents/guardians. They ask their parents/guardians how the character pillars are incorporated into everyday life.
Celebration	Lesson 36	The teacher writes the following words on the chalkboard: “CHARACTER COUNTS! <sup>SM</sup> ” The teacher leads the class in the recollection of the character pillars learned throughout the year: respect, responsibility, trustworthiness, fairness, caring, citizenship. She/he asks students to complete the chart (the teacher writes the headings on the board): Desired characteristics of our students Characteristics of our students  Using the charted data, students write a plan for improved character education for the next school year.	The students submit their action plans to their teacher for consideration of character building ideas for the next school year. The teacher emphasizes the Character Home Activity.	Students discuss their action plans with their parents/guardians. They ask their parents/guardians to make an action plan to increase character building in the home.



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