Molly Gregg, Extension 4-H Specialist, and Chuck Hill, former Extension 4-H Specialist

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The CHARACTER COUNTS!® Coalition exists to fortify the lives of young people with ethical values called the Six Pillars of Character. These values, which transcend divisions of race, creed, politics, gender, and wealth, are: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

**Trustworthiness**
Be honest • Don’t deceive, cheat, or steal • Be reliable—do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends, and country.

**Respect**
Treat others with respect—follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit, or hurt anyone • Deal peacefully with anger, insults, and disagreements.

**Responsibility**
Do what you are supposed to do • Persevere—keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your choices.

**Fairness**
Play by the rules • Take turns and share • Be open-minded; listen to others • Don’t take advantage of others • Don’t blame others carelessly.

**Caring**
Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need.

**Citizenship**
Do your share to make your school and community better • Cooperate • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment.
Leading with Character

Lesson Plan Introduction

Alabama 4-H and the Alabama Cooperative Extension System are pleased to provide you with Leading with Character. The lessons will help your school become a School of Character. Feel free to copy and distribute these as needed for classroom use.

The lessons provide teachers in grades four through eight with a character education program that complies with Alabama’s Accountability Law (Act 95-313). Each grade level has a weekly lesson plan that focuses on one of the Six Pillars of Character: Respect, Responsibility, Trustworthiness, Fairness, Caring, and Citizenship.

The format is simple: one concept, one page, one time per week. Every week, one of six core character-building values is presented in a real-life application. Concise content reinforces key skills in a manner that is appropriate for students in each grade level.

The lessons do not require teacher preparation. They can be as brief as ten minutes or lengthier if the teacher desires.

The lessons follow the same topics and character pillars outlined in the CHARACTER COUNTS! program by the Josephson Institute. Each age-appropriate lesson is numbered by the lesson week, and the grade level is identified at the top of each document.

Lessons were developed to teach thinking skills through applications that are relevant to each student’s life. A home activity is included in every lesson that connects the school activity to the home.

It is our hope that these lessons will provide each teacher in grades four through eight with meaningful, easy-to-execute lessons, as well as deliver a tool that can enrich each student’s life through character building.
### Alabama 4-H Leading with Character

**Fourth-Grade Lesson Plan**

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<tr>
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<tr>
<td><strong>Introduction to Character</strong></td>
<td>Lesson 1</td>
<td>Teacher writes two lists of words vertically on the board. List one contains the Six Pillars of Character: Caring, Respect, Responsibility, Fairness, Trustworthiness, Citizenship. List two contains words such as: Loving, Honesty, Dependable, Justice, Understanding, Good Neighbor. Students match words in list one to their synonyms in list two. Teacher calls attention to the six character pillars: <em>Your character is who you are when no one is looking.</em> Teacher leads the class in a discussion of how they might act differently with a friend than when alone.</td>
<td>Students explain character in one or two sentences. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to talk with them about what they consider to be good character. Students share the character pillars with them and ask for help building character throughout life.</td>
</tr>
<tr>
<td><strong>Caring/Trustworthiness</strong></td>
<td>Lesson 2</td>
<td>Teacher leads the class to reflect on <em>What is good character?</em> and asks students to focus on the meaning of caring (concerned or interested) and trustworthiness (reliable, keeping promises, etc.). Students write a four-sentence paragraph describing someone they know who has good character and is caring and trustworthy.</td>
<td>Students read and discuss their paragraphs with a partner or group, checking spelling, punctuation, structure and usage. As a class they list characteristics of people who they consider to have good character. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians. Together they discuss the importance of caring and trustworthiness in the home or at school.</td>
</tr>
<tr>
<td><strong>Caring: Character Introduction</strong></td>
<td>Lesson 3</td>
<td>Teacher writes the word Caring on the board. Students are instructed to describe a caring person and to compare their own personal traits to those of the person they described. They then list at least two areas that a fourth-grade student might be concerned about at home, in the community, and in our state. Students compare their lists. For example: the environment, violence, parents are stressed.</td>
<td>Each student writes three to five steps showing a plan of action to become a more caring, trustworthy person in any of the areas listed. Teacher reminds students to check work for proper punctuation and capitalization. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their lists with parents/guardians. Together they discuss how becoming a more caring person can affect the home, community, and state.</td>
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# Fourth-Grade Lesson Plan

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<tr>
<td><strong>Trustworthiness: Character Introduction</strong></td>
<td>Lesson 4</td>
<td>Teacher asks students to define the term <em>Contract</em>. Teacher leads students to understand that a contract is an agreement and a special kind of promise. Teacher explains that signing one’s name to a written contract is agreeing to what is written, and it suggests that one can be trusted to do what it says. Students write a list of class rules that they promise to follow. Each student then signs his/her name at the bottom of the list signifying agreement to the terms of the contract.</td>
<td>Students and teacher discuss the importance of keeping promises and how that relates to trustworthiness. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians the contract that they signed and together determine trustworthiness and the importance of keeping promises as part of daily living.</td>
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<tr>
<td><strong>Respect: Fairness</strong></td>
<td>Lesson 5</td>
<td>Teacher writes the words <em>Playing by the Rules</em> on the board and leads the class in a brainstorming activity focused on the importance of playing by the rules. Students work in pairs to complete a chart that shows examples of playing by the rules at school and at home. Playing by the Rules At Home At School</td>
<td>Students complete their charts and construct a Venn diagram to show the similarities of fairness (playing by the rules) at school and at home. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians the chart they completed and discuss the importance of playing by the rules as it relates to work.</td>
</tr>
<tr>
<td><strong>Respect: Courtesy</strong></td>
<td>Lesson 6</td>
<td>Teacher writes the words <em>Courtesy Hunt</em> on the board and directs students to make a list during the school day of students demonstrating courteous behavior to their peers, teachers, etc. Teacher spends several minutes brainstorming with students on possible observations/demonstrations of courtesy. The following day, students use their lists to write a four- to six-sentence paragraph to be shared with classmates highlighting their observations. Students are reminded to incorporate rules of spelling, capitalization, punctuation, and English grammar.</td>
<td>Students share their paragraphs with the class. They help teacher compile a blended list of all students, depicting all observations of courtesy noted. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their observations of courtesy with parents/guardians and ask them to share an example of “common courtesies” at work or in the community (stores, parks, movies, etc.).</td>
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<td>Respect: Consideration</td>
<td>Lesson 7</td>
<td>Teacher writes on the board: <strong>Consideration is the quality of being thoughtful of other people’s feelings.</strong> Students work in pairs to discuss and write a four- or five-sentence paragraph highlighting a time when they observed a classmate demonstrating consideration toward another classmate. Correct spelling, capitalization, punctuation, letter form, and grammar are emphasized.</td>
<td>Students work in pairs for peer editing. Students take turns reading their paragraphs to the class. Comments and discussions are encouraged. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to explain an incident when considerations were observed in the workplace or in the community.</td>
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<tr>
<td>Respect: Understanding</td>
<td>Lesson 8</td>
<td>Teacher writes the word <strong>Understanding</strong> on the board and leads students in a brainstorming activity to define the word. All definitions are recorded on the board. Teacher then writes: <strong>It is important that state and local leaders respect the individual differences among people and are understanding of the needs of the people that they represent.</strong> Students choose a definition that may be a synonym for understanding in this context. If no definitions are listed, then teacher should give ideas to elicit appropriate responses. Students then decide if the statement is true or false and verbally defend their choices.</td>
<td>With a partner or in small groups, students write at least a four-sentence letter to a state or local leader explaining why understanding is an important character trait for elected officials. Names and addresses of Alabama House and Senate leaders may be found at this web address: <a href="http://www.legislature.state.al.us/index.html">www.legislature.state.al.us/index.html</a>. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the letter with parents/guardians and ask them if they are in agreement with the contents of their letter. If so, they explain why. If not, they explain why not.</td>
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<tr>
<td>Responsibility: Reliability</td>
<td>Lesson 9</td>
<td>Teacher writes the word <strong>Reliability</strong> on the board and asks students to guess the meaning of the word. Teacher records the definitions and then relates the scenario: <strong>Your friend does not come to school for a week because of illness. He asks you to bring all of his schoolwork to him. You forget. He is very angry and calls you unreliable.</strong> After reflecting on the scenario, students evaluate the various definitions that were given earlier and determine an appropriate one. Students write a four-to five-sentence paragraph explaining the importance of being reliable or dependable. Teacher reminds the class to write legibly using correct English mechanics.</td>
<td>Students share their paragraphs with the rest of the class. From the writings of students, teacher highlights important reasons for being reliable. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to tell about a time when someone was not reliable on the job and the consequences of being unreliable.</td>
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<td><strong>Responsibility: Accountability</strong></td>
<td>Lesson 10</td>
<td>Teacher writes on the board: <em>Responsibility means that one is expected to be accountable for his/her actions</em>. With student input, teacher creates a timeline that details events in a typical school day. Following this, students work in pairs to list how they are held accountable throughout the school day using the items listed on the timeline. Example: <em>8:30 a.m. bell rings. Students must be in their classrooms and in their seats.</em> Teacher reminds students to write legibly.</td>
<td>Students share their lists with the rest of the class. Similarities and differences are noted. Possible reasons for each are discussed. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their lists and timelines with parents/guardians and ask them to explain ways they are accountable for their actions on the job, in the community, or at home.</td>
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<tr>
<td><strong>Responsibility: Self-Control</strong></td>
<td>Lesson 11</td>
<td>Teacher writes on the board: <em>Self-control is control over one’s actions or feelings</em>. Working in pairs, students discuss the term <em>self-control</em> as it relates to them and their classmates. Following the discussion, students complete the following chart (one to four responses): <strong>When I Showed Self-Control</strong> <em>What Happened Afterward</em> <strong>How I Felt</strong> Upon completion of the chart, students write a three-sentence paragraph explaining the importance of maintaining self-control at school. Teacher reminds students to write legibly.</td>
<td>Teacher constructs the same chart on the board. Students present their data and paragraphs while teacher records some of the data on the board. Teacher leads a short discussion about the charted results. Students compare and contrast data orally. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to provide examples of times when people have not shown self-control in the work, community, and home environment. Consequences are discussed.</td>
</tr>
<tr>
<td><strong>Responsibility: Dignity</strong></td>
<td>Lesson 12</td>
<td>Teacher writes the word <em>Dignity</em> on the board and asks students to express what they think the word means. When a definition is clear, students work in small groups to compile a list of three instances where dignity would play an important role in day-to-day school life. They are then instructed to compose a three- to five-sentence paragraph based on the list that summarizes their thoughts on the important role of dignity.</td>
<td>Students share their lists and paragraphs with the rest of the class. Teacher reminds students to speak clearly. She/he highlights responses on the board. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class lists and paragraphs with parents/guardians and ask them to share situations where dignity was very important.</td>
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# Alabama 4-H Leading with Character

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<td><strong>Caring: Kindness</strong></td>
<td>Lesson 13</td>
<td>Teacher instructs students to write their names on a small piece of paper and fold it in half. Teacher writes the word <em>Kindness</em> on the board and then collects all of the papers and places them in a box. Each student selects one paper from the box. Students write a kindness letter to the person whose name was drawn. The kindness letter must contain at least five sentences in the main body and follow correct letter format. Teacher reminds students to write legibly and to demonstrate standard English structure and usage.</td>
<td>Students deliver their letters to the addressee. Upon receipt of the letter, the recipient of the kindness letter reads it to the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their letters with parents/guardians and ask them to share some kind acts that they have performed at work or home.</td>
</tr>
<tr>
<td><strong>Caring: Empathy</strong></td>
<td>Lesson 14</td>
<td>Teacher writes the word <em>Empathy</em> 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, teacher instructs students to pretend they have lost their eyesight by closing their eyes for two minutes. During this time, teacher keeps talking while walking and doing things around the classroom. Students are instructed to open their eyes and write three sentences describing how they felt when they couldn’t see what teacher was doing. Students are reminded to write legibly using correct English mechanics.</td>
<td>Students read their sentences and discuss ways to show empathy for those who cannot see. Teacher emphasizes the Character Home Activity.</td>
<td>Students describe to parents/guardians how they felt when they pretended to be blind. Students ask parents/guardians to try the experiment with them and share their feelings about people who cannot see.</td>
</tr>
<tr>
<td><strong>Caring: Sharing</strong></td>
<td>Lesson 15</td>
<td>Teacher writes the word <em>Sharing</em> on the board and asks students to tell its meaning. With teacher guidance, a definition is established. Teacher selects five students to stand before the class. Teacher then draws a large circle on the board representing a pizza. One by one the five students “cut” (draw) a piece of pizza so that each gets a share. Teacher focuses students on determining whether caring means equality when sharing.</td>
<td>Students analyze the drawing of the pizza. Teacher asks questions such as: <em>If one student is smaller, should that student get a smaller share?</em> Students write a one- or two-sentence summary of the discussion. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their lesson summaries with parents/guardians. Together they make a list of how they can share more at home and in the community.</td>
</tr>
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</table>
### Caring: Compassion

**Lesson No.** Lesson 16  
**Activity** Teacher writes the word *Compassion* on the board and explains that compassion means to understand what others are feeling and to show concern or sympathy for that person. Teacher then writes: *How do we show compassion?* Students write a four-sentence list that best describes ways of showing compassion. Example:  
*A new student was feeling lonely and left out, so I made her feel welcome by asking her to sit with me at lunch.* Teacher reminds students to write legibly, demonstrating proper English mechanics (structure, usage, capitalization).  
**Assessment** Students share their sentence lists with the rest of the class. Teacher leads a discussion on the importance of showing compassion. Teacher emphasizes the Character Home Activity.  
**Home Activity** Students share their lists with parents/guardians and discuss how they can show more compassion at home and in the community.

### Trustworthiness: Honesty

**Lesson No.** Lesson 17  
**Activity** 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. Using the words of the acrostic, students write three sentences describing how honesty affects a student’s day. Teacher reminds students to write legibly using correct English mechanics. Teacher emphasizes the Character Home Activity.  
**Home Activity** Students ask parents/guardians to create an acrostic using the letters of the word HONEST. Once complete, they determine how honesty affects their families.

### Trustworthiness: Integrity

**Lesson No.** Lesson 18  
**Activity** Teacher relates the scenario: *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.* Teacher divides the class into small groups to list three solutions to this dilemma and the possible effects of each. Each group creates a pictorial representation of one solution that exemplifies integrity. A spokesperson from each group explains the solution by interpreting the group’s picture. The class votes on the solution that best demonstrates integrity. Teacher emphasizes the Character Home Activity.  
**Home Activity** Students share the day’s lesson with parents/guardians. Once complete, they determine how integrity affects their families and daily lives.
### Alabama 4-H Leading with Character

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<td><strong>Trustworthiness: Integrity</strong></td>
<td>Lesson 19</td>
<td>Teacher writes the word <em>Integrity</em> on the board and explains to the class that integrity is the quality of being honest and trustworthy. Students work with a partner to compile a list of four examples of integrity they have seen at school involving their classmates. After compiling this list, they write a four-sentence paragraph summarizing the importance of exhibiting integrity at school.</td>
<td>Students share their lists with the rest of the class. Afterward, they read their paragraphs aloud then turn in their papers to teacher. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of sharing and ask them to think of ways they can share in making their home a better place to be.</td>
</tr>
<tr>
<td><strong>Trustworthiness: Dependability</strong></td>
<td>Lesson 20</td>
<td>Teacher writes the word <em>Dependability</em> on the board and explains that dependability means to be trustworthy. Students work in pairs to draw a picture of something or someone that depends on them each day (a pet, sibling, etc.). Students add descriptive word captions to their pictures that explain trustworthiness and dependability.</td>
<td>Students share their pictures and discuss who or what depends on them and why. In a three- to five-sentence paragraph, students describe how they would feel if they had no one to depend on. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians examples of how each family member depends on something or someone for their well-being.</td>
</tr>
<tr>
<td><strong>Trustworthiness: Loyalty</strong></td>
<td>Lesson 21</td>
<td>Teacher writes the word <em>Loyalty</em> on the board and explains that loyalty can mean many things, such as sticking up for your best friend or supporting your school basketball team. Teacher instructs students to think about what loyalty means to them and why it is important. Students write a three- or four-sentence paragraph describing acts of loyalty they were personally involved with at school.</td>
<td>Teacher asks students to share their paragraphs. Teacher creates a chart on the board that tallies student responses, thus illustrating commonalities in their responses. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to explain how important loyalty is on the job site and to give an example of a situation when loyalty was not shown.</td>
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<td>Fairness: Patience</td>
<td>Lesson 22</td>
<td>Teacher writes on the board: <strong>Patience is the ability to be uncomplaining in times of difficulty, while at the same time keeping calm.</strong> Teacher divides the class into groups of three to five. Each group is directed to devise a short skit to highlight a situation at school where patience is needed and to show how chaos can exist when patience is not demonstrated.</td>
<td>Students write a three- to five-sentence paragraph explaining their favorite skit expounding on the importance of patience at school. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of patience and ask them to name times when having patience has helped them in their work and community life, and also to describe how impatience has impacted their work and community life.</td>
</tr>
<tr>
<td>Fairness: Justice</td>
<td>Lesson 23</td>
<td>Teacher writes the words <strong>Justice for All</strong> on the board and explains to the class that school rules are designed to ensure justice for all students. The class is divided into groups of three to five. Each group is given a school rule and is asked to write a three- to five-sentence paragraph explaining its meaning and telling how that rule ensures justice for all.</td>
<td>Each group reads its paragraph to the rest of the class. Following this activity, teacher reaffirms that all school rules are designed to ensure justice for all. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to explain to them a rule at work or in daily activities that exemplifies justice for all.</td>
</tr>
<tr>
<td>Fairness: Equality</td>
<td>Lesson 24</td>
<td>Teacher writes the word <strong>Equality</strong> on the board and explains what equality and fairness mean. Teacher divides the class into two groups. Students are allowed to do a favorite activity within their groups (such as a game). They are timed. An unequal amount of time is allowed for each group. Teacher leads students in a discussion about the unequal amounts of time allotted and the feelings that students felt as a result.</td>
<td>Students write a three- to five-sentence paragraph explaining why this inequality was not fair. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss the activity with parents/guardians and ask them to relate a similar work experience or other activity where inequality was exhibited and discuss the impact of the lack of equality.</td>
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### Alabama 4-H Leading with Character

#### Fourth-Grade Lesson Plan

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<td><strong>Fairness: Fair Play</strong></td>
<td>Lesson 25</td>
<td>Teacher writes the word <strong>Fair</strong> on the board and explains that to be fair means to be honest and objective. Teacher then writes the word <strong>Play</strong> next to Fair. Students work in pairs to compile a list of at least three times when fair play was demonstrated during school. Using this list, students write a three- to five-sentence paragraph summarizing the lists.</td>
<td>Students read their paragraphs to the class. Teacher writes recurring instances on the board as they are read by students, thus compiling a master list of the responses. Teacher leads a discussion comparing the many responses. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss the activity with parents/guardians and ask them to relate an experience they’ve had where fair play was necessary at work, home, or at a public event.</td>
</tr>
<tr>
<td><strong>Citizenship: Cooperation</strong></td>
<td>Lesson 26</td>
<td>Teacher writes the word <strong>Cooperation</strong> on the board and explains that cooperation means to work together for a common purpose. Students are divided into groups of three and instructed to compile a list of three problems in their classroom or in their school that requires people working together to correct.</td>
<td>Students use their lists to write a three- to five-sentence paragraph that identifies one problem and possible solution. Students share their paragraphs with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their ideas about cooperation with parents/guardians and ask them to discuss a problem in their home that could be solved by cooperation.</td>
</tr>
<tr>
<td><strong>Citizenship: Volunteering</strong></td>
<td>Lesson 27</td>
<td>Teacher writes the word <strong>Volunteering</strong> on the board and explains that volunteering means to give or offer help. Teacher writes two headings on the board: <strong>Service Workers in the Community</strong> How They Help Working in pairs, students compile a list naming as many as possible in each category.</td>
<td>Students discuss their lists and give ways that they also could volunteer in the community. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their ideas with parents/guardians and ask them to discuss ways that each family member can volunteer around the home to share in responsibilities and chores.</td>
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<td>Citizenship:</td>
<td>Lesson 28</td>
<td>Teacher writes the words <em>Obeying Laws</em> on the board and explains that obeying laws is important to everyone, and it is every person's duty as a good citizen to follow the laws. Teacher leads a discussion by asking students to name a law and answer the question: <em>What would happen if we all broke the law that you named?</em></td>
<td>Students write a four- to six-sentence paragraph describing what would happen if everyone broke laws. Teacher collects the paragraphs. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of obeying laws and how doing so makes each person a good citizen.</td>
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<td>Citizenship:</td>
<td>Lesson 29</td>
<td>Teacher writes the word <em>Patriotism</em> on the board and explains that patriotism means the love of and devotion to one's country. Teacher directs students to think of a time when they were patriotic and tell the rest of the class. Students write a three- to five-sentence paragraph explaining different ways they have shown patriotism in their daily lives.</td>
<td>Students read their paragraphs to the rest of the class. On the board, teacher compiles a list of events mentioned in students' paragraphs. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of patriotism and ask them to name times when they were patriotic.</td>
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<td>Patriotism</td>
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<td>Citizenship:</td>
<td>Lesson 30</td>
<td>Teacher writes <em>Sharing</em> on the board and explains that the word has several meanings: Sharing means to divide and distribute, and it also means to participate in and enjoy jointly. Students work in pairs to compile a list of ways in which citizens share in making a school a clean, safe, nice place to attend.</td>
<td>Students orally share their lists with the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of sharing and ask them to think of ways they can share in making their home a better place to be.</td>
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<td>Sharing</td>
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<td>Decision Making:</td>
<td>Lesson 31</td>
<td>Teacher writes the word <em>Stakeholder</em> on the board and explains that to be a stakeholder means to have a share or an interest in something. Emphasizing that everyone is a stakeholder in something, teacher directs students to complete the chart below with at least one to five answers.</td>
<td>Students orally share their charts with the class. Teacher compiles a master chart on the board. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss the charts with parents/guardians and ask them to name some stakeholders at work or in the community.</td>
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<td>Stakeholder</td>
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<td>Stakeholders in Our</td>
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<td>School Job or Duties</td>
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### Decision Making: Self-Control

**Lesson No.:** Lesson 32

**Activity:**
Teacher writes the term **Self-Control** on the board and explains that self-control means to have control over one’s actions. Teacher asks students to decide if it is easier to control their tempers or easier to get angry over a situation. Students complete the chart below:

<table>
<thead>
<tr>
<th>Times/Reasons I Lost Control Over My Actions</th>
<th>Times/Reasons I Maintained Self-Control</th>
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</thead>
</table>

Students orally share their charts with the class. Teacher compiles a master chart on the board. Teacher emphasizes the Character Home Activity.

**Home Activity:**
Students discuss with parents/guardians what they learned about self-control and discuss the importance of self-control in their daily lives.

### Decision Making: Decisions

**Lesson No.:** Lesson 33

**Activity:**
Teacher writes the word **Decisions** on the board and explains that there are both good and bad decisions. Bad decisions often happen when things are not thoroughly thought out. Teacher asks students to think of decisions they’ve made this school year. Students then compile a list of good decisions they’ve made and tell why these decisions were the right ones.

Students orally share some of the decisions and results with the class. Teacher emphasizes the Character Home Activity.

**Home Activity:**
Students share their lists of good decisions with parents/guardians and ask them for some examples of good decisions they’ve made and the results or impact those decisions had on their daily lives.

### Decision Making: Consequences

**Lesson No.:** Lesson 34

**Activity:**
Teacher writes the word **Consequences** on the board and asks students to consider the scenario: **You ride your bike when your parents say that you cannot.** Students list some consequences to this action.

Students share their lists with each other and discuss other scenarios they have experienced. Teacher emphasizes the Character Home Activity.

**Home Activity:**
Students ask parents/guardians to relate several consequences they would have to face if they broke a traffic law.
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<th>Character Trait</th>
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<tbody>
<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 35</td>
<td>Teacher writes the words <strong>CHARACTER COUNTS!</strong> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</em> Teacher reviews the pillars and leads the class in a discussion on why character is important in every action they do. Students work with a partner to determine how they would handle the following situation: <em>Your mom said she would pay you twelve dollars to complete a list of chores. You agree to do them. After the chores are completed, she gives you one ten-dollar, one five-dollar, and a one-dollar bill.</em> Students write a paragraph explaining what they would do and include an illustration. Teacher reminds students to use the necessary resources (dictionary, glossary, etc.) and to write legibly.</td>
<td>Students share their plan of action with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and discuss how the character pillars are incorporated into everyday life.</td>
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<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 36</td>
<td>Teacher writes the words <strong>CHARACTER COUNTS!</strong> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Trustworthiness, Fairness, Caring, Citizenship.</em> Teacher reviews the pillars and leads the class in a discussion on why character counts every day. Students list one example next to each trait that demonstrates that particular character trait. Once the lists are complete, students reflect on the trait that best describes them personally and then write a short paragraph stating why they chose that trait.</td>
<td>Students share their paragraphs with the rest of the class. Teacher makes a master list on the board of the traits stated and circles the most frequently selected trait. The class is then declared a Class of Character! Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to tell them the character trait they think is the most important in their day-to-day activities.</td>
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<tr>
<td>Introduction to Character</td>
<td>Lesson 1</td>
<td>Teacher writes two lists of words vertically on the board. List one contains the Six Pillars of Character: <em>Caring, Respect, Responsibility, Fairness, Trustworthiness, Citizenship</em>. List two contains words such as: <em>Dependable, Understanding, Justice, Loving, Good Neighbor, Honest</em>. Students match words in list one to their synonyms in list two. Teacher calls attention to the six character pillars and explains that character determines how one really wants to act. Teacher states that character is who you are when no one else is looking. Teacher leads the class in a discussion of how they might act differently with friends than when they are alone. At times their behavior may make them feel uncomfortable if they are not being the person they know they should be.</td>
<td>Students explain in writing (two or three sentences) the meaning of character. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to share with them what they consider to be good character and whether they are always comfortable with their own actions.</td>
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<td>Caring/Trustworthiness</td>
<td>Lesson 2</td>
<td>Teacher writes the word <em>Character</em> on the board and asks students to think of someone they consider to be of exceptional character. 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. Students write a six- to eight-sentence paragraph describing how this person of exceptional character has demonstrated being caring and trustworthy by his/her actions. Students share their paragraphs with a partner or group. Peers check English usage and mechanics. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents or group. Students share their paragraphs with parents/guardians. Together they discuss the importance of caring and trustworthiness at home or on the job. Students add parents’/guardians’ comments to their paragraphs.</td>
<td>Students share their paragraphs with parents/guardians. Together they discuss the importance of caring and trustworthiness at home or on the job. Students add parents’/guardians’ comments to their paragraphs.</td>
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<tr>
<td>Caring: Character Introduction</td>
<td>Lesson 3</td>
<td>Teacher writes the word <em>Caring</em> on the board. Students are instructed to list traits of a caring person. Teacher writes the following topics on the board: <em>Home, Community, State, Country</em>. Students list three areas of concern in respect to each topic. Each writes a short paragraph describing his/her greatest concern. In groups of four, students describe a plan of action for becoming more caring in any of the areas listed. Teacher reminds students to check work for proper English grammar, usage, punctuation, and capitalization. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and discuss how being a caring person can affect the home, community, state, and country.</td>
<td>Students share their paragraphs with parents/guardians and discuss how being a caring person can affect the home, community, state, and country.</td>
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<tr>
<td><strong>Trustworthiness: Character Introduction</strong></td>
<td>Lesson 4</td>
<td>Teacher writes the word <em>Trustworthiness</em> on the board and explains that keeping promises is a trait of trustworthiness. Students then 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.</td>
<td>After sharing their “rules list,” the class discusses the importance of being trusted to follow rules. Students compile a list for the whole class to use. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians the idea of being trustworthy and how it affects their home, school, and work.</td>
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<tr>
<td><strong>Respect: Fairness</strong></td>
<td>Lesson 5</td>
<td>Teacher writes the statement on the board: <em>Playing by the rules – fairness is very important at school.</em> 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 teacher.</td>
<td>Students share their paragraphs with the rest of the class. Teacher writes the key responses on the board. Students comment and discuss the key responses. Teacher emphasizes the importance of “playing by the rules.”</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to describe three examples of the importance of playing by the rules at home and work.</td>
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<tr>
<td><strong>Respect: Courtesy</strong></td>
<td>Lesson 6</td>
<td>Teacher writes on the board: <em>Five Common Courtesies to Show Respect at School</em> and asks students to work in small groups to compile a list of five examples. Teacher asks students to make a similar list of five courtesies at home. Students put their lists in chart form as follows:</td>
<td>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.</td>
<td>Students discuss their charts and Venn diagrams with parents/guardians and ask them to add a “Courtesies on the Job” component to students’ lists and diagrams. Similar courtesies at school, home, and work are highlighted.</td>
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### Fifth-Grade Lesson Plan

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<tr>
<td>Respect: Consideration</td>
<td>Lesson 7</td>
<td>Teacher writes on the board: <em>Consideration</em> = <em>Kindness</em>. Students work in pairs to discuss and write a five- to seven-sentence paragraph highlighting a time when a classmate demonstrated consideration or kindness toward another classmate.</td>
<td>Students complete their paragraphs and use peer editing. They share their thoughts with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to describe in detail an incident when someone at work demonstrated a consideration toward them.</td>
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<tr>
<td>Respect: Understanding</td>
<td>Lesson 8</td>
<td>Teacher writes the word <em>Understanding</em> on the board. Students are asked to define understanding in the following context: <em>It is important that state and national leaders respect the differences among people and are understanding of the needs of the people they represent.</em> Students create a chart of actions by elected officials that demonstrate understanding. English mechanics are emphasized.</td>
<td>Students write a note thanking a local official for an act of understanding. Students use peer editing and then read their notes to the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the effects of understanding on the home, community, state, and nation. They discuss how one person’s understanding can affect many people and situations.</td>
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<tr>
<td>Responsibility: Reliability</td>
<td>Lesson 9</td>
<td>Teacher writes the word <em>Reliability</em> on the board and defines the word as doing what you are supposed to do. Teacher then reads students the following scenario: <em>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.</em> Students write a five- or six-sentence paragraph explaining the relationship between actions, consequences, and feelings.</td>
<td>Students share their paragraphs with the rest of the class. Teacher highlights some of students’ responses and summarizes important reasons for being reliable. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss or read their paragraphs with parents/guardians and ask them to share a time or specific situation when someone was not reliable on the job and what the consequences of the actions were.</td>
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<td><strong>Responsibility: Accountability</strong></td>
<td>Lesson 10</td>
<td>Teacher writes on the board: <strong>Responsibility: You are expected to be accountable for your actions.</strong> The class discusses the meaning of the statement. Teacher then draws a timeline on the board and solicits student input to record ten events in a typical school day. Students explain in writing how they are held accountable for each item listed on the timeline. Example: <em>8:30 a.m. bell rings. Students must be in classroom and in their seats.</em> Teacher reminds students to write legibly.</td>
<td>Students share their lists with the rest of the class. Teacher notes similarities and differences on the board. Possible reasons for each are discussed. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss explanations with parents/guardians and ask them to explain ways they are accountable for their actions on the job, in the community, or at home.</td>
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</tbody>
</table>
| **Responsibility: Self-Control** | Lesson 11 | Teacher writes on board: **Self-control is control over one’s actions or feelings.** Working in groups of four, students discuss the term self-control as it relates to them and their classmates. They complete the following chart with one to four responses:  

**Times When I Showed Self-Control**  
**What Happened Afterward**  
**I Felt...**  

Upon completion of the chart, students write a three-sentence paragraph explaining the importance of maintaining self-control at school. | Teacher constructs a large chart as shown on the board. Students present their data and paragraphs while teacher records the data on the board. Teacher leads a short discussion about the charted results. Students write a five-sentence paragraph comparing and contrasting the incidences demonstrating self-control or the lack of it. Teacher emphasizes the Character Home Activity. | Students discuss their data and paragraphs with parents/guardians and ask them to describe instances when they did or did not demonstrate self-control at home, work, or in the community. They discuss the outcomes of their actions and the importance of showing self-control in life. |
| **Responsibility: Dignity** | Lesson 12 | Teacher writes the word **Dignity** on the board and asks students to volunteer their understanding of the word. When a definition is clear, teacher asks students to think of a time when dignity was very important to them. In groups of three, students compose a rap song or a rhyme to explain to the class the importance of dignity. | Students present their rap song or rhyme to the rest of the class. Teacher instructs students to legibly write a three- to five-sentence paragraph explaining which rap song or rhyme best explains the true meaning of dignity. Teacher emphasizes the Character Home Activity. | Students present their rap song or rhyme to parents/guardians and ask them for the name of someone they consider to be dignified and why. |
## Alabama 4-H Leading with Character
### Fifth-Grade Lesson Plan

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<tbody>
<tr>
<td>Caring: Kindness</td>
<td>Lesson 13</td>
<td>Teacher instructs students to write their names on a small piece of paper and fold it in half. While students are doing this, teacher writes the word Kindness on the board then collects all of the papers and places them in a box. Each student selects one paper from the box and writes a “kindness” letter to the person whose name was drawn. The letter must contain at least seven sentences describing positive traits about the other person. Students must use correct letter format and proper English mechanics.</td>
<td>Students share aloud one “act of kindness” or positive attribute from the kindness letter written. Students deliver their letters to the correct addressees. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their letters with parents/guardians and ask them to share some kind acts they have performed at work or home.</td>
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<tr>
<td>Caring: Empathy</td>
<td>Lesson 14</td>
<td>Teacher writes the word Empathy on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Teacher then directs students to close their eyes for two minutes and listen to some instructions. During this time, teacher keeps talking while walking and doing things around the classroom. Students write a five-sentence paragraph about how it feels to be unable to see. Students are reminded to write legibly and use correct English mechanics. Teacher keeps a tally on the board of how many students ask for a repeat of the directions.</td>
<td>Students read their sentences and discuss their empathy for those who cannot see. Teacher leads a discussion about empathy and notes the tally of how many times she/he repeated directions, pointing out that people who cannot see must rely strongly on their other senses. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians how they felt when they pretended to be blind and ask them to try the experiment and share their feelings.</td>
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<tr>
<td>Caring: Sharing</td>
<td>Lesson 15</td>
<td>Teacher writes the word Sharing on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Teacher selects seven students to stand before the class. Teacher draws a large circle on the board representing a pizza. Each student is asked to “cut” (draw) his/her share of the pizza. Teacher poses the question: Does sharing mean that each gets an equal part? Students state their opinions and support their positions.</td>
<td>Students write a paragraph summarizing class consensus or personal position. Teacher emphasizes the Character Home Activity.</td>
<td>Students read their summaries to parents/guardians and show their drawings, explaining the importance of sharing at school. Together they make a list of how they can share more at home and in the community.</td>
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<td><strong>Caring: Compassion</strong></td>
<td>Lesson 16</td>
<td>Teacher writes the word <em>Compassion</em> on the board and explains that compassion means to understand what others are feeling and to show concern or sympathy for that person. Students write five sentences stating ways that students show compassion for others. Example: <em>A new student was feeling lonely and left out, so I made her feel welcome by asking her to sit with me at lunch.</em></td>
<td>Students share their examples with the rest of the class. Teacher leads a discussion focusing on the importance of showing compassion for others. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their examples with parents/guardians and ask them to add examples of times they showed compassion at work or in other circumstances.</td>
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<tr>
<td><strong>Trustworthiness: Honesty</strong></td>
<td>Lesson 17</td>
<td>Teacher writes the word <em>HONEST</em> 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 why that word was selected. 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.</td>
<td>Stories are shared with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask 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.</td>
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<td><strong>Trustworthiness: Integrity</strong></td>
<td>Lesson 18</td>
<td>Teacher relates the following scenario: <em>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. Because there was an odd number of players, the teams decided that Amy should not be allowed to play at all.</em> Teacher divides the class into small groups to list three solutions to this dilemma and the possible effects of each. Each group selects a spokesperson to read the lists.</td>
<td>Each student chooses a solution that exemplifies integrity and develops a five-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 integrity. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians. Once complete, they determine how integrity affects their families and their daily lives.</td>
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<td><strong>Trustworthiness:</strong></td>
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<td>Integrity</td>
<td>Lesson 19</td>
<td>Teacher writes the word <em>Integrity</em> on the board and explains that integrity is the quality of being honest and trustworthy. Students work in pairs to identify a person of integrity they know and respect. They compile a list of qualities and traits that describe that person. From the list, students write a five-sentence paragraph describing their person of integrity.</td>
<td>Students orally deliver their list of characteristics and their descriptive paragraphs to the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to name a person of integrity they know from work or other activities and to cite the reasons for their selection of the individual.</td>
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<tr>
<td><strong>Dependability</strong></td>
<td>Lesson 20</td>
<td>Teacher writes the word <em>Dependability</em> on the board and directs students to work with a friend to draw a “dependability” collage (many scenes) depicting how we depend on each other.</td>
<td>Students share and explain their dependability collages with the rest of the class. Students write a three-line poem about dependability. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians. Together they discuss the importance of being dependable at home or on the job. Students add two lines to their poem to include their parents'/guardians’ comments.</td>
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<td><strong>Loyalty</strong></td>
<td>Lesson 21</td>
<td>Teacher writes the following sentence on the board: If you heard someone saying bad things about your best friend—things you knew weren’t true—what would you do and why? Teacher divides the class into small groups and instructs each group to compose a twenty-second skit using the above scenario.</td>
<td>Students present their skits to the rest of the class. Teacher leads a discussion and creates a master list of solutions that showed loyalty. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss loyalty with parents/guardians and ask them to explain what loyalty means to them and to discuss times when showing loyalty was important at home or work.</td>
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<td><strong>Fairness:</strong></td>
<td>Lesson 22</td>
<td>Teacher writes on the board: <em>Patience is important at school.</em> Students work with a friend to write a letter to the principal describing a personal situation when they had to exhibit great patience while conducting day-to-day activities at school. Teacher reminds students to write legibly.</td>
<td>Students share their letters with the rest of the class. Teacher highlights similarities and differences of events. The letters are then edited and given to the principal. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to explain the importance of patience at work or at home and to relate a particular incident when patience was or was not exhibited.</td>
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<td>Fairness: Equality</td>
<td>Lesson 24</td>
<td>Teacher writes on the board: <em>All persons are equal in a just society.</em> Students work in pairs to list ways people are the same and how they are different. Students write a five-sentence paragraph describing how their school would be different if all students were exactly the same.</td>
<td>Students share their paragraphs with the rest of the class. Teacher leads a discussion that combines students’ main points. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss equality with parents/guardians and ask them to relate fair or unfair treatment of people in society at large.</td>
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</table>
| Fairness: Fair Play    | Lesson 25  | Teacher writes the words *Fair Play* on the board and asks 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. Teacher emphasizes the Character Home Activity.                                                               | Students share their classroom activity on fair play with parents/guardians and ask them to give an example of fair play at work and to explain how it made them feel to see fair play exhibited. |
| Citizenship: Cooperation| Lesson 26  | Teacher writes the word *Cooperation* on the board and explains that cooperation means to work together for a common purpose. Teacher divides students into groups of four and gives the scenario: *The community park needs a good cleanup before the big festival next weekend.* Groups decide how important cooperation will be in doing the job well. | Students decide the role of each member of the group for the cleanup. Each member writes a three- to five-sentence paragraph explaining the importance of cooperation to make this project a success. Teacher emphasizes the Character Home Activity. | Students share their ideas with parents/guardians and discuss how working together in their home can benefit all family members.                     |
| Citizenship: Volunteering| Lesson 27 | Teacher writes the word *Volunteering* on the board and explains that volunteering means to give or offer help. Teacher writes the headings of two lists on the board:  
1. *Problems in Our Classroom*;  
2. *How I Can Help.* Students list problems under the headings and tell how they can be good citizens and help to correct the problems by volunteering. | Students discuss their lists in small groups. Each student writes a short paragraph on the importance of volunteering. Teacher emphasizes the Character Home Activity.                                           | Students share their ideas with parents/guardians. They discuss ways they can work together by volunteering to complete chores and taking on responsibilities to help each other. |
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<tr>
<td><strong>Citizenship: Obeying Laws</strong></td>
<td>Lesson 28</td>
<td>Teacher writes the words <em>Obeying Laws</em> on the board and explains that obeying laws is important to everyone; as a good citizen, it is every person’s duty to follow the laws. Teacher asks students to give a response to this statement: <em>There is a law against littering our streets. If we all broke that law, what would our environment be like?</em></td>
<td>Students write a short paragraph in response to the scenario proposed to them by teacher. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians the importance of obeying laws and how each person becomes a good citizen by following laws.</td>
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<tr>
<td><strong>Citizenship: Patriotism</strong></td>
<td>Lesson 29</td>
<td>Teacher writes the word <em>Patriotism</em> on the board and explains that patriotism means the love of and devotion to one’s country. Teacher asks students to identify rights and freedoms of the people of the United States and to write a pledge to their country on a tracing of their hand.</td>
<td>Students share their answers and build an “I pledge…” flag using the hands for stripes. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their pledges with parents/guardians and ask them to add their ideas to the pledge.</td>
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<tr>
<td><strong>Citizenship: Sharing</strong></td>
<td>Lesson 30</td>
<td>Teacher writes the word <em>Sharing</em> on the board and explains that sharing is dividing and distributing. Teacher draws a pie chart on the board and divides it into sixths. Each sixth is an area that needs to be cleaned up before students can have recess. Teacher asks students to volunteer to help in one of the sections.</td>
<td>Students draw a chart showing the area in which they volunteered to assist. Students write three sentences to explain why it is important to share duties. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians what they learned about sharing and discuss ways they can share in making their home a better place.</td>
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<tr>
<td><strong>Decision Making: Stakeholder</strong></td>
<td>Lesson 31</td>
<td>Teacher writes the word <em>Stakeholder</em> on the board and explains that stakeholder means to have a share or an interest in something. Students work with a partner to complete the chart below with up to ten examples: <em>Stakeholders in Our Community Job or Responsibilities</em></td>
<td>Students explain their chart selections to the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss with parents/guardians their charted results and ask them to add to the chart.</td>
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<td>Decision Making: Self-Control</td>
<td>Lesson 32</td>
<td>Teacher writes the term <strong>Self-Control</strong> on the board. Students work in pairs to write a four- to six-sentence paragraph centered on the scenario: <em>You are in line for lunch and someone cuts in front of you. What is your first reaction? What should you do?</em> Teacher reminds the class to write legibly and to use correct English.</td>
<td>Students read their paragraphs to the class. Class decides the best course of action to take concerning the scenario. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to give an example of a time when they had to show self-control at work or in the community.</td>
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<tr>
<td>Decision Making: Decisions</td>
<td>Lesson 33</td>
<td>Teacher writes the word <strong>Decision</strong> on the board. Students work in pairs to consider the scenario: <em>You are walking to school one day and you find a wallet with twenty dollars in it. There is identification in the wallet. You could really use the money. What do you do? What decision will you make?</em> Each student writes a four- to six-sentence paragraph that explains the decision that was reached and the feelings it evoked.</td>
<td>Students discuss their thoughts with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to tell of a similar incident that may have happened to them and what they did.</td>
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<tr>
<td>Decision Making: Consequences</td>
<td>Lesson 34</td>
<td>Teacher writes the word <strong>Consequences</strong> on the board and defines the word using the following scenario: <em>You have agreed to help a neighbor mow his yard after school. Your friend wants you to go to the mall.</em> Teacher divides the class into two groups. One group “goes to the mall” and the other group “helps the neighbor.” The class lists and discusses the consequences of their actions.</td>
<td>Students read and discuss their lists with the rest of the class, telling how the consequences of their actions made them feel. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to list similar consequences of decisions made in the home or at work.</td>
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<tr>
<td>Celebration</td>
<td>Lesson 35</td>
<td>Teacher writes the words <strong>CHARACTER COUNTS!</strong> on the board along with the Six Pillars of Character: <strong>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</strong> Teacher reviews the pillars and leads the class in a discussion on why character is important in every action they do. Students work with a partner to determine how they would handle the following situation: <em>A little boy comes to buy a sno-ball. His bill is $1.05. He gives you $3.00. What do you do?</em></td>
<td>Students share their plan of action with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraph with parents/guardians and discuss with them how the character pillars are incorporated into everyday life.</td>
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### Fifth-Grade Lesson Plan

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<tr>
<td>Celebration</td>
<td>Lesson 36</td>
<td>Teacher writes the words <strong>CHARACTER COUNTS!</strong> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Trustworthiness, Fairness, Caring, Citizenship.</em> Teacher reviews the pillars and leads the class in a discussion on why character counts every day. Teacher divides the class into groups of three to five. Each group picks its favorite character trait and performs a twenty-second skit to show how the class would be if everyone demonstrated a character trait.</td>
<td>Students perform their skits to show how a class built around character would function. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and ask them to tell how important good character is at work, at home, and in the community.</td>
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### Alabama 4-H Leading with Character

**Sixth-Grade Lesson Plan**

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<tr>
<td><strong>Introduction to Character</strong></td>
<td>Lesson 1</td>
<td>Teacher writes two lists of words vertically on the board. List one contains the Six Pillars of Character: <strong>Caring, Respect, Responsibility, Fairness, Trustworthiness, Citizenship</strong>. List two contains words such as: <strong>Truthful, Disloyal, Considerate, Reliable, Undependable, Polite, Unloved, Understanding, Dishonest, Just</strong>. Students match words in list one with list two, noting if the match is a synonym or antonym. Teacher calls attention to the six character pillars and explains that one’s character determines how one really wants to act. Teacher states that character is how you act when no one is looking. Teacher leads class in a discussion of how they might act differently with friends than when alone. Students think about times they may have felt uncomfortable because of their behavior. Students write a short paragraph explaining why they may feel uncomfortable sometimes with their own behavior and what can be done about uneasiness. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to share what they consider to be good character. They discuss whether good character can be built and, if it can, how it is built.</td>
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| **Caring/Trustworthiness** | Lesson 2   | Teacher writes on the board: _____ has exceptional character because she/he ______. Students copy the sentence and fill in the blanks with the name and characteristics of someone they know. Students then write an eight- to ten-sentence paragraph in support of the statement. Students use the sentence written on the board to begin their assignment. Teacher instructs students to be aware of spelling, punctuation, capitalization, and grammar, and to use dictionaries and thesauruses as writing tools. Teacher writes column headings **Caring** and **Trustworthiness** on the board. Students read their paragraphs and take turns putting traits and/or behaviors described in their paragraphs under the proper heading. Teacher emphasizes the Character Home Activity. | Students share their paragraphs with parents/guardians. Together they discuss the traits and behaviors considered caring or trustworthy. Parents/Guardians emphasize the importance of these traits at home and at their workplace. |
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<td><strong>Caring: Character Introduction</strong></td>
<td>Lesson 3</td>
<td>Teacher writes on the board: I am a caring person because… Teacher elicits and records students’ responses on the board. Teacher asks the class how sixth-graders might demonstrate care for the environment, education, or national leadership. Discussion is encouraged.</td>
<td>Students (in pairs or groups) write a short paragraph explaining how caring might affect our nation in terms of environment, education, and national leadership. Students check the finished papers for correct English. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians the paragraphs written during school. Together they discuss the effect of caring on the environment, education, and national leadership.</td>
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<tr>
<td><strong>Trustworthiness: Character Introduction</strong></td>
<td>Lesson 4</td>
<td>Teacher writes the words Trustworthiness and Promise Keeping on the board. The class is divided into groups of four. Each group develops a one-minute skit demonstrating promise keeping and trustworthiness. They are encouraged to include the reasons for trustworthiness in the skit.</td>
<td>Each group performs its skit in front of the class. Students are reminded to speak audibly using proper English grammar. Group discussion follows to expand on the concept of trustworthiness. Teacher emphasizes the Character Home Activity.</td>
<td>Students tell parents/guardians about the skits performed on trustworthiness and ask them to explain why trustworthiness is important at home and at the workplace.</td>
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<tr>
<td><strong>Respect: Fairness</strong></td>
<td>Lesson 5</td>
<td>Teacher writes on the board: Playing by the Rules – Fairness. Students work in small groups to compose a list of ten examples of when playing by the rules is important at school.</td>
<td>Using their lists of examples, students develop their thoughts in a ten-sentence paragraph. The paragraphs are shared with the class. Students are reminded to use correct English mechanics. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to share three examples of playing by the rules at home and at their workplace.</td>
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<td>Respect: Courtesy</td>
<td>Lesson 6</td>
<td>Teacher writes on the board: <em>Eight Common Courtesies to Show Respect at School</em>. Students work in small groups to compile a list of eight common courtesies to show respect at school. Students then make a similar list of eight courtesies at home. Students put their lists in chart form as follows:</td>
<td>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.</td>
<td>Students discuss their charts and Venn diagrams with parents/guardians and ask them to add a <em>Courtesies on the Job</em> component to students’ lists and diagram. Similar courtesies at school, home, and at work should be highlighted.</td>
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<td>Courtesies at Home</td>
<td>Courtesies at School</td>
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<td>Respect: Consideration</td>
<td>Lesson 7</td>
<td>Teacher writes on the board: <em>Consideration for others means kindness toward others</em>. Students 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. Students explain how the situations where NO consideration was shown could have changed for the better.</td>
<td>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.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to give two examples of situations at work when no consideration was demonstrated and two when consideration was shown.</td>
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<tr>
<td>Respect: Understanding</td>
<td>Lesson 8</td>
<td>Students use dictionaries to list definitions of understanding. Teacher identifies understanding as a necessary character trait of lawmakers. The class discusses how understanding affects policy and laws.</td>
<td>Students write an argument for or against the statement: <em>The understanding of only one person can affect government</em>. Teacher emphasizes the Character Home Activity.</td>
<td>Students and parents/guardians discuss the effect of understanding on home life.</td>
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<td>Lesson 9</td>
<td>Responsibility: Reliability</td>
<td>Teacher writes on the board: Reliability is doing what you are supposed to do. Students work in pairs to complete the following chart: Times When I Was Reliable</td>
<td>Students discuss their charts with parents/guardians and ask them to provide one example for each part of their chart that reflects something involving a home, community or job situation. Students share their charts with the rest of the class while teacher completes a summary chart on the board. Teacher highlights some of the responses. Teacher summarizes important reasons for being reliable in a five-sentence paragraph. Teacher emphasizes the Character Home Activity.</td>
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<td>Lesson 10</td>
<td>Responsibility: Accountability</td>
<td>Teacher writes the words Responsibility and Accountability on the board and leads the class in a brainstorming activity to determine the meanings of the words. Teacher constructs a large chart on the board with the following categories: Things I Do</td>
<td>Students discuss their charted data and paragraphs with parents/guardians and ask them to add several responses to the chart as it relates to their family and home. Parents/Guardians emphasize the importance of accountability at school, at home, and as a citizen.</td>
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<td>Lesson 11</td>
<td>Responsibility: Self-Control</td>
<td>Teacher writes on the board: Self-control is control over one’s actions or feelings. Working in small groups, students develop a one-minute skit depicting self-control and another one-minute skit depicting NO self-control. Students decide the situations, characters and final outcomes.</td>
<td>Students discuss skits with parents/guardians and ask them for three instances of how they did or did not demonstrate self-control at school, at work or in the community. They discuss the outcomes of these instances and the importance of showing self-control in daily life.</td>
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<td><strong>Responsibility:</strong> Dignity</td>
<td>Lesson 12</td>
<td>Teacher writes the word <em>Dignity</em> on the board and asks students to volunteer their understanding of the word. When a definition is clear, teacher asks them to think of a time when dignity was very important to them. Teacher divides class into three groups and directs them to write a scenario that highlights students acting in a dignified manner.</td>
<td>Students present their scenarios to the rest of the class, then write a three- to five-sentence paragraph explaining which scenario best explained the true meaning of dignity. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their scenarios with parents/guardians and ask them for the name of someone they think has displayed dignified behavior at work, in the community, or in other situations, and how.</td>
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<tr>
<td>Caring: Kindness</td>
<td>Lesson 13</td>
<td>Teacher writes the word <em>Kindness</em> on the board. Students are instructed to legibly write a list of <em>Acts of Kindness</em> and to explain in writing how each act affects classmates, school, home, community, state, or nation.</td>
<td>Students share their lists and related effects with the rest of the class. Teacher records some responses on the board and students analyze the data. Class creates a slogan that encompasses the importance of kindness in daily lives. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss acts of kindness and their effects with parents/guardians and teach them the slogan created by the class.</td>
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<tr>
<td>Caring: Empathy</td>
<td>Lesson 14</td>
<td>Teacher writes the word <em>Empathy</em> 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, students work in pairs, each taking a turn at closing his/her eyes for one minute while the other student hands him/her objects (school supplies, etc.) to identify. Students write a five- to seven-sentence paragraph about how it felt to “see” only by touching and then to watch someone who couldn't see what he/she was touching. Teacher reminds students to write legibly and use correct English mechanics.</td>
<td>Students read their paragraphs and discuss their empathy for those who cannot see. Teacher leads a discussion about empathy. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the experiment with parents/guardians and ask them to try the experiment and share their feelings about how a greater understanding for someone's situation is important.</td>
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<td><strong>Caring: Sharing</strong></td>
<td>Lesson 15</td>
<td>Teacher writes the word <em>Sharing</em> on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Students write a five-sentence paragraph about ways to share at school, at home, and in the community. Teacher reminds students to use correct English mechanics and to write legibly.</td>
<td>Students share their paragraphs with the rest of the class. Teacher leads a discussion on the relationship between caring and sharing. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and explain the importance of sharing. Together they make a list of how they can share more at home and in the community.</td>
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<tr>
<td><strong>Caring: Compassion</strong></td>
<td>Lesson 16</td>
<td>Teacher writes the word <em>Compassion</em> on the board and explains that compassion means to understand what others are feeling and to show concern or sympathy. Working 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. Teacher instructs groups to compile their data in paragraph form using correct English mechanics.</td>
<td>Students share their paragraphs with the rest of the class. Teacher leads a discussion on why it is important to show compassion for others and why it is important in students’ daily lives. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to relate times when they showed or received compassion at work, home, or in the community.</td>
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<td><strong>Trustworthiness: Honesty</strong></td>
<td>Lesson 17</td>
<td>Teacher asks students for three examples of <em>honest</em> behavior and three examples of <em>dishonest</em> behavior. Teacher records the responses on the board and students determine effects of each behavior. These are listed beside the corresponding behaviors. Teacher leads a class discussion to analyze, compare, and contrast the behaviors and their effects. For example: <strong>Behavior: return something that does not belong to you</strong> <strong>Effect: recipient is appreciative</strong></td>
<td>Students write a paragraph describing the behaviors that have a positive and/or negative effect on them. Students must support their answers. Teacher reminds students to begin with a topic sentence and to obey rules of capitalization and punctuation. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them to tell about the effects of a dishonest act they have experienced.</td>
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<td><strong>Integrity</strong></td>
<td>Lesson 18</td>
<td>Teacher writes the word <em>Integrity</em> on the board and leads students in a discussion of what it means to be upright (have integrity). Once a definition is established and written on the board, students work in pairs to list as many words or phrases as possible that mean the same as integrity.</td>
<td>Students write a seven-sentence paragraph describing a person they know or a character in literature that has shown uprightness or integrity. Students must explain why their choice exemplifies integrity. Teacher reminds students to begin with a topic sentence and to obey rules of capitalization and punctuation. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their choices with parents/guardians and ask them to explain what integrity means to them and how it affects them at work. They further discuss how integrity affects their families and their daily lives.</td>
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<td><strong>Integrity</strong></td>
<td>Lesson 19</td>
<td>Teacher divides the class into groups of three to five and directs students to compose a scenario in the form of a poem, skit, song, or other creative expression that depicts and showcases an action/event demonstrating <em>integrity</em> at school. Teacher reminds students that integrity is the quality of being honest and trustworthy.</td>
<td>Each group presents its product to the rest of the class. Students write one sentence that best explains what integrity means to them. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their activity with parents/guardians and ask them to provide a creative expression or story that highlights an example of integrity in their lives.</td>
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<td>Lesson 20</td>
<td>Teacher writes the word <em>Dependability</em> on the board and instructs students to draw a picture of someone they depend on each day. Students write a brief paragraph explaining who is in the picture and why it is important that she/he is dependable.</td>
<td>Students share their pictures and sentences with the rest of the class. Students write a three- to five-sentence paragraph summarizing their feelings about depending on others and being depended upon. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their pictures and paragraphs with parents/guardians and discuss the traits and behaviors that are considered dependable. Parents/Guardians emphasize the importance of these traits at home and at their workplace.</td>
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<td><strong>Trustworthiness: Loyalty</strong></td>
<td>Lesson 21</td>
<td>Teacher writes on the board: <em>How can you show loyalty and still do the right thing?</em> Teacher then presents the scenario: <em>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.</em> Working in pairs, students answer the question and write a brief explanation of the course of action that should be followed. Each group reads its paragraph to the class and solicits comments. Teacher and students compile a list of common themes. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to answer the same question. Students compare answers.</td>
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| **Fairness: Patience** | Lesson 22 | Teacher writes the word *Patience* on the board and directs students to work in pairs to complete the following chart using at least six examples:  
**Examples of Times at School When Patience Was Used (positive or negative results)** | Students share their completed charts with the rest of the class, comparing events and results. Teacher emphasizes the Character Home Activity. | Students share charts with parents/guardians and ask them for an example of a time at work, home, or in the community when patience was used and the result was positive. |
| **Fairness: Justice** | Lesson 23 | Teacher writes the words *Justice/Judicial System* on the board and asks students to think of a situation they were involved in when someone they knew was treated unjustly or unfairly. Teacher writes the following chart headings on the board and leads a discussion of reactions and results.  
**Possible Reactions:**  
- Do nothing – walk away  
- Take sides with the offender  
- React as if you want someone to act in your defense  
**Results:** | Using correct punctuation, students write three sentences describing how they would feel carrying out each action. | Students discuss the chart with parents/guardians and ask how they might have felt carrying out each reaction. |
| **Fairness: Equality** | Lesson 24 | Teacher writes the word *Equality* on the board and leads a discussion on its meaning. Students discuss how being treated equally is fair. Following discussion, class creates a mind map of situations that demonstrate equality in the classroom. Students copy the mind map onto their tablets. | Students continue to develop the mind map throughout the day, listing situations observed outside of the classroom. | Students share their mind maps with parents/guardians. They complete the maps with examples of equality in the home. |
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| **Fairness: Fair Play** | Lesson 25  | Teacher writes the words *Fair Play* on the board along with the following chart headings:  
**Examples of Fair Play NOT Shown at School How Did It Make You Feel?**  
Students work in pairs to complete the chart giving at least three examples. | Students complete the chart and use the data to write a concluding paragraph summarizing their responses. Teacher emphasizes the Character Home Activity. | Students share their paragraphs with 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. |
| **Citizenship: Cooperation** | Lesson 26  | Teacher writes the word *Cooperation* on the board and explains that cooperation means to work together for a common purpose. Teacher identifies cleanup of the school building and yard as an important project. Students work in groups to solve the problem by creating a job schedule that delegates each group member a fair share of the work in cleaning and beautifying the school building and grounds. | Students share their job schedules with the rest of the class. They write a five- to seven-sentence paragraph explaining how cooperation was used to distribute the work fairly among the group members. Teacher emphasizes the Character Home Activity. | Students share their job schedules and paragraphs with parents/guardians and discuss how working together in their home might benefit every family member. |
| **Citizenship: Volunteering** | Lesson 27  | Teacher writes the word *Volunteering* on the board and explains that volunteering means to give or offer help. Students work in pairs to complete the following tasks:  
**Decide on a way they can volunteer at school**  
**Design a pledge card for volunteerism** | Students share their views and pledge cards with the rest of the class. Teacher compiles a master list on the board and leads further discussions. Teacher emphasizes the Character Home Activity. | Students show their pledge cards to parents/guardians and discuss how each family member can volunteer and be a good citizen by giving of their time and effort. |
### Alabama 4-H Leading with Character

### Sixth-Grade Lesson Plan

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<tbody>
<tr>
<td><strong>Citizenship:</strong> Obe[ying Laws**</td>
<td>Lesson 28</td>
<td>Teacher writes the words <em>Obeying Laws</em> on the board and explains that obeying laws is important to everyone; it is every person’s duty as a good citizen to follow the laws. Students list at least five laws they must follow every day and tell why each law is important.</td>
<td>Students share their lists with the rest of the class. Teacher compiles a master list on the board and leads further discussions. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their lists with parents/guardians and discuss why it is important to obey laws. Parents/Guardians relate several laws they must obey at work or in the community and explain how following these laws creates a harmonious workplace or community.</td>
</tr>
<tr>
<td><strong>Citizenship:</strong> Patriotism</td>
<td>Lesson 29</td>
<td>Teacher writes the word <em>Patriotism</em> on the board and explains that patriotism means the love of and devotion to one’s country. Teacher informs students of ways people have fought to give Americans these rights and freedoms. Students design thank-you cards for a local veterans group.</td>
<td>Students share their thank you cards with the rest of the class. Teacher collects the cards and sends to the veterans group. Teacher emphasizes the Character Home Activity.</td>
<td>Students share this activity with parents/guardians and ask them to help create a thank you card to send to a veteran who is a family member or friend.</td>
</tr>
<tr>
<td><strong>Citizenship:</strong> Sharing</td>
<td>Lesson 30</td>
<td>Teacher writes the word <em>Sharing</em> on the board and directs students to work in pairs to respond to the statement: <em>Bonnie was the only student in sixth grade that did not help clean the gym after the basketball game.</em> Students write a three- to five-sentence paragraph commenting on the fairness of this situation.</td>
<td>Students read their paragraphs to the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share this activity with parents/guardians and ask them to relate similar situations that have transpired on their jobs or in the community.</td>
</tr>
<tr>
<td><strong>Decision Making:</strong> Stakeholder</td>
<td>Lesson 31</td>
<td>Teacher writes the word <em>Stakeholder</em> on the board and explains that stakeholder means to have a share or an interest in something. Teacher writes on the board: <em>Two heads are better than one (in making a decision).</em> Students work in pairs to write a three- to five-sentence paragraph explaining why this is a valid statement. (Each student is a stakeholder in a decision.)</td>
<td>Students read their paragraphs to the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share this activity with parents/guardians and ask them to discuss how decisions are made at work or in the home. Are all stakeholders involved? How?</td>
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</table>
### Alabama 4-H Leading with Character

**Sixth-Grade Lesson Plan**

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</table>
| **Decision Making: Self-Control** | Lesson 32  | Teacher writes the term *Self-Control* on the board. The class is divided into groups of three to five and instructed to create a ten-second action to provoke a reaction. Teacher writes the following chart headings on the board:  
*What Happened?*  
*What Should Have Happened?*  
Students perform the action and complete the chart, briefly discussing what happened and what should have happened. Teacher emphasizes the Character Home Activity.  
Students share the activity with parents/guardians and ask them to relate similar action/reaction episodes that have happened to them. |
| **Decision Making: Decisions**   | Lesson 33  | Teacher writes the word *Decisions* on the board and leads the class in understanding that when a decision is made, one is consciously making up his or her mind. Teacher divides the class into two groups. Group one lists good decisions that a student may make at school. Group two lists bad 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.  
Students perform their skits. Afterward, each student reflects on individual decisions he/she makes throughout the school day. Students write a short paragraph stating whether they are good or bad decision makers and why. Teacher emphasizes the Character Home Activity.  
Students share their paragraphs with parents/guardians and ask them what kinds of decisions they make at work and why. |
| **Decision Making: Consequences** | Lesson 34  | Teacher writes the word *Consequences* on the board. Dividing the class into groups of three to five, teacher directs each group to use the following headings and list five school rules and the consequences for breaking the rules:  
*Five School Rules Consequences*  
Students discuss the rules and consequences and offer suggestions of some other rules that should or should not be deleted. Teacher emphasizes the Character Home Activity.  
Students share this activity with 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. |
### Alabama 4-H Leading with Character

#### Sixth-Grade Lesson Plan

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<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 35</td>
<td>Teacher writes the words <em>CHARACTER COUNTS!</em> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</em> Students work with a partner to determine how they would handle the situation: <em>Imagine you are babysitting for a neighbor this summer. You notice a twenty-dollar bill on the floor. What do you do?</em> Students write a paragraph explaining what they would do and include an illustration. Teacher reminds students to use resources (e.g., dictionary) and to write legibly.</td>
<td>Students write a paragraph explaining what they would do. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them how the character pillars are incorporated into everyday life.</td>
</tr>
<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 36</td>
<td>Teacher writes the words <em>CHARACTER COUNTS!</em> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</em> Teacher writes the following headings on the board and directs the class to work in pairs to complete the chart: <em>Characteristics of a School without CHARACTER COUNTS!</em> <em>Characteristics of a School with CHARACTER COUNTS!</em></td>
<td>Students share their charts with the class and then write a two-paragraph paper answering the question: <em>Where does our school fit: good character education or no character education?</em> Teacher emphasizes the Character Home Activity.</td>
<td>Students share the activity with parents/guardians and ask them to relate where they think their workplaces would fall: a good character workplace or a workplace without character.</td>
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</table>
### Seventh-Grade Lesson Plan

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<tr>
<td><strong>Introduction to Character</strong></td>
<td>Lesson 1</td>
<td>Teacher writes two lists of words vertically on the board. List one contains the Six Pillars of Character: <em>Caring, Respect, Responsibility, Trustworthiness, Fairness, Citizenship.</em> List two contains the words: <em>Truthful, Disloyal, Reliable, Undependable, Polite, Unloved, Honest, Understanding, Just.</em> Students match words in list one with list two, noting if the match is a synonym or antonym. Teacher calls attention to the six character pillars and explains that character determines how one really wants to act; character is who you are when no one is looking. Teacher leads class in a discussion of how they might act differently with friends than when alone. Students think of improper behaviors that may make them feel uncomfortable.</td>
<td>Students write a short paragraph explaining why one might behave in a manner that sometimes makes him/her uncomfortable. Teacher emphasizes the Character Home Activity.</td>
<td>Students relate school activities to parents/guardians. Together they discuss why building good character is important to the family and outline action steps to develop better character among family members.</td>
</tr>
<tr>
<td><strong>Caring/Trustworthiness</strong></td>
<td>Lesson 2</td>
<td>Teacher writes on the board: <em>A person with good character demonstrates caring and trustworthiness.</em> Students write a ten- to twelve-sentence paragraph defending the statement. They are asked to think of someone they know who demonstrates caring and trustworthy behaviors. Teacher encourages use of proper English mechanics and grammar. Students are encouraged to use dictionaries and thesauruses as writing tools. Students share their paragraphs with the rest of the class. Two columns are written on the board with the headings <em>Caring</em> and <em>Trustworthy.</em> Students list the traits they wrote about in their paragraphs. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and discuss the traits that are considered caring or trustworthy. Parents/Guardians reinforce the importance of caring and trustworthiness at home and at the workplace.</td>
<td>Students share their statements with parents/guardians and discuss how background and life experiences have affected personal concerns.</td>
</tr>
<tr>
<td><strong>Caring: Character Introduction</strong></td>
<td>Lesson 3</td>
<td>Teacher writes on the board: <em>I am caring because…; I need to be more caring by…; It is important to be caring because….</em> Students write the headings on their paper and respond to each with three sentences.</td>
<td>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. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their statements with parents/guardians and discuss how background and life experiences have affected personal concerns.</td>
</tr>
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<tr>
<td><strong>Trustworthiness:</strong> Character Introduction</td>
<td>Lesson 4</td>
<td>Teacher writes the word <em>Trustworthiness</em> on the board and explains that trustworthiness means to be trusted to be honest even when it costs more than we would like. Students work in pairs. One student in each pair writes a pretend <em>What if...</em> scenario that demonstrates a need for honesty. When completed, scenario is passed to the partner who in turn writes a response. (Example: <em>What if your teacher has made an error on your test score giving you a higher grade than you deserve? What do you do?</em>)</td>
<td>Students read the scenarios and responses aloud. They decide if honesty and trustworthiness are evident. Teacher emphasizes the Character Home Activity.</td>
<td>Students work with parents/guardians on <em>What if...</em> scenarios that concern home and the workplace and discuss responses given. Together they decide how honesty and trustworthiness have an importance in both places.</td>
</tr>
<tr>
<td><strong>Respect: Fairness</strong></td>
<td>Lesson 5</td>
<td>Teacher writes on the board: <em>Twelve Examples of Playing by the Rules at School</em>. Students work in pairs to formulate a list of examples. Using their lists, students then develop a paragraph explaining the twelve examples and why they are important in school. Partners serve as proofreaders to check for proper English grammar and mechanics.</td>
<td>Students share their paragraphs with the class. They explain and comment on the examples to demonstrate their understanding of the concept. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their lists and paragraphs with parents/guardians and ask them for four examples of the importance of “playing by the rules” at home, in the community, or at work.</td>
</tr>
</tbody>
</table>
| **Respect: Courtesy** | Lesson 6 | Teacher writes on the board: *Ten Common Courtesies to Show Respect at School*. Students work in small groups to compile a list. Students then make a similar list of ten courtesies at home. Students put their lists in chart form as follows:  

<table>
<thead>
<tr>
<th>10 Courtesies at Home</th>
<th>10 Courtesies at School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>Lesson No.</td>
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<tr>
<td><strong>Respect:</strong> Consideration</td>
<td>Lesson 7</td>
</tr>
<tr>
<td><strong>Respect:</strong> Understanding</td>
<td>Lesson 8</td>
</tr>
</tbody>
</table>
| **Responsibility:** Reliability | Lesson 9   | Teacher writes the words *Responsibility* and *Reliability* on the board and asks students to work in pairs to complete the following chart:  

- **Times When I Was Responsible**  
  Consequences of My Actions  
  (four to seven responses)  

- **Times When I Was Unreliable**  
  Consequences of My Actions  
  (four to seven responses)  

Students share their charts with the rest of the class while teacher completes a summary chart on the board recording students’ data. Teacher highlights some student responses. Students then summarize important reasons for being reliable. Teacher emphasizes the Character Home Activity. | Students share their charts with parents/guardians and ask them to give one example for each part of the chart that involved a home, community, or job situation. | Students discuss their charts with parents/guardians and ask them to give one example for each part of the chart that involved a home, community, or job situation. |
## Responsibility: Accountability

**Lesson 10**

Teacher writes the words *Responsibility* and *Accountability* on the board and leads the class in a brainstorming activity to determine the meanings of the words. Teacher constructs a large chart on the board as shown below. Students work in small groups to complete the chart. Each group records one section of their data. When chart is completed, teacher models writing a five- to seven-sentence paragraph summarizing the data.

<table>
<thead>
<tr>
<th>Things I Do</th>
<th>How I Am Accountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(four to seven responses)</td>
<td></td>
</tr>
</tbody>
</table>

**Activity**

Students write a five- to seven-sentence paragraph responding to the statement: *People must be accountable for their actions*. Teacher emphasizes the Character Home Activity.

**Home Activity**

Students discuss their charted data and paragraphs with parents/guardians and ask them to add several responses to the chart as it relates to their family and home. Parents/Guardians reemphasize the importance of accountability at school, at home, and as a citizen, and explain the importance of being accountable for one’s actions.

## Responsibility: Self-Control

**Lesson 11**

Teacher writes the words *Self-Control* and *Your Money* on the board, stating that in life people must weigh factors involved in making a choice or decision. Teacher leads a brainstorming session about the factors for developing a personal budget and the self-control that is needed to stay within the budget. Working in pairs, students make a budget consisting of what they think they will need for activities during a typical weekend.

**Activity**

Students read and compare their budgets with their partners'. Students write a five- to seven-sentence paragraph summarizing their views on the importance of self-control in the entire budgeting process. Teacher emphasizes the Character Home Activity.

**Home Activity**

Students discuss their budgets with parents/guardians and ask them to explain the importance of self-control in making and keeping budgets, and the consequences when self-control is maintained and when it is not.

## Responsibility: Dignity

**Lesson 12**

Teacher writes the word *Dignity* on the board and asks students to volunteer their understanding of the word. When a definition is clear to students, teacher asks them to think of a time when dignity was very important to them. Teacher divides class into four groups and directs them to write scenarios/skits that exhibit students acting in a dignified manner and students acting in an undignified manner.

**Activity**

Students present their scenarios/skits to the rest of the class then write a five- to seven-sentence paragraph comparing and contrasting the two behaviors portrayed in the scenarios/skits. Teacher emphasizes the Character Home Activity.

**Home Activity**

Students discuss their scenarios/skits with parents/guardians and ask them to compare dignified behavior to undignified behavior displayed at work, in the community, or in other situations.
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<tr>
<td><strong>Caring: Kindness</strong></td>
<td>Lesson 13</td>
<td>Teacher writes the word <em>Kindness</em> on the board. Students work in small groups to write a short skit that exhibits <em>acts of kindness</em>. Students may use literature, events in history, or other sources as examples.</td>
<td>Students perform their skits depicting acts of kindness. Students write a five- to seven-sentence paragraph reflecting their feelings about how acts of kindness affect all parties. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss acts of kindness with parents/guardians and ask them to describe examples of kindness they have experienced at work, in the community, or in other situations.</td>
</tr>
<tr>
<td><strong>Caring: Empathy</strong></td>
<td>Lesson 14</td>
<td>Teacher writes the word <em>Empathy</em> 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, students write: <em>I am an understanding and empathetic person because...</em> Students complete the statement, adding further explanation in a five- to seven-sentence paragraph. Teacher reminds students to write legibly and to use correct English mechanics.</td>
<td>Students read their paragraphs and summarize qualities of an empathetic person. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to share their feelings about showing empathy for others.</td>
</tr>
<tr>
<td><strong>Caring: Sharing</strong></td>
<td>Lesson 15</td>
<td>Teacher writes the word <em>Sharing</em> on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Teacher instructs students to work with a partner to create a sharing work chart for the class. The chart should include classroom and school chores that could be shared and the rewards for doing the chores. Teacher leads a discussion on the effect that sharing has on others.</td>
<td>Students share their charts with the rest of the class and collectively create a sharing work chart to hang in the classroom. Teacher emphasizes the Character Home Activity.</td>
<td>Students share with parents/guardians their charts showing the importance of sharing. Together they make a list of how they can share more at home and in the community.</td>
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</table>
# Alabama 4-H Leading with Character
## Seventh-Grade Lesson Plan

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<tr>
<td><strong>Caring: Compassion</strong></td>
<td>Lesson 16</td>
<td>Teacher writes the word Compassion on the board and explains that it means to understand what others are feeling by showing concern or sympathy for that person. Students write a five- to seven-sentence paragraph giving examples of ways they show compassion for others. 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.</td>
<td>Students share their paragraphs with the rest of the class. Teacher leads a discussion of the importance of showing compassion for others and its effect in daily life. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to relate times when they showed or received compassion at work or in other circumstances.</td>
</tr>
<tr>
<td><strong>Trustworthiness: Honesty</strong></td>
<td>Lesson 17</td>
<td>Teacher tells the class that the sixteenth president of the U.S. was often referred to as &quot;Honest Abe&quot; during his presidency. Teacher leads the class in a discussion of why this nickname was valid. Teacher writes Honest ______ on the board and asks students to fill in the blank with their first names. Students list reasons why they could be considered honest.</td>
<td>Students write four-line poems describing themselves as honest individuals. Poems are shared with the rest of the class and displayed on a bulletin board. Teacher emphasizes the Character Home Activity.</td>
<td>Students recite their poems to parents/guardians and ask them to tell about the effects of a dishonest act they have experienced. They further discuss how honesty affects their families.</td>
</tr>
</tbody>
</table>
| **Trustworthiness: Integrity** | Lesson 18 | Teacher asks the class to reflect on a recent political election. Teacher elicits from students several names of various leaders and writes the names on the board. Students then complete the following chart:  

**Names of Leaders**

**Positions Held**

**Evidence of Integrity**

Working in pairs, students select from the chart one name they believe demonstrated the most integrity during the campaign and list the reasons why. | Students share their choice with the rest of the class. Teacher reminds students to speak intelligibly using standard English pronunciation and diction. Teacher emphasizes the Character Home Activity. | Students discuss their candidate choices with parents/guardians and ask them to explain what integrity means to them and how it affects them at work. They further discuss how integrity affects their families and their daily lives. |
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<td><strong>Trustworthiness: Integrity</strong></td>
<td>Lesson 19</td>
<td>Teacher writes on the board: <em>A government official of integrity never takes a bribe.</em> Teacher divides class into four groups and directs students to compose a song to explain the meaning of integrity as it relates to the sentence on the board.</td>
<td>Students perform their songs for the rest of the class. Following the performances, teacher leads a discussion on the importance of honesty and trustworthiness. Teacher emphasizes the Character Home Activity.</td>
<td>Students relate the activity to parents/guardians and discuss the importance of integrity in elected officials. Students ask parents/guardians to identify an elected official who shows integrity while serving in a government position.</td>
</tr>
<tr>
<td><strong>Trustworthiness: Dependability</strong></td>
<td>Lesson 20</td>
<td>Teacher writes the word <em>Dependability</em> on the board. Dividing the class into groups of three to five, teacher instructs students to create and complete a mural showing scenes that depict the importance of dependability at school.</td>
<td>Students share murals with the class and hang them in the hallways. Students write a five- to seven-sentence paragraph highlighting favorite scenes from the murals and explaining the importance of dependability. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss the activity with parents/guardians and discuss why dependability is so important to their home life.</td>
</tr>
<tr>
<td><strong>Trustworthiness: Loyalty</strong></td>
<td>Lesson 21</td>
<td>Teacher writes the word <em>Loyalty</em> on the board and explains that loyalty can mean many things. Sometimes loyalty may conflict with honesty. Students work in pairs to make a list of three to five incidents at school where conflicts occurred between being honest and being loyal. Students devise a flowchart to show what happened following each incident.</td>
<td>Students share their completed flowcharts with the rest of the class. 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.</td>
<td>Students discuss the possibility of loyalty and honesty conflicts at home. Parents/Guardians give an example of a similar problem they have faced.</td>
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</table>
| **Fairness: Patience** | Lesson 22 | Teacher writes the word *Patience* on the board. Students work in pairs to complete the following chart using at least six examples:  
*Example of a Time at School When Patience Was Not Used*  
*Result (positive or negative)* | Students share their completed charts with the rest of the class. Students write a three- to six-sentence paragraph comparing and contrasting the examples of patience or lack of patience. Teacher emphasizes the Character Home Activity. | Students ask parents/guardians to compare and contrast situations of patience and impatience using a real-world situation they have experienced at work, at home, or in the community. |
<p>| <strong>Fairness: Justice</strong> | Lesson 23 | Teacher writes the word <em>Justice</em> on the board and explains how school rules are meant to ensure justice and fairness for all students. In groups of three to five, students examine a rule they believe is unfair for everyone and rewrite it. They compose a paragraph to explain why the new rule ensures fairness/justice where the old rule did not. | Students present their new rules and explanations to the rest of the class. Teacher emphasizes the Character Home Activity. | Students ask parents/guardians to explain a work or home rule they believe is unfair and how they would change the rule to ensure fairness and justice. |
| <strong>Fairness: Equality</strong> | Lesson 24 | Teacher writes the word <em>Equality</em> on the board and leads a discussion of its meaning. Students discuss how being treated equally is fair. After discussion, class creates a mind map of situations that demonstrate equality in the laws of our nation. Students copy the mind map onto their tablets. | 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 parents/guardians. They complete the maps with examples of equality in their families and in the workplace. |
| <strong>Fairness: Fair Play</strong> | Lesson 25 | Teacher writes the words <em>Fair Play</em> on the board and asks the class for examples of school situations in which fair play is important. Responses are written on the board. Teacher divides the class into groups of four. Each group writes a short poem or rap song about the importance of fair play at school. | Students perform their poems or rap songs. Following performances students write a four- to six-sentence paragraph commenting on their favorite performances. Teacher emphasizes the Character Home Activity. | Students read their poems/songs to parents/guardians and ask them to explain how they feel about fair play at work or in the community. |</p>
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<tr>
<td>Citizenship: Cooperation</td>
<td>Lesson 26</td>
<td>Teacher writes the word <em>Cooperation</em> on the board. Class is divided into groups of four and given the scenario: <em>The community park needs to be cleaned up.</em> Teacher tells students that to be good citizens they must do their share to help in their community to make things better. Groups write a letter to the mayor detailing ways they could assist in a cleanup project.</td>
<td>Students share their letters and discuss how this would be a good cooperative community service. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their ideas with parents/guardians and ask them to share examples of ways they cooperated to make things better in the community.</td>
</tr>
<tr>
<td>Citizenship: Volunteering</td>
<td>Lesson 27</td>
<td>Teacher writes the word <em>Volunteering</em> on the board and explains that it means to give or offer help. Teacher instructs students to identify a project in the community or school where they could volunteer their help. Students write a paragraph detailing how they can volunteer and what they want to accomplish by being a good citizen of the community.</td>
<td>Students share their paragraphs and discuss why volunteering is an important trait. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their ideas with parents/guardians and discuss how each family member can volunteer and be a good citizen in community activities.</td>
</tr>
<tr>
<td>Citizenship: Obeying Laws</td>
<td>Lesson 28</td>
<td>Teacher writes the words <em>Obeying Laws</em> on the board and explains that obeying laws is important to everyone; it is every person’s duty as a good citizen to follow the law. Teacher directs students to list as many laws as they can think of in two minutes. Students write a short paragraph giving reasons why it is important to have laws and how breaking even one law can cause harm.</td>
<td>Students share their paragraphs with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and discuss how good citizens should do their part in obeying laws at home, in the community, and in the workplace.</td>
</tr>
<tr>
<td>Citizenship: Patriotism</td>
<td>Lesson 29</td>
<td>Teacher writes the word <em>Patriotism</em> on the board and explains that it means love of and devotion to one’s country. Working in groups of three, students create a poem, portrait, or song to express their views on the importance of patriotism and its role in a democratic society.</td>
<td>Students share their poems, portraits, or songs with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and ask them to add to their works.</td>
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<tr>
<td>Character Trait</td>
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<tr>
<td>Citizenship:</td>
<td>Lesson 30</td>
<td>Teacher writes the word <em>Sharing</em> on the board and explains that it means</td>
<td>Students share their paragraphs with the class. Class discusses each idea</td>
<td>Students share their class activity with parents/guardians and ask them if</td>
</tr>
<tr>
<td>Sharing</td>
<td></td>
<td>participating in and enjoying jointly. Teacher explains that many citizens in</td>
<td>as being helpful or not. Teacher charts the information on the board.</td>
<td>they are doing their fair share in helping to protect and preserve the</td>
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<td></td>
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<td>the world share the responsibility of keeping our environment healthy for</td>
<td>Teacher emphasizes the Character Home Activity.</td>
<td>environment.</td>
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<td></td>
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<td>everyone. Students write a short paragraph citing ways they can do their</td>
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<td></td>
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<td>share to keep the environment clean and healthy.</td>
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<tr>
<td>Decision Making:</td>
<td>Lesson 31</td>
<td>Teacher writes the word <em>Stakeholder</em> on the board and explains that it</td>
<td>Students share their charts with the rest of the class. Teacher</td>
<td>Students share their charts with parents/guardians and ask them to add</td>
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<tr>
<td>Stakeholder</td>
<td></td>
<td>means to have a share or an interest in something. Teacher further</td>
<td>emphasizes the Character Home Activity.</td>
<td>stakeholders to the chart as well as explain the stakeholders</td>
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<td></td>
<td></td>
<td>explains that the U.S. government has many stakeholders. Teacher writes</td>
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<td>associated with their work or in the community.</td>
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<td>the following headings on the board and asks students to work with a</td>
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<td></td>
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<td>partner to complete the chart:</td>
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<td></td>
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<td><em>Stakeholders in Our U.S. Government</em></td>
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<td></td>
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<td><em>What Do They Do?</em></td>
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<tr>
<td>Decision Making:</td>
<td>Lesson 32</td>
<td>Teacher writes the term <em>Self-Control</em> on the board and asks students to</td>
<td>Students share their paragraphs and thoughts with the rest of the class.</td>
<td>Students discuss their charts with parents/guardians and ask them to</td>
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<tr>
<td>Self-Control</td>
<td></td>
<td>define self-control. Teacher encourages students to think big, using</td>
<td>Teacher emphasizes the Character Home Activity.</td>
<td>share their thoughts about current events in relation to</td>
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<td>current events to stimulate thoughts. Students write a three- to five-</td>
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<td>self-control.</td>
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<td>sentence paragraph explaining why maintaining self-control is needed</td>
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<td>as evidenced by relevant issues of today.</td>
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<tr>
<td>Decision Making:</td>
<td>Lesson 33</td>
<td>Teacher writes the word <em>Decisions</em> on the board and asks students to</td>
<td>Students share their charts with the rest of the class. Teacher</td>
<td>Students discuss their charts with parents/guardians and ask them to</td>
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<tr>
<td>Decisions</td>
<td></td>
<td>define decisions. Teacher divides class into small groups and asks them</td>
<td>emphasizes the Character Home Activity.</td>
<td>provide examples of a good and a bad decision they made at home</td>
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<td></td>
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<td>to think of decisions they must make at school. Teacher writes the</td>
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<td>or at work.</td>
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<td>following headings on the board and instructs groups to complete the</td>
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<td>chart:</td>
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<td><em>Good Decisions You Can Make at School</em></td>
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<td></td>
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<td><em>Bad Decisions You Can Make at School</em></td>
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### Alabama 4-H Leading with Character

#### Seventh-Grade Lesson Plan

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</thead>
<tbody>
<tr>
<td><strong>Decision Making: Consequences</strong></td>
<td>Lesson 34</td>
<td>Teacher writes the word <em>Consequences</em> on the board and leads the class in a discussion of its meaning (an effect or result). Students create a mind map of consequences of a law broken. Teacher divides class into small groups and asks them to suggest fair consequences for a law broken by an underage student (example: drinking, smoking). Students compose their responses in paragraph form and are encouraged to write legibly.</td>
<td>Selected students read their paragraphs to the rest of the class. They are reminded to speak clearly. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their paragraphs with parents/guardians and ask them how they impose fair consequences when rules are broken at home.</td>
</tr>
<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 35</td>
<td>Teacher writes the words <em>CHARACTER COUNTS!</em> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship</em>. Students work with a partner to determine how they would handle the situation: <em>Imagine you are washing and waxing a car for a neighbor. She promised to pay you twenty-two dollars. She gives you one twenty and two fives. What do you do?</em> Students write a paragraph explaining what they would do and to include an illustration in their work. Students are reminded to use resources (dictionary, glossary, etc.) and to write legibly.</td>
<td>Students write a paragraph explaining what they would do and include an illustration. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them how the character pillars are incorporated into everyday life.</td>
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<tr>
<td><strong>Introduction to Character</strong></td>
<td>Lesson 1</td>
<td>Teacher writes on the board: <em>Do you act differently in a crowd than you do when alone?</em> and leads a discussion. Teacher then writes the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship</em>. Teacher points out that these traits are pillars of good character and leads the class in a discussion of how these behaviors are often compromised as a result of peer pressure, situation, economics, etc. Focus is directed toward uncomfortable feelings that result from failure to uphold good character.</td>
<td>Teacher states: <em>Pillars are structural components that hold up buildings.</em> Students explain in a written paragraph using correct English mechanics: <em>How character pillars hold up a person</em>. Teacher emphasizes the Character Home Activity.</td>
<td>Students relate to parents/guardians the class discussion focusing on character and discuss how building good character is important to the family. They outline action steps to develop better character among family members.</td>
</tr>
<tr>
<td><strong>Caring/Trustworthiness</strong></td>
<td>Lesson 2</td>
<td>Teacher writes the headings below on the board and asks students to draw the chart on paper. Students work in pairs to complete. Dictionaries and thesauruses should be available for clarity of definitions. Each group must think of at least five actions or behaviors for each heading. The groups then participate in a “share-a-thon,” putting their answers under the headings on the board. Comments are encouraged for each behavior/action listed. <strong>CARING/TRUSTWORTHINESS</strong></td>
<td>Students construct a Venn diagram to highlight the actions/behaviors that depict both caring and trustworthiness. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their diagrams and charts with parents/guardians and discuss the traits considered to be caring or trustworthy. Parents/Guardians add one action/behavior for each trait that refers to home and the workplace.</td>
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<tr>
<td><strong>Caring: Character Introduction</strong></td>
<td>Lesson 3</td>
<td>Teacher writes on the board: <em>What the World Would Be Like Without Caring</em>. Teacher then writes three column headings: <em>Environment, Education, National Leadership</em>. Students are divided into three groups. Each group addresses one of the topics and describes how the world would be if no one cared about the chosen topic. Each group shares its responses orally with the rest of the class.</td>
<td>Students choose the topic that would most adversely affect the world if no one cared about it. Students write at least a ten-sentence paragraph, presenting a supporting argument. Students share their paragraphs with the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the paragraphs they wrote with parents/guardians and discuss why they think it is important for everyone to help make the world a more caring place.</td>
</tr>
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</table>
### Trustworthiness: Character Introduction

**Lesson 4**

- **Activity:** Teacher writes on the board: *Trustworthiness means being trusted to be honest, even when it costs more than you are willing to pay.* Teacher leads a brainstorming session to elicit some examples that would explain the statement. Students write a two-paragraph composition on *What would be the best way to show that I am worthy of trust?* Students cite examples in the narratives.

- **Assessment:** Students share their papers with a partner for peer editing, checking for clarity, logical sequencing, supporting details, emphasis on the importance of trust at home and work.

- **Home Activity:** Students ask parents/guardians to write down situations at home or work that show ways of earning trust. They discuss the situations, emphasizing the importance of trust at home and work.

### Respect: Fairness

**Lesson 5**

- **Activity:** The class is divided into two groups to create a thirty-second skit. Group one depicts *playing by the rules at school,* group two demonstrates *NOT playing by the rules at school.* Students are encouraged to use experiences centered on games, lunch lines, concession stands, etc.

- **Assessment:** Students write a seven- to ten-sentence paragraph analyzing the message of the skits. Students are encouraged to focus on feelings and motivation factors when playing fairly vs. unfairly. Students share their thoughts with the rest of the class. Teacher emphasizes the Character Home Activity.

- **Home Activity:** Students share their classroom experiences with parents/guardians and ask them for an example of playing by the rules or NOT playing by the rules involving a work or community issue. They then draw a conclusion on the importance of fairness.

### Respect: Courtesy

**Lesson 6**

- **Activity:** Teacher divides the class into two groups for the *Top Ten Ways to Show Courtesy at School* game. Each group describes ways to show courtesy at school. They take turns putting their responses on the board. The group with the most responses in three minutes wins.

- **Assessment:** Students use their game knowledge to write an eight- to ten-sentence paragraph explaining how they personally exhibit courtesy toward their peers at school. They use peer editing to finalize their paragraphs and then share them with the rest of the class. Teacher emphasizes the Character Home Activity.

- **Home Activity:** Students discuss their games and paragraphs with parents/guardians and ask them to give examples of how they personally exhibit courtesy in daily life and at the workplace.
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<tr>
<td><strong>Respect: Consideration</strong></td>
<td>Lesson 7</td>
<td>Teacher writes the words <em>Consideration = Kindness</em> on the board. The class is divided into four groups. Each group creates a skit about standing in a long line in the rain buying football tickets. Two groups exhibit kindness and consideration while the other two exhibit negative behaviors. When writing their skits, students may use comedy and exaggeration to make their points.</td>
<td>Students perform their skits for the class. When all skits are completed, students summarize the main ideas into a paragraph. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss their skits with parents/guardians and ask them to give examples of situations when kindness and consideration were used and when not used. Discussions should follow about the importance of consideration at home, in the community, and at work.</td>
</tr>
<tr>
<td><strong>Respect: Understanding</strong></td>
<td>Lesson 8</td>
<td>Teacher defines the word <em>understanding</em> in terms of <em>having knowledge of</em>. In a class discussion, students analyze the ways social conflict can be peacefully resolved using understanding. Teacher records students’ responses on a chart or board.</td>
<td>Students write a short letter to the state governor expounding on the necessity of understanding as part of state government activities. Correct English mechanics, letterform, and sentence structure are emphasized. Students share the letters with a partner for peer editing. Teacher emphasizes the Character Home Activity.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Responsibility: Reliability** | Lesson 9   | Teacher writes the words *Responsibility* and *Reliability* on the board. Students work in pairs to complete the following chart:  
*Times When I Was Reliable*  
*Consequences of My Actions* (seven to nine responses)  
*Times When I Was Unreliable*  
*Consequences of My Actions* (seven to nine responses)  
Students write a seven- to nine-sentence paragraph summarizing the data and expressing their opinions about reliability. | Students share their charts with the rest of the class while teacher completes a summary chart on the board recording students’ data. Teacher highlights some of the student responses. Students then summarize important reasons for being reliable. Teacher emphasizes the Character Home Activity. | Students discuss their charts with parents/guardians and ask them to give one example for each part of their chart reflecting something that involved a home or job situation. Together they discuss the similarities between their responses. |
### Responsibility: Accountability

**Lesson 10**

Teacher writes on board: *American citizens are endowed with certain rights*. The class determines three to seven rights granted to them. Teacher leads a discussion of responsibilities related to rights. For example: *Children have the right to be educated. Children must accept responsibility for their education by obeying policies and regulations of the school system, preparing for class, studying, etc.*

*Activity*

- Students write a five- to seven-sentence paragraph responding positively or negatively to the statement: *All rights bear responsibilities*. Students must support their positions. Teacher emphasizes the Character Home Activity.

*Assessment*

- Students discuss their paragraphs with parents/guardians and ask them to discuss their views on the rights of American citizens and how they are held accountable for those constitutional rights.

### Responsibility: Self-Control

**Lesson 11**

Teacher writes the words *Self-Control* and *Budgets* on the board. Working in groups of four, students are given the following instructions:

1. Brainstorm about the factors one must weigh in developing a personal budget.
2. Formulate and compose a list of five things you want to do this weekend and the approximate cost of each.
3. Prioritize the items according to their importance to you.
4. Discuss the self-control that will be required to stick to your proposed budgetary plans.

*Activity*

- After discussing the budgets orally, students legibly write a five-sentence paragraph on the role of self-control in making their budgetary decisions. Teacher emphasizes the Character Home Activity.

*Assessment*

- Students discuss their budgets with parents/guardians and ask them to share two instances when self-control was needed to stick with budget plans at home.

### Responsibility: Dignity

**Lesson 12**

Teacher writes the word *Dignity* on the board and asks students to volunteer their understanding of the word. When a definition is clear to students, teacher divides the class into four groups. Two of the groups must create scenarios for pantomime that show dignified behavior, while the other two groups create scenarios for pantomime that show undignified behavior.

*Activity*

- Students present their pantomimes to the rest of the class. Teacher instructs students to legibly write a seven- to nine-sentence paragraph comparing and contrasting the two behaviors portrayed in the pantomimes. Teacher emphasizes the Character Home Activity.

*Assessment*

- Students discuss their pantomimes with parents/guardians and ask them to compare dignified behavior to undignified behavior displayed at work, in the community, or in other situations.
# Eighth-Grade Lesson Plan

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<tbody>
<tr>
<td><strong>Caring: Kindness</strong></td>
<td>Lesson 13</td>
<td>Teacher writes the word <em>Kindness</em> on the board. Teacher divides the class into four groups and instructs students to list acts of kindness they have read about or experienced. Groups prioritize their lists and write a short poem using the top prioritized act of kindness as the theme.</td>
<td>Students read their poems of acts of kindness for the rest of the class. Students write a five- to seven-sentence paragraph expressing their opinions about the effects of acts of kindness on others. Teacher emphasizes the Character Home Activity.</td>
<td>Students discuss acts of kindness with parents/guardians and ask them to give examples of acts of kindness they have experienced at work, in the community, or in other situations.</td>
</tr>
<tr>
<td><strong>Caring: Empathy</strong></td>
<td>Lesson 14</td>
<td>Teacher writes the word <em>Empathy</em> 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, students write a two-paragraph story using the following situation: <em>You saw an old woman with two small children looking for food in a trash dumpster</em>. Teacher guides students toward expressing their feelings, finding something positive about the situation, possible outcomes, etc. Teacher reminds students to use correct English mechanics.</td>
<td>Students read their stories and discuss empathy. Teacher leads a discussion about empathy and asks students for other situations where empathy should be exhibited. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to share their feelings about showing empathy for others in certain situations.</td>
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<tr>
<td><strong>Caring: Sharing</strong></td>
<td>Lesson 15</td>
<td>Teacher writes the word <em>Sharing</em> on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Students write a two-paragraph story about the benefits of sharing using the theme: <em>Sharing is fair</em>. Students are reminded to use correct English mechanics and to write legibly.</td>
<td>Students share their stories with the rest of the class. Teacher leads a discussion of fairness in sharing and how it affects others. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their stories with parents/guardians and work together to make a list of how they can share more at home and in the community.</td>
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### Alabama 4-H Leading with Character

#### Eighth-Grade Lesson Plan

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<tr>
<td><strong>Caring: Compassion</strong></td>
<td>Lesson 16</td>
<td>Teacher writes the word <em>Compassion</em> on the board and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. Students write a two-paragraph letter to “a friend who is sad because his/her mother is sick and is in the hospital.” Teacher reminds students to be compassionate and caring, as well as to use correct letter format and English mechanics.</td>
<td>Students share their letters and give brief explanations of the compassion that their letters expressed. Teacher leads a discussion on why it is important to show compassion for others and why it is important in students’ daily lives. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to relate times when they showed or received compassion at work or in other circumstances.</td>
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</table>
| **Trustworthiness: Honesty** | Lesson 17  | Teacher writes the following chart on the board:  

**Honest Actions**  
**Dishonest Actions**  

Teacher instructs the class to list actions in each category that could affect them positively. The class is then divided into two teams. Each team selects a category and defends its position. The class orally analyzes each group’s responses. | Based on the activity, students support the statement “Honesty is the best policy” in a five- to seven-sentence paragraph. Teacher reminds students to write legibly using correct English mechanics. Teacher emphasizes the Character Home Activity. | Students share their paragraphs with parents/guardians and ask them to tell about the effects of a dishonest act they have experienced. They further discuss how honesty affects their families. |
| **Trustworthiness: Integrity** | Lesson 18  | Teacher asks the class to reflect on a recent political election and provide several names of various leaders. Teacher writes the names on the board and instructs students to complete the following chart:  

**Name of Leader**  
**Position Held**  
**Evidence of Integrity**  

Students are divided into groups and instructed to choose a leader from the list who best exemplifies integrity. A spokesperson from each group presents the choice and justifies it to the class. Teacher emphasizes the Character Home Activity. | Students discuss their choices of leaders with parents/guardians and ask them to tell what integrity means to them and how it affects them at work. They further discuss how integrity affects their families and their daily lives. | **
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<tr>
<td><strong>Trustworthiness: Integrity</strong></td>
<td>Lesson 19</td>
<td>Teacher writes on the board: <em>Some government officials do not possess integrity</em>. The class is divided into groups of three to five and presented the following issue for group discussion: <em>How has the lack of integrity shaped public perception of government employees over the past decade?</em> Students discuss and write two examples of corruption in government. They then state the effect this has had on their perceptions.</td>
<td>Students present their examples to the rest of the class. Teacher summarizes using student responses. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to give them an example of a politician who was convicted of crimes while in office and to discuss how it made them feel as voters.</td>
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<tr>
<td><strong>Trustworthiness: Dependability</strong></td>
<td>Lesson 20</td>
<td>Teacher writes on the board: <em>No one is an island. We all depend on each other</em>. Students are divided into groups of three to five and directed to compose a flowchart to accurately depict how we are dependent on each other in our daily lives.</td>
<td>Students share their charts with the rest of the class. They write a three- to five-sentence paragraph highlighting their favorite charted scenario. Teacher collects the papers and reviews student work. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their charts with parents/guardians. Together they create a chart showing dependability at home.</td>
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<tr>
<td><strong>Trustworthiness: Loyalty</strong></td>
<td>Lesson 21</td>
<td>Teacher writes the word <em>Loyalty</em> on the board and tells the class that sometimes loyalty and honesty conflict. Teacher gives the scenario: <em>Your best friend is planning to cheat on a test that he/she did not study for. You know about this.</em> Working in pairs, students write a letter to “Dear Abby” explaining the situation, their feelings about the situation, and what they plan to do about the situation.</td>
<td>Students share their letters with the class. Teacher creates a chart on the board listing student actions and feelings for each solution discussed. Teacher leads the class in a discussion of the final chart. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the scenario with parents/guardians and solicit responses from them on solutions to similar problems at work or home.</td>
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<td><strong>Fairness: Patience</strong></td>
<td>Lesson 22</td>
<td>Teacher writes the word <em>Patience</em> on the board. The class is divided into two groups. Group one is directed to design a scenario where a “lack of patience” is exhibited and what happened as a result. While group one is doing this task, group two writes a three- to five-sentence explanation of patience.</td>
<td>Students share their explanations with the rest of the class and discuss the scenarios previously presented. Students write a brief summary of the importance of patience. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to discuss a time when they used patience to solve a crisis or problem at work or home.</td>
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<td><strong>Fairness: Justice</strong></td>
<td>Lesson 23</td>
<td>Teacher writes the words <em>Justice/Fairness</em> on the board and asks students to think of a situation when they felt they or someone they knew were treated in an unfair way. Students write a short paragraph explaining the situation and how the perception of unfair treatment made them feel as an observer.</td>
<td>Students read their paragraphs to the rest of the class. Teacher leads a discussion concerning justice and fairness in daily school life. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to give them an example of a time at work or in daily life when they felt they were treated in an unfair way and if an attempt was made to correct the matter.</td>
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<tr>
<td><strong>Fairness: Equality</strong></td>
<td>Lesson 24</td>
<td>Teacher writes on the board: <em>Social equality means having the same political, social, and economic rights.</em> Teacher divides the class into three groups. Each group is assigned one of the categories in the chart below. Each group must list examples of equality in its respective category. <strong>Political</strong> <strong>Social</strong> <strong>Economic</strong></td>
<td>Students present their section of the chart to the rest of the class while teacher compiles a master chart on the board, incorporating all student responses. Teacher leads the class in a discussion of the final chart. Teacher emphasizes the Character Home Activity.</td>
<td>Students ask parents/guardians to give them examples of equality at home or work.</td>
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<tr>
<td><strong>Fairness: Fair Play</strong></td>
<td>Lesson 25</td>
<td>Teacher writes the words <em>Fair Play</em> on the board then divides the class into groups of four. Half of the groups write and perform a twenty-second pantomime to the scenario: <em>You were on a winning team that cheated to win. How did it make you feel?</em> The other half write and perform a twenty-second pantomime to the scenario: <em>You were on the losing team and thought the other team may have cheated. How did it make you feel?</em> Students perform their pantomimes for the class. Following the performances, each student writes a four- to six-sentence paragraph commenting on the performances and the outcomes of fair play. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the scenarios with parents/guardians and ask them to relate similar experiences that happen on the job or in the community.</td>
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<tr>
<td><strong>Citizenship: Cooperation</strong></td>
<td>Lesson 26</td>
<td>Teacher writes the word <em>Cooperation</em> on the board and explains that cooperation means to work together for common purposes. The class is divided into two groups. Students are given the scenario: <em>The park must be cleaned up before the festival.</em> One group lists and explains ways that cooperation can assist with the project. The other group lists ways that not cooperating can hinder the project. Students share their views with the rest of the class. Students write a paragraph that compares and contrasts the two viewpoints presented. Teacher emphasizes the Character Home Activity.</td>
<td>Students share the scenarios with parents/guardians and ask them to relate similar experiences that happen on the job or in the community.</td>
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## Alabama 4-H Leading with Character
### Eighth-Grade Lesson Plan

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Lesson No.</th>
<th>Activity</th>
<th>Assessment</th>
<th>Home Activity</th>
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<tbody>
<tr>
<td><strong>Citizenship:</strong></td>
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<tr>
<td><strong>Volunteering</strong></td>
<td>Lesson 27</td>
<td>Teacher writes the word <em>Volunteering</em> on the board and explains</td>
<td>Students share their plans with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their ideas on volunteering with parents/guardians and ask them to design a similar plan of volunteering for the whole family.</td>
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<td>that volunteering means to give or offer help. Teacher informs students of</td>
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<td>a job or problem in the classroom or school and asks for volunteers to</td>
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<td>assist with the problem. Students design a plan or schedule of how or</td>
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<td>when students will work.</td>
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<td><strong>Obeying Laws</strong></td>
<td>Lesson 28</td>
<td>Teacher writes the words <em>Obeying Laws</em> on the board and explains</td>
<td>Students share their stories and discuss different possibilities with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their stories with parents/guardians and ask them to give a similar scenario involving the home.</td>
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<td>that obeying laws is important to everyone; it is every person’s duty</td>
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<td>as a good citizen to follow the law. Students compose a story about</td>
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<td>how the earth would be if the people of the land broke the law about</td>
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<td>destroying endangered animals.</td>
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<td><strong>Patriotism</strong></td>
<td>Lesson 29</td>
<td>Teacher writes the word <em>Patriotism</em> on the board and explains that</td>
<td>Students share their paragraphs with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their paragraphs with parents/guardians and ask them to explain what the Pledge of Allegiance means to them.</td>
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<td>patriotism means the love of and devotion to one’s country. Students</td>
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<td>are given the statement <em>I pledge allegiance to the flag</em> ... and are</td>
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<td>instructed to write a five- to eight-sentence paragraph explaining this</td>
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<td>statement and what the pledge means to them.</td>
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<td><strong>Sharing</strong></td>
<td>Lesson 30</td>
<td>Teacher writes the word <em>Sharing</em> on the board and explains that</td>
<td>Students exhibit their scenes (or perform their skits) for the rest of the class. Each student writes a short paragraph explaining his/her favorite scene (or skit) and why it was the best example of sharing. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their skits with parents/guardians and ask them if they are doing their fair share in the home, on the job, or in the community.</td>
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<td>sharing means to divide and distribute. Teacher divides the class into</td>
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<td>three groups named <em>Home, School, Community</em>. Students draw a scene</td>
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<td>centered on sharing at home, at school, and/or in the community</td>
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<td>according to their group title. If time permits, students can make</td>
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<td>their scene come alive through the presentation of a skit.</td>
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<tr>
<td><strong>Decision Making:</strong></td>
<td>Lesson 31</td>
<td>Teacher writes the word <em>Stakeholder</em> on the board and explains that stakeholder means to have a share or an interest in something. Teacher divides the class into small groups and asks them to consider the scenario: A big subdivision and shopping mall are being proposed for the swampy area leading into the town. Students decide who the stakeholders are and what their probable agendas are using the following chart (teacher writes the headings on the board):</td>
<td>Students share their charts with the rest of the class. Teacher leads a discussion. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their charts with parents/guardians and ask them to explain how stakeholders affect the decision of their company or employers.</td>
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<td><strong>Stakeholder</strong></td>
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<td>Stakeholders Probable Agenda</td>
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<td><strong>Decision Making:</strong></td>
<td>Lesson 32</td>
<td>Teacher writes the term <em>Self-Control</em> on the board then divides the class into two groups. One group composes and performs a scenario where self-control is exhibited. The other group composes and performs a scenario where self-control is NOT shown or demonstrated. Each skit should not last longer than twenty seconds.</td>
<td>Students perform their skits for the rest of the class. Each student writes a three- to five-sentence paragraph summarizing the skits that he/she thought portrayed the best way to handle a situation by maintaining self-control. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and ask them to relate a similar experience that happened at work or in the community.</td>
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<tr>
<td><strong>Self-Control</strong></td>
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<tr>
<td><strong>Decision Making:</strong></td>
<td>Lesson 33</td>
<td>Teacher writes the word <em>Decision</em> on the board then divides the class into groups of three to five. Each group explains the decision-making process using a creative form of choice (song, rap, poem, picture, skit). In their explanation, they must show a good decision and a bad decision. They have only thirty seconds to explain and/or demonstrate their decision-making process.</td>
<td>Students perform for the rest of the class. Each student writes a three-to five-sentence paragraph explaining which form of creative expression he/she felt explained the best way to make decisions. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and ask them for examples of how they arrive at decisions they must make at work or home.</td>
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<td><strong>Decisions</strong></td>
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### Eighth-Grade Lesson Plan

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<td><strong>Decision Making: Consequences</strong></td>
<td>Lesson 34</td>
<td>Teacher writes the word <em>Consequence</em> on the board and discusses its meaning with the class. The class is divided into groups of three to five students. Each group demonstrates the appropriate consequences of a broken rule (of its choice.)</td>
<td>Students perform for the rest of the class. Each student writes a three- to five-sentence paragraph describing his/her favorite scene and discusses the consequences. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their class activity with parents/guardians and ask them to offer a critique of the consequences imposed for the rules/laws that were broken.</td>
</tr>
<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 35</td>
<td>Teacher writes the words <em>CHARACTER COUNTS!</em> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</em> Teacher reviews the character pillars studied over the past year. Students work with a partner to determine how they would handle the situation: <em>Imagine you are going to the store for your mom. She asks you to pick up a few things and gives you the money. Your bill is $16.54. You give the cashier $20. She gives you back $4.45. What do you do?</em></td>
<td>Students write a paragraph that explains what they would do. Students are instructed to include an illustration in their work. Teacher reminds students to use resources (dictionary, glossary, etc.) and to write legibly. Teacher emphasizes the Character Home Activity.</td>
<td>Students share paragraphs with parents/guardians and ask them what they would do in a similar situation.</td>
</tr>
<tr>
<td><strong>Celebration</strong></td>
<td>Lesson 36</td>
<td>Teacher writes the words <em>CHARACTER COUNTS!</em> on the board along with the Six Pillars of Character: <em>Respect, Responsibility, Fairness, Trustworthiness, Caring, Citizenship.</em> Teacher reviews the character pillars studied over the past year. Working in small groups, students choose a character trait and develop a character plan of action to improve the character of their school if put into effect the next school year.</td>
<td>Students share their plan of action with the rest of the class. Teacher emphasizes the Character Home Activity.</td>
<td>Students share their action plans with parents/guardians and ask them to assist with a character action plan for their home.</td>
</tr>
</tbody>
</table>

Lessons were adapted from material developed by Louisiana 4-H. *CHARACTER COUNTS!* and the Six Pillars of Character are registered service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute Center for Youth Ethics.
Student Character Handbook

This handbook provides ideas on how your school can link student behavior to the Six Pillars of Character: **Trustworthiness, Respect, Responsibility, Fairness, Caring,** and **Citizenship.** You can adapt this information to meet your school’s needs.

Each student and all school personnel are to be **TRRFCC (Terrific)—Trustworthy, Respectful, Responsible, Fair, Caring,** and good Citizens—in your school and community.

**Trustworthiness and Responsibility**

**Integrity:** Stand up for your beliefs.

**Duty:** Meet your moral and legal obligations.

**Loyalty:** Stick up for your family, friends, school, and country.

**Accountability:** Accept responsibility.

**Honesty:** Tell the whole truth. Pursue excellence. Do your best.

**Promise keeping/reliability:** Honor your commitments.

**Self-control:** Take charge of your own life.

**Attendance**
- Attend school every day unless you have an excused absence.
- Arrive at school early enough to prepare for classes.

**Automobile Privileges**
- Park only in designated parking areas.
- Drive safely on school property and when traveling to and from school-related functions.
- Wear a seat belt and require all passengers to wear one.

**Behavior**
- Be TRRFCC in your behavior. Promote good behavior; expect it of yourself, fellow students, and school personnel.
- Don’t lie, cheat, steal, harass, discriminate against, take advantage of others, or use violence.
- Bring honor to yourself, your family, your friends, your school, and your community.

**Cafeteria**
- Be TRRFCC in the cafeteria.
- Follow all cafeteria rules.
- See the Alabama 4-H Cafeteria Character publication for more information.

**Classroom**
- Follow the class rules of each teacher as well as the school rules.
- Enter the classroom quietly; remain quiet.
- Bring textbook and supplies to class. Be seated and ready to begin before the tardy bell rings.
- Complete and turn in homework and makeup work on time.
- Don’t copy someone else’s homework or allow them to copy yours.
- Contact your teacher to get makeup assignments; it is your responsibility as the student.
Participate in class discussions and activities.
Do your part on joint assignments.
Show respect to fellow students, teachers, and guests.

Dress and Appearance
• Follow the school dress code.
• Dress neatly.
• Avoid any apparel or accessories that might cause a distraction in the classroom.
• Practice good personal hygiene; be clean and brush your teeth.

Medications
• Inform the office of any medications you are taking. Student medications are to be administered by school personnel.
• Be courteous, cooperative, and appreciative when receiving medications from school personnel.

Safety
• Practice safety in the classroom, hallways, during physical education classes, and at all other times.
• Encourage others to be safe and report unsafe conditions.
• Practice safety on and off campus, and during school-related functions and trips.
• Report the presence of drugs, alcohol, weapons, or any other illegal substances on campus.

School Bus
• Be TRRFCC on the school bus.
• Follow all bus and school rules.
• See the Alabama 4-H Acting Right on the School Bus publication for more information.

School Campus, Facilities, Library Books, Lockers, Textbooks
• Keep the school clean. You are responsible for cleaning up after yourself.
• Pick up trash and place it in a trash container.
• Take care of the school. Don’t damage or deface school property. Report those who do.
• Take care of your books and library books. Turn in books you have found to the office or library.
• Follow school rules regarding the use of computers, software, and related equipment.

School Fees and Debts
• Pay school fees by the designated due dates.
• Any debts incurred by a student are the responsibility of the student and are to be paid in full.

Work Ethic: Pursuing Excellence
• Set high standards and pursue your goals.
• Develop a good work ethic and expect the same of fellow students and school personnel.
• Manage your time wisely. Be productive during free time in a class. Prepare for the next day or for long-term assignments.
• Use the Six Pillars of Character as the foundation of your work ethic.

Respect
Golden Rule: “Do unto others as you would have them do unto you.” Treat others like you want to be treated.
Courtesy: Use good manners. Be polite and civil to everyone.

Tolerance and Acceptance
• Listen to others and try to understand their points of view.
• Be respectful to those who are different than you.
• Value individuals for who they are inside, not for what they wear, where they live, or what their race, gender, or socioeconomic status is.

Nonviolence
• Solve disagreements, respond to insults, and deal with anger peacefully.
• Don’t use threats, aggression, a loud voice, or physical force to get what you want or to express anger.

Common Courtesy
• Say please when asking for something. Say thank you, excuse me, or I’m sorry when appropriate.
• Talk to people, not at them. Make eye contact and actively listen.
• Wait your turn to speak. Give everyone a chance to speak. Don’t interrupt someone who is speaking. If you must interrupt someone, say Excuse me.
• Use respectful body language when listening and talking to someone.
• Show respect to those in authority through words and actions.
Address teachers and other adults as Mr., Ms., or Mrs.
Say Yes Ma’am and No Ma’am to female teachers and other adult females.
Say Yes Sir and No Sir to male teachers and other adult males.

Visitor Courtesy
- Greet visitors courteously and assist them with directions, introductions, and other needs.
- Treat visitors as guests, not intruders; acknowledge their presence.

Assembly Courtesy
- Travel quietly and orderly to and from an assembly.
- Sit in designated area.
- Listen attentively to the program. Participate as appropriate.
- Respond and/or applaud respectfully and with dignity.
- Be courteous to guests; make them feel welcome.
- Bring honor to yourself and your school.

Hallway Courtesy
- Walk to the right of the hall, allowing others to pass on your left. Step out of the way if necessary to allow the movement of others.
- Walk around others. Say excuse me, if you bump into someone. If someone is blocking your way, say Excuse me, may I pass? Thank you.
- Talk quietly so as to not disturb others.
- Get books and materials from your locker and go to class.
- Do not loiter in the halls.

School-Sponsored Activity Courtesy
- Be TRRFCC at all school-sponsored activities: clubs, sports, school trips.
- Treat opponents and visitors as guests, not adversaries.
- Bring honor to yourself, the organization you represent, and the school when involved in off-campus school activities.

Respecting Yourself
- View yourself as someone special; you are.
- Base your self-worth on your character, not on what you have or what you think others think of you.
- Be TRRFCC and expect the same from fellow students and school personnel.
- Identify your character and academic and vocational goals, and pursue excellence in achieving them.
- Dress and conduct yourself in a manner that is honorable.
- Stand up for what you believe.

Respecting Individuals
- Respect the dignity and privacy of other students and school personnel.
- Base your opinion of others on their character, not on what they have, their friends, family, race, religion, gender, or physical appearance.
- Respect the personal property of teachers and other school personnel. Respect their privacy and dignity.
- Take good care of property you are allowed to use. Don’t take or use property without permission.
- Respect the differences in others, but insist upon everyone showing good character.
- Don’t gossip and spread rumors. Keep things confidential that are told to you in confidence.
- Don’t abuse, manipulate, put down, harass, discriminate against, or mistreat others in any way.
- Solve disagreements, respond to insults, and deal with anger peacefully.
- Don’t use threats or physical force to express anger or to intimidate others to get what you want.

Respecting the School and School Facilities
- Bring honor to you and your school when participating in or attending school-related activities on and off campus.
- Respect school property. Take care of the school grounds, buildings, lockers, bathrooms, parking lots, textbooks, computers and software, materials, athletic facilities, the cafeteria, buses, and other school items.

Fairness
- Fairness: Be unbiased, equitable, unprejudiced, and impartial.
- Justice: Give what is properly due or merited.
- Openness: Be open-minded and impartial.
- Treat all students, teachers, and other school personnel justly.
- Don’t allow prejudices, preferences, gossip, or peer pressure to cloud your judgment and/or impact your actions.
- Be open-minded; listen to the opinions of others.
- Follow school and class rules along with the instructions of those in authority.
Show a commitment to justice by using the same rules consistently.
When you make a mistake, admit it and correct it.
Share equipment and resources with fellow students so that everyone has equal time to use limited resources such as computers, lab space and equipment, tools in shop classes, and resource materials in the library.
Don’t ask for special favors such as extended deadlines for assignments.
Use good manners.
Don’t discriminate against, harass, intimidate, ridicule, put down, or use aggressive behavior toward anyone. Take a stand against such acts when others use them.

Caring

Concern for others: Be kind, considerate, and compassionate.
Charity: Help people in need.

- Live by the Golden Rule: “Do unto others as you would have them do unto you.”
- Consider all stakeholders when considering options, making decisions, and taking action.
- Give time and possessions to help others without expecting rewards.
- Encourage fellow students and help those in need.
- See the potential in fellow students and challenge them to reach that potential.
- Lead others to become caring people.
- See the needs of fellow students and find ways to meet them.
- Be willing to give fellow students, teachers, and other school personnel a second chance.
- Be a leader by reaching out to meet needs in the community.
- Be kind, loving, and considerate.
- Be thankful and express gratitude for what other students, teachers, volunteers, and school personnel do for you.

Citizenship

Citizenship is not a spectator sport!

Do Your Share
- Be a good citizen and good neighbor.
- Care about and pursue the common good of the school and community.

Get involved in making your world a better place. Be a volunteer within the school and community.
Lead the student body in doing things that will result in really helping the community.
Participate in making things better by voicing your opinion, serving on committees, and reporting wrongdoings.
Look for ways to help fellow students by tutoring and mentoring.
Encourage the student body to become involved in the school and community government.
Volunteer to lead projects that will make the school a better place to work and learn.
Be a good team player and be willing to accept many positions on the school’s improvement team to create a safe and pleasant school environment.

Respect Authority and the Law

- Follow the rules.
- Obey school rules, parents, teachers, and others in authority.
- Honor and respect the principles of democracy.

Respect and Protect the Environment

- Lead your school and community in a campaign to actively recycle and reuse materials.
- Recycle paper and other materials within the school complex.
- Avoid littering the school campus. Put all trash and waste materials in containers provided by the school.

Honor and Respect Our Country and Our Flag

- Encourage and promote displaying of our American flag.
- Stand with pride when reciting the Pledge of Allegiance to our flag.
- Study and learn about our country through history and social studies classes so that you may know and understand what makes America strong and why we need to protect that strength.
- Practice democratic principles in school elections and in elections within school organizations.
- Treat all people within your school as equals.

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Acting Right on the School Bus


School buses are part of your total school program. All school rules apply. Riding the bus is a privilege that can be taken away if you don’t follow the rules and act right. You may spend many hours on the bus each year. By following some basic rules of good character, you help make that a pleasant experience for yourself and for the people who ride with you. If you ride the school bus, you’ve got to obey the rules! It’s important: *Your safety and the safety of others depends on it!*

**Trustworthiness and Responsibility**

- Follow all bus and school rules. Obey the driver at all times, especially during loading and unloading.
- Be safety conscious. Look out for the younger children.
- Do the right thing and encourage others to do the same. You set an example for others.
- Let your actions bring honor to you, your family, and your school.
- Don’t horseplay! Don’t distract the driver! It’s important for your safety.
- Tell the driver the complete and accurate truth when asked about bus-related incidents.

**Respect**

- The driver is in charge when you are on the bus. Give the driver complete cooperation and respect. Encourage others to do so, as well.
- Use good manners. Be courteous and polite. Be orderly, speak quietly, and do not distract others.
- Be nice. Treat others with dignity and respect.
- Take care of your bus. Don’t write on or damage the bus. Keep the bus clean.
- Keep your hands to yourself.
- Solve disagreements and respond to insults without violence.
• Discourage bullies from picking on smaller or weaker kids.
• Don’t talk ugly, use profane language, or be crude or abusive.

Fairness and Caring
• Be kind and helpful to other students and the driver.
• Be fair and just. Wait your turn to enter and exit the bus. Don’t push.
• Let others have the good seats sometimes. Share your seat with others who need a seat.
• Be considerate to everyone, especially those doing homework or who don’t feel well.
• Refuse to gossip or spread rumors. Don’t use put-downs or insults, or make jokes at other kids’ expense.
• Say thank you to your driver.
• Don’t become “territorial” with seating. The ride each day is a good time to meet and get to know other students.

Citizenship
Here are some sample school bus rules. Those at your school may be a little different. Your school rules take priority.

Leaving Home
Make sure you have everything you need for the day before leaving home.

Waiting for the Bus
• Be at the bus stop a few minutes before pickup time.
• Wait for the bus in a safe place. Stay out of the road.
• Wait quietly and in an orderly manner. Bring honor to your school and family.
• Respect the property of others. Don’t drop litter at the bus stop. Pick up litter that is there.
• Stand back from the street as the bus approaches. Give the driver room to stop.
• Be prepared to load when the bus stops.

Boarding the Bus
• Board the bus at the correct stop. Have written permission to get on or off at a stop other than your assigned stop.
• Don’t trust that other drivers will stop for you! Make sure they stop before you walk in front of them!
• Cross the street with caution in front of the bus where the bus driver and other traffic can see you.

• Form a single line. Don’t crowd, push, or break in line.
• Use the handrail and take steps one at a time.
• Go directly to your seat and be seated.
• Don’t bring items on the bus that are not allowed.

Riding the Bus
• Stay in your seat during the bus ride.
• Use good manners; be courteous and polite. Be orderly, speak quietly, and do not distract others.
• Show respect and cooperate with the driver; encourage others to the same.
• Keep arms, head, and objects inside of windows. Refuse to throw objects within or out of the bus.
• Take care of the bus. Refuse to write on or damage the bus. Keep the bus clean.
• Keep the aisle clear. Place your book bag and other items in your lap or under the seat.
• Don’t eat, drink, or bring food on the bus unless given permission.
• Take your belongings and trash off the bus.

Leaving the Bus
• Stay seated until the bus stops.
• Get off the bus only at your stop unless you have the required written permission.
• Use handrails and take steps one at a time.
• Exit through the emergency door only during an emergency.
• Walk away from the bus immediately if you don’t have to cross the street/road.
• Don’t trust that other drivers will stop for you! Make sure they are going to stop before you walk in front of them!
• Walk in front of the bus where the bus driver can see you when crossing the street/road.
• Get the bus driver’s attention before you try to pick up something you have dropped.
• Never run back to the bus when the door has been closed and/or the bus is moving.

 Acting Right on the School Bus was adapted from material developed by Louisiana 4-H. CHARACTER COUNTS!® and the Six Pillars of Character® are registered service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute Center for Youth Ethics.
Cafeteria Character

The cafeteria is an important part of your school. All of the school’s rules apply here. You can make your time in the cafeteria a lot more pleasant and safe by doing what you are supposed to do.

Following are guidelines to observe in the cafeteria. They implement the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Trustworthiness and Responsibility

• Follow all the cafeteria rules, school rules, and the instructions from the cafeteria workers.
• Be safety conscious. Look out for wet floors and other hazards.
• Do the right thing and encourage others to do the same.
• Tell the complete and accurate truth when asked about cafeteria-related incidents.
• Let your actions bring honor to you, other students, your school, and your family.
• Sit in assigned seats; clean tables; return food trays; place trash in appropriate containers; and put chairs under tables when leaving the cafeteria. Take pride!
• Go to the cafeteria when you are supposed to be there. Do not go elsewhere on the way to the cafeteria.

Respect

• Be courteous and polite to workers, other students, and teachers. Treat people with dignity and honor.
• Show respect through your words and actions. Say please when asking for something. Say thank you, excuse me, or I'm sorry when appropriate. Address adults as Mr., Ms., or Mrs.
• Cooperate with cafeteria workers and teachers. Encourage others to be cooperative.

• Use good table manners; be orderly and speak quietly.
• Keep your hands to yourself.
• Take care of the cafeteria. Don't damage chairs, tables, food trays, or utensils. Keep the cafeteria clean.
• Solve disagreements and respond to insults without violence.
• Don't talk ugly, use profane language, or be crude or abusive.
• Discourage bullies from picking on smaller or weaker kids.
• If you or someone near you accidentally spills or drops food or utensils, help clean it up quietly and without calling attention to the person or the problem.

Fairness and Caring

• Be kind to cafeteria workers, students, and teachers.
• Be fair and just. Go to the rear of the line when getting in line. Do not cut in line. Don’t shove.
• Help those who need assistance.
• Don’t gossip or spread rumors. Don’t use put-downs, insults, or ridicule, even in jest; it can hurt someone.
• Understand that servers are instructed to give measured servings. Accept what you are given with no negative remarks.
Citizenship
Here are some samples of general cafeteria rules. Those at your school may be a little different. Your school rules take priority.

Entering the Lunchroom
- Enter quietly through the designated entrance.
- Place books and other items only in designated area.
- Go to the rear of the serving line; no cutting in line.

Waiting in Line
- Form a single line.
- Wait in a quiet and orderly manner; no cutting in line or horseplay.
- Talk quietly, if allowed, only to those near you.

Washing Hands
- Wash your hands thoroughly with soap and water.
- Refuse to play in or with the water.
- Dry your hands and place the paper towels in a trash container.

Being Served/Serving Yourself
- Move through the line quietly and in an orderly manner.
- Be courteous and appreciative to cafeteria workers.
- Thank cafeteria workers for serving you.

Paying for Meal
- Be courteous and show appreciation to teachers on duty.
- Have student ID, meal ticket, or money ready.
- Verify correct change.

Eating
- Remain seated and eat in the time allowed.
- Talk quietly, if allowed.
- Use good table manners and encourage others to do so.
- Keep the area around you clean.

Returning Trays
- Clean the area where you were eating and put chairs under the table.
- Go to the end of the line when returning trays and discarding trash.
- Place trash, plates, and utensils in proper place.

Leaving Cafeteria
- Leave food and drinks in the cafeteria.
- Pick up your books and other items on the way out of cafeteria without disturbing others.
- Leave in a quiet, orderly manner so that you do not disturb others in the cafeteria or classrooms as you pass down a hall.
- Go to your next class or designated break area without disturbing others.

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School Staff

Following are guidelines for school staff to use in the classroom to incorporate the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Trustworthiness

Creating a Climate of Trustworthiness in Your Classroom

• Show loyalty to your school and its people to administrators, fellow teachers, school staff, parents, and students. Show loyalty in your words and actions. Deal with disagreements in an orderly, confidential way, not with gossip or hearsay.

• Have a Thought for the Day.

• Be cautious about making promises. Only make promises you have the ability and intent to keep.

• Keep your promises to students, parents, and staff. If unforeseen circumstances prevent you from keeping a promise, explain and apologize openly. Don’t blame others or make excuses.

• Be honest in your words and actions. Do everything possible to convey truth to the best of your knowledge.

• Give people the information they need to make the wisest decisions, regardless of what it costs you. Don’t deceive with words or actions.

• Walk your talk. Live your beliefs. Be who you say you are.

• Establish classroom rules and school policies, which include honesty, promise keeping, loyalty, and integrity.

• Decorate the classroom with words and definitions of trustworthiness, honesty, promise keeping, loyalty, and integrity as reminders for classroom behavior.

• Recognize students daily for trustworthy behaviors with verbal praise, special opportunities, or tangible incentives.

• Encourage students to recognize and acknowledge trustworthy behavior in one another and in community residents.

• Have an Honesty Hall of Fame by adding school photos of students who show honest behaviors during the day.

Infusing Trustworthiness into Classroom Lessons

• Focus on trustworthiness for a full month in the classroom.

• Select a trustworthy character in literature and history and discuss the specific behavior that reflects honesty, loyalty, integrity, and promise keeping.

• Design a Tower of Trust in art class.

• Search for examples of untrustworthy behavior in literature. Rewrite the story, replacing untrustworthiness with behavior that is honest and loyal and reflects integrity or promise keeping.

• Include trustworthiness, trust, integrity, loyalty, candor, sincerity, integrity, honesty, and promise as vocabulary words. Add lie, deceive, deception, deceit, and betray. Use the words in spelling bees. Match words to definitions.

• Create plays, skits, or puppet shows depicting trustworthy heroes.

• Write or select and perform choral presentations describing the elements of trustworthiness.

• Give credit for completion of trustworthiness checklist at home.
Respect

Creating a Climate of Respect in the Classroom

- Be polite to students, parents, faculty, and staff.
- Celebrate the uniqueness of individuals in your school and discuss ways in which you have a stronger class because of so many different abilities and traits.
- Define respect, dignity, privacy, courtesy, individuality, and uniqueness, and decorate the room with those words.
- Develop classroom guidelines for treating one another with courtesy, allowing others to maintain their sense of dignity and appreciate the individuality of others.

Infusing Respect into Classroom Lessons

- Focus on respect for an entire month.
- Prepare a Radiating Respect bulletin board with a big, shining sun. Add students’ photos when they are caught being respectful to one another in class. Give them extra recess time or provide some other special privilege.
- Complete the weekly respect checklists at home for extra credit.
- Have a manners workshop, then practice your good manners as you eat a special meal together.
- Make a video of yourselves sharing a snack, playing at recess, or eating a meal. Use the video to brainstorm ways to show more respect to one another.
- Create skits, essays, poems, and songs about the elements of respectful behavior.

Fairness

Creating a Climate of Fairness in the Classroom

- Show fairness to students, parents, and staff by establishing criteria and guidelines for grading and selecting.
- Decorate the room with definitions: equity, equality, criteria, standards, rules, and fairness.
- Announce rules, criteria, guidelines, and standards in writing.
- Develop standards that are appropriate for varying age and skill levels.
- Give everyone the same opportunity to achieve the standard that is appropriate for his or her age level. Reward everyone equally who attains his/her respective standard.
- Let students determine some standards of behavior or achievement for various activities.

Infusing Fairness into Classroom Lessons

- Focus on fairness for an entire month.
- Have students create simple games employing fairness in the rules and procedures.
- Have teams of students make posters, displays, or bulletin boards about fairness.
- Provide each team with different supplies for the project. Then discuss alternative, fair strategies for distributing supplies.
- Create essays, speeches, songs, or puppet plays about fairness.

Responsibility

Creating a Responsible Climate in the Classroom

- Be responsible yourself! Be accountable for your words and actions. Don’t make excuses. Be punctual.
- Pursue excellence in all you do. Do your part and more. Develop classroom rules for responsible behavior.
- Decorate the room with words and definitions related to responsibility: accountability, self-control, excellence, and punctuality.
- List classroom tasks (cleaning erasers, taking messages to the office, distributing papers, etc.) on index cards. Shuffle the cards and let students draw assignments daily or weekly.
- Praise students for responsible behavior. Be specific. Recognize self-control, pursuit of excellence, doing your part, accountability, and punctuality.

Infusing Responsibility into Classroom Lessons

- Search for specific examples of responsible behavior (pursuit of excellence, accountability, self-control, doing your part, punctuality) in reading assignments, literature, or historical accounts.
- Find examples of irresponsible behavior in literature and list ways in which the person or group could have behaved responsibly.
- List specific responsible behaviors on the board. List each student’s name under the behavior you catch them doing.
- Focus on responsibility for an entire month.
- Encourage students to complete the daily responsibility checklist each week in the month.
Citizenship

Creating a Climate of Good Citizenship in the Classroom

- Prepare simple classroom rules for everyone (even teachers!) to follow.
- Create a list of classroom community responsibilities and privileges. Take turns with responsibilities.
- Select a citizenship emphasis month.
- Focus on citizenship-related words such as rights, obligation, duty, pride, selflessness, heritage, law, government, and others.
- Decorate the room with symbols of your community’s heritage.

Infusing Citizenship into Classroom Activities

- Make a chronology of historical events in your community’s past.
- Assign biographies of historical heroes.
- Create a Citizenship Hall of Fame, with students drawing pictures of local living role models and displaying pictures and captions in the school hallway or library.
- Have students create skits or write poems depicting significant historical acts of good citizenship.
- Have a classroom election or referendum in which students vote on group decisions.
- Have a community heritage celebration.
- Prepare a mural of your community.
- Select a service project each week to improve your school or community.
- Invite community leaders to present and discuss community needs and issues. As a group, develop a plan to improve one situation.

Caring

Creating a Caring Climate in the Classroom

- Be kind to students, parents, and school guests.
- Select at least one month to emphasize caring.
- When necessary, be firm but not harsh.
- Make your classroom an emotionally safe environment by establishing codes of conduct that discourage sarcasm, name-calling, labeling, or put-downs.
- Decorate the room with words related to caring: kindness, love, concern, warmth, friendliness, caregiver, nurture, charity, support, encourage, give, provide.
- Encourage students to recognize and acknowledge caring behavior in one another and in community members.

Infusing Caring into Classroom Lessons

- Identify results of caring for the environment and failing to do so.
- Select caring characters from literature. Select uncaring behaviors and rewrite scripts to show caring instead.
- Develop finger puppets and puppet plays depicting caring plots.
- List opportunities to show caring in an active way. Select one project a week.
- Have secret pals, with students drawing names of classmates. Students will leave notes or favors or perform acts of kindness for one another without giving clues to whose name was drawn.
- Compile a Random Acts of Kindness list. Let students select a good deed to do anonymously during the week. Assign essays on how the good deed affects the doer, or have them report verbally on how the unnamed act affected the doer and the recipient. The deeds don’t count if the recipient finds out who did them.
- Schedule a panel from the community to describe caring acts that have affected their lives.
- Play hugs tag or musical chairs. Have students describe the feeling of being left out. Discuss the importance of and ways to include more people in activities. Play the game again, this time giving cheers, praise, and words of encouragement to the people who must sit out.
- Have students write and present simple songs about caring. An example for small children would be: Share, share, share your toys, every time you play. The more you share yourself with friends, More fun you’ll have each day. (Sung to the tune of Row, Row, Row Your Boat)
- Encourage parents to observe behavior at home and to praise students for caring behavior.
Sports Ethics

Building Character in Sports through Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship

Competitive sports have a tremendous impact on our culture, influencing the values of millions of participants and spectators. Sports and other extracurricular activities have a positive impact on youth, as demonstrated by their school performance. Based on statistics from the Josephson Institute of Ethics, the students involved in these activities have higher grades, better attendance, lower dropout rates, fewer discipline problems, and less drug use.

After entering college, a greater percentage of these students obtain a degree. Sports teach valuable lessons regarding teamwork, discipline, and sportsmanship. The character of participants and spectators is greatly influenced by the coaches and by high-profile sports role models. Although there are many examples of good sportsmanship, unethical sports-related behavior does occur. These disruptive actions occur on and off the field: cheating, misconduct by players and spectators, and commercialization.

To address these issues, the United States Olympic Committee Coaching Division and CHARACTER COUNTS! Sports co-sponsored a summit of many of the nation’s most informed and influential leaders in nonprofessional sports. The meeting resulted in the issuance of sixteen principles, called the Arizona Sports Summit Accord, along with strategies designed to lift the ethics and character-building potential of athletic competition. The principles of the Arizona Sports Summit Accord are based on the Olympic philosophy, There is no true victory unless it is achieved with honor, and the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Join Alabama 4-H in supporting the Arizona Sports Summit Accord! Sports can help to build character for kids, spectators, and coaches. The choice is yours. Get involved; be a leader. Contact your local 4-H office for information about how you can get involved.

Sports Ethics

Two Models of Ethics in Sports

Sportsmanship Model

• To a sportsman, the way he/she plays the game is central. Sports are seen as special activities where honor is found. The goal is honorable competition in pursuit of victory.
• The sportsmanship model demands a commitment to principles of integrity including compliance with the letter and spirit of the rules, even when one could get away with violations.
• Coaches and players who practice sportsmanship can be at a disadvantage when competing against others who practice gamesmanship.
• A true sportsperson is willing to lose rather than sacrifice ethical principles to win. If you aren’t willing to lose, you may be willing to do unethical things to win.
• A victory attained by cheating or other forms of unethical conduct is unearned and dishonorable. A true sportsperson believes that winning without honor is not a true victory. Coaches must remind themselves and their athletes that true competition means pursuing victory with honor.
• The Olympic Creed: “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.”
• Within the Olympic concept, there is no true victory unless it is achieved with honor.
Gamesmanship Model
- Gamesmanship sanctions ways of bending, evading, and breaking the rules to provide a competitive advantage.
- The only thing that really matters is winning.
- It’s the officials’ job to catch me.
- It’s only cheating if you get caught.
- It’s the officials’ job to enforce the rules and not our responsibility to follow them.
- There are no criteria for drawing a line between what’s acceptable and what’s not.

Examples:
Faked fouls. Person believes it is acceptable to fake fouls.
Illegal head start. Person believes it is acceptable to get an illegal head start in cross-country track or to leave the line early in soccer to block a penalty kick.
Doctoring equipment. Person believes it is acceptable to illegally “doctor” a baseball or a bat. Is raising the foul line slightly to keep bunts in play to favor a home team or altering the height of the mound or distance from the rubber to the plate in the same category?
Surreptitious (covert) personal fouls. Person believes it is acceptable in soccer, water polo, basketball, and football to illegally hold, grab, and pull on opponents.
Physical intimidation. Person believes it is acceptable to intentionally inflict pain on opponents to intimidate them.
“Taking out” a player. Aggressive supporters of the gamesmanship model believe injuring an opponent or aggravating a preexisting injury to take the opponent out of the game is legitimate.
Espionage. Person believes it is acceptable to use elaborate means, such as secret filming or electronically intercepting game signals, to get information from an opponent’s plans or plays. If this is acceptable, what is wrong with persuading a player from the other team to give you a copy of the playbook?

Gamesmanship coaches gain advantage by violating eligibility, recruiting, and practice rules. Gamesmanship athletes gain an advantage by using illegal performance-enhancing drugs and playing tactics.

What Is Part of the Game?
Two Major Considerations: Safety and the Integrity of the Game
- Sportmanship promotes safety and the integrity of the game.
- Gamesmanship promotes tactics and practices that may be unsafe and can violate the integrity of the game.

Safety of Athletes
- Many rules are designed to prevent conduct that creates unnecessary risks of injury.
- Techniques that inflict pain or endanger athletes violate the fundamental premise of athletic competition. For example: Throwing at a batter for any reason, physical intimidation, intentional injuring, tripping, and similar tactics often justified as “part of the game,” introduce dangerous elements into the game.
- Violating rules can endanger athletes.

Integrity of the Sport
- Every sport has developed over the years with rule refinements.
- Rules establish standards of fair play and define the game.
- When behavior patterns develop that corrupt the game—such as chop blocking or spear tackling in football, and flagrant fouls or hand checking in basketball—the matters are addressed by additional rules or instructions to officials to enforce existing rules.
- Consider what is proper and part of the sport. To say a tactic is “part of the game” is to say it is consistent with the intended nature of the game.
- Gamesmanship tactics that change the nature of the game are unethical because they violate the integrity of the sport.
- In considering if a tactic is proper, the question to ask is, Does the tactic use skills and abilities intended to be measured by the sport? Another way to look at it is, Does the tactic favor athletic and strategic skills envisioned by the rule makers?

Examples:
Intentional strategic fouls. In some sports, specific penalties are prescribed for specific rule violations, such as delay of game in football and personal fouls in basketball. In these specific situations, the traditions of the sports permit a player to “take the penalty” by deliberately violating the rule for strategic reasons.
Coaches teach players when and how to make the decision to intentionally foul as a strategy of the game. **Undetected fouls.** If intentional rule violations, such as pulling shirts in soccer or tripping in hockey, are a legitimate part of the game, the skill of fouling and avoiding detection is important and should be taught by coaches like any other legitimate technique. This places great value on nonathletic skills. **Taunting.** Most taunting is amateurish and ineffective. If taunting and trash talk are legitimate parts of the game to unsettle an opponent or pump oneself up, why don’t we teach athletes to do it well? Why not teach athletes to refer to hurtful, private information about an opponent? Why not have psychologists train athletes to really get under someone’s skin? After all, anything worth doing is worth doing well. **Equipment tampering.** The clearest example of unethical tactics is equipment tampering. Illegally altering equipment to gain an advantage violates the integrity of the sport. Illegal alteration of the playing field is also corruption of the sport.

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**Trustworthiness**

Demonstrate trustworthiness by being honest, keeping promises, being loyal, and practicing integrity in the sport, to individuals, and to the educational institution.

**Refuse to Cheat**

- Cheating is defined as deliberately violating the rules or traditions of a game to gain an unfair advantage.
- In some sports, such as basketball and hockey, established traditions of the game permit a player to foul an opponent and take a penalty as a matter of strategy. This is not cheating.

**Refuse to Lie or Deceive in Communications or Representations**

- Coaches and players should not lie or deceive an athlete, parent, official, or others in any manner.
- In many sports, deception of an opponent during a game is “part of the game.” Thus, it doesn’t violate the principle of integrity to “fake out” an opponent.

**Refuse to Fake Injuries or Fouls**

- It is not honest or trustworthy to fake an injury to gain advantage or extra time.
- It is not honest or trustworthy to fool an official into making a bad call.
Refuse to Call Plays Against Oneself
- Many volleyball coaches train their players to call a “touch” if a ball hits them before going out of bounds and the official missed the play.
- In tennis, many coaches consider it proper sportsmanship to call a ball out that the umpire did not call.
- Golfers are expected to report extra strokes and call penalties on themselves.

Refuse to Fight with Opponents
It is improper to fight with an opponent other than in strict combat sports such as boxing, wrestling, and martial arts.

Refuse to Taunt or Trash Talk
Athletes should not engage in “in your face” taunting, trash talking, ridiculing, or other disrespectful behavior.

Refuse to Use Profanity
Coaches should not use or allow athletes to use profanity or obscene gestures in practice or games. Both are disrespectful.

Assist Opponents
One of the highest and most admirable forms of sportsmanship is an athlete assisting an opponent by doing more than he/she has to, such as lending needed equipment, or by other means.

Be a Thoughtful and Gracious Host
Treat visiting teams and fans as guests, not as invaders. Make teams and fans feel welcome and provide for their comfort. Provide locker rooms, bathrooms, and shower facilities that are clean, open, and available at appropriate times.

Respect
- Be respectful by being civil, polite, and gracious.
- Treat athletes, parents, officials, fans, and others with respect.
- Show respect for opponents.

Demonstrate Appreciation of Opponents
Coaches and players should willingly and graciously acknowledge good plays and outstanding efforts of opponents. They should applaud respectfully when opponents are introduced and when they are injured.

Win and Lose with Class
- Bragging or boasting of a victory is a form of unsportsmanlike behavior, as are complaining, blaming bad luck on officials, and whining in defeat.
- Celebrations that demean an opponent or appear overly self-congratulatory are unsportsmanlike.
- The saying, “An athlete who scores ought to act as if he/she has done it before,” is applicable.

Help a Fallen Opponent
Coaches should teach their players to help a fallen opponent get up.

Shake Hands with and Cheer Opponents with Sincere Respect
Coaches and players should sincerely and respectfully participate in pre- and post-game rituals such as shaking hands, touching boxing gloves, or giving cheers.
Show Respect for Athletes

- When engaged in coaching, coaches must recognize the power they hold over athletes and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants (USOC 4.03b).
- Follow the classroom standard:
  - To teach and model respect and to promote the educational goals of athletics, a coach should only use techniques that would be appropriate in a regular classroom.
  - Can you imagine a math teacher screaming at a student using demeaning names, or physically grabbing, pushing, or hitting a student to help the student learn?
  - Treat the playing field and locker room as classrooms.

Respect Beliefs

- Coaches must respect the rights of others to hold values, attitudes, and opinions that differ from their own (USOC 1.06).
- Refuse to harass: Coaches must not engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as a person’s age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status (USOC 1.09).

Show Respect for Teammates

- Athletes should show respect and appreciation for teammates by cheering, complimenting, and supporting each other before and after events.
- Athletes should avoid showing frustration at a teammate for an error or bad performance.
- Athletes should be team players. Coaches should emphasize the team over the individual and de-emphasize individual statistics and star treatment.
- Athletes should refuse to harass or put down others.

Show Respect for Officials

- The traditions of some sports, such as baseball and basketball, allow coaches to argue with officials; most sports do not.
- Players should show respect to officials during all interactions.
- Coaches, players, parents, and fans should be respectful of officials whether they agree or disagree with calls. Disrespectful talk should not be allowed.

Coaches and Players Should Not Be Combative

- A coach’s conduct must be within the bounds of respectful disagreement. A coach should refrain from challenging or protesting calls in an insulting or combative manner.
- A protesting coach should not touch an official, kick dirt, or throw anything at or in the direction of an official.

Responsibility

Exercise Self-Control

- The behavior of coaches has a significant impact on teaching young people to control their tempers.
- Coaches and athletes should demonstrate self-control by not displaying anger or frustration toward other athletes, coaches, parents, officials, fans, or the media.
- Coaches and players should not engage in physical altercations.

Pursue Excellence

Coaches should be the best they can be in all phases of coaching responsibilities—from skill building to character building and counseling.

Develop and Maintain Competence

- Coaches should develop and demonstrate professional knowledge of:
  - rules and strategies of the sport;
  - basic coaching principles for the age group coached;
  - fundamentals of first-aid; and
  - methods of teaching and reinforcing good character through athletics.

Provide for the Safety and Welfare of Athletes Above All Else

- The safety and health of athletes should be the priority in practices, during games, and in the environment provided.
- Athletes should be drug-free.
- Coaches should discourage the use of any illegal drug, whether it is for enhancing athletic performance or recreational use. Ensure that strict and sure negative consequences are imposed on athletes who violate drug laws and policies.
- Athletes should be alcohol- and tobacco-free. Coaches should strictly and consistently enforce institutional alcohol and tobacco policies, whether they personally agree with them or not.
Protect Athletes from Physical Abuse, Sexual Harassment, or Exploitation
Coaches should not engage in or permit anyone under their control or influence to engage in physical abuse of athletes or in any form of sexual harassment or exploitation.

Prepare Athletes to Deal with Temptations and Pressures
• Special sports-related temptations and dangers for student-athletes:
  — NCAA violations including work, compensation, and gifts
  — use of performance-enhancing drugs
  — unhealthy practices to gain or lose weight
  — win-at-any-cost attitudes that promote cheating and unsportsmanlike conduct, including reckless disregard of health and safety, excessive violence or intent to injure another player, taunting, excessive celebration, and disrespect for officials
• Off-the-field temptations and dangers for student-athletes:
  — minimizing the importance of academic performance and education
  — using recreational drugs including alcohol and tobacco
  — gambling, such as point shaving, and dealing with gamblers
  — sexual promiscuity and related concerns including pregnancy and sexually transmitted diseases
  — violence including fighting and sexual assaults
  — being challenged or taunted
  — dealing with false and unfair accusations
  — unrealistic belief in having a career as an athlete
  — ignoring social and emotional needs

Be Positive Role Models
Coaches must articulate and enforce policies that ensure that athletes and others under their supervision exemplify good character and conduct themselves as positive role models on and off the field (Arizona Sports Summit Accord no. 4).

Maintain the Integrity of the Sport
Coaches should pursue, teach, and demand that sportsmanship over gamesmanship is demonstrated.

Maintain a Respectful Atmosphere and Environment
• Coaches and athletic administrators should create and maintain a respectful atmosphere and sports environment.
• Visitors should be protected from improper and unsportsmanlike behavior of fans. This includes providing security.
• Regulate spirit groups:
  — Coaches and athletic administrators should ensure that mascots, cheerleaders, drill teams, and bands demonstrate good sportsmanship.
— Negative or demeaning cheers and actions of all sorts should be prohibited.
— Individual members of spirit groups who jeer, taunt, or throw things at opposing players or fans should be disciplined and, if necessary, removed.
— Mascot conduct should be regulated as closely as athlete conduct.

• Regulate spectators:
  — The conduct of spectators should be regulated to reflect high standards of sportsmanship.
  — Coaches should educate and hold parents to high standards of sportsmanship.

Uphold Educational Goals of Athletic Competition
Sporting events sponsored by educational institutions should reflect the educational goals of athletic competition, and behavior that undermines them should be prohibited.

Fairness
• Ensure that teams and athletes play by the rules and treat others fairly.
• Anything that gives an unfair advantage violates the spirit as well as the integrity of the sport. When one side breaks the rules, there is no longer a level playing field, and the nature of the competition is changed unfairly.
• Coaches should pursue, teach, model, and demand that sportsmanship over gamesmanship is demonstrated.
• Gamesmanship violates the rights of opponents and the integrity of the sport.

Caring
• Put the welfare of the athletes first.
• Provide for the safety, health, and security of athletes, opponents, officials, and fans.
• Consider the psychological and physical impact of words, decisions, and actions on athletes and others.
• Ensure that opponents, officials, and fans are treated as guests.

Citizenship
• Model good citizenship by honoring the rules and principles of sportsmanship.
• Model good citizenship in coaching activities and in all other aspects of life.
• Support the educational goals of the educational institution.
• Maintain the integrity and purpose of the sport by following the rules.
• When one side breaks the rules, there is no longer a level playing field and the nature of the competition is changed unfairly.
• Gamesmanship violates the rights of opponents and the integrity of the sport.
How Do We Implement CHARACTER COUNTS?

Answer who, when, where, and how, as applicable, for the following:

Orient Administration and Obtain Their Support

Identify Sports Ethics Project Leader

Form a Sports Ethics Leadership Team

Train Project Leader and Leadership Team

Identify/Benchmark the Current Good Behaviors and Unacceptable Behaviors

Develop Project Objectives and Action Plan

Measure the Effectiveness of the Sports Ethics Initiative

Keep Sports Ethics Alive by Applying the Six Qualities of an Effective Character Education Program.
Showing Character through Alabama 4-H Animal Science Projects

Introduction
The Six Pillars of Character

The purpose of the CHARACTER COUNTS! Coalition is to fortify the lives of America’s young people with ethical values called the Six Pillars of Character. These values, which transcend divisions of race, creed, politics, gender, and wealth are: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Trustworthiness

Do you know that Alabama’s 4-H livestock projects are a great indicator of how trustworthy you are? Take a moment to answer some questions:

- Do you feed and water your animal or animals every day?
- If you have to be gone overnight, do you make arrangements with someone to take care of your animal(s) for you?
- Do you have your 4-H animals by the ownership deadline? Do you have all appropriate forms completed and turned in on time?
- Do you read entry forms carefully and abide by the rules that you sign?
- Do you read the labels on all medications you give your animals and follow the correct withdrawal times for those medications?
- Do you use only approved medications on your animals?

If you answered yes to all of these questions, you are doing a great job of practicing the character pillar of trustworthiness. Trustworthiness means being honest, loyal, and keeping promises.

When you begin a 4-H animal project, you accept an important responsibility for taking the best possible care of those animals. That involves faithfully feeding, watering, grooming, and training them every day. You are also keeping a promise to your parents or guardians, your neighbors, and other people who help you get started with your project. When someone helps you purchase your animal, he or she puts trust in you to take care of it. When you are loyal and keep promises, people will say you are trustworthy!

When you have raised your own animals or purchased them by the deadlines, and have turned in the forms according to 4-H rules and regulations, you are being honest and fair. You expect everyone else that has a 4-H animal to do the same. If everyone follows the rules and time schedules, the whole project and resulting shows are honest and fair to everyone.

The last two questions deal with being honest and keeping promises to a much larger group of people: every person who consumes food.

Consumers have a right to know that their food is safe and free from drug residues. When you use only approved drugs and medications according to the labels, and follow the withdrawal times on all medications, you are keeping a promise to consumers that their food will be safe and free of any drug residues.

While you are not the only person responsible for assuring the safety of the food supply, you are a very important part. If every livestock producer follows these principles, consumers will be confident of the safety of their food. When you follow withdrawal times and use only approved drugs, you are being honest and keeping a promise to consumers.
Now some questions for you to think about:

• What happens if you don’t feed and water your animal every day like you are supposed to?
• What happens when you take advantage of other people’s help by letting them feed and water your animals for a longer time than what you really need?
• What happens if you don’t own your animals by the entry deadline?
• What if you don’t have your signed entry forms in on time and a neighbor offers to “loan” you one of his animals for a livestock show? What do you do? What happens if someone other than your neighbor knows about this?
• What happens if you don’t read the labels or follow the withdrawal times on a medication you use on your market animal and your animal is condemned at the packing plant for having a drug residue? How does this affect you? How might it affect other exhibitors?
• What happens if people read in the paper that 4-H animals have drug residues? How does this reflect on you, 4-H, and your club?

Respect

How would you define or describe respect? What does it mean to you? How is respect something that you learn and practice through your Alabama 4-H livestock projects?

One definition of respect is showing courtesy and proper treatment of people and things. The things should include your 4-H animals. Take a moment to answer the following questions:

• Do you handle your animals properly and treat them humanely?
• Do you realize that your 4-H animals depend on you for daily feed, water, and care?
• Do you listen to and follow the advice of advisors and professionals?
• Do you believe that consumers and other people not involved in livestock production should expect you to take proper care of your animals?

If you answered yes to all of these questions, you are practicing the character pillar of respect. Respect should be shown to your animals, to other 4-H members, to your county Extension staff, and to the public.

When you handle your animals properly, treat them humanely, and take care of them daily, you are showing respect for the animals. Handling animals properly will help prevent stress and injuries to you and the animals.

You will need both patience and skill to handle animals. The rewards for proper handling include less time spent on tasks, fewer injuries to you and the animals, and a high-quality product for consumers.

Treating animals humanely means treating them with consideration for their comfort and discomfort. For example, providing animals with protection from wind and snow and giving them additional dry bedding during a storm would show that you were concerned about the animals’ comfort and were treating them humanely.

Nearly all livestock producers and 4-H members treat their animals humanely. The occasional case of inhumane treatment, however, can give the public a very negative impression of livestock producers. We must always treat our animals humanely and be sure that others are doing the same. An example of inhumane treatment would be neglecting to feed and water your animals. Daily feeding and watering are part of the proper care and respect you show your animals. What might happen if your animals have nothing to eat or drink for two days?

No matter how long you’ve been working with livestock, there is always something more you can learn. If a trusted advisor, educator, or professional offers you advice, you should show respect for that person and listen to what he or she has to say. Chances are this person has learned from past experience and just wants to help you.

Consumers have a right to expect all livestock owners to take proper care of their animals. Taking proper care shows respect for the livestock and for the many thousands of people who know very little about livestock. If all producers show respect to the public, the public will be more likely to respect our ways of handling and caring for livestock. It also will help to build a positive image of 4-H and the livestock industry.

Now some questions for you to think about:

• What are some ways you can show respect to other 4-H members and to your county Extension staff?
• Suppose that two days before the Market Hog Show, your best show pig weighs twenty pounds more than the maximum weight. You would have to severely restrict your hog’s feed and water to get him under the maximum weight. You would have to severely restrict your hog’s feed and water to get him under the maximum weight. What would you do? How does respect and humane treatment apply to your decision?
• What would you do if you saw someone slapping his or her lamb so that it would handle better and have a better chance of winning a show? What would the public think if they saw this?
• If you have your cattle at a show and a member of the public who knows nothing about cattle stops to ask you a lot of questions about your cattle, how would you respond? What impression would this leave with that person?

Responsibility

As a 4-H livestock exhibitor you are representing more than just yourself and your family when you exhibit livestock at a show. You are also representing the 4-H organization, the sponsoring show, and youth exhibitors as a whole. Many people are counting on you to do your job well, to be a good role model, and to be a responsible exhibitor.

Being responsible is a phrase you may hear often from your parents, your 4-H leaders, your teachers, and your Extension staff. What does it really mean? A responsibility is a duty, an obligation, or a commitment to do something. Being responsible means being accountable for what you do and who you are, and for carrying out your obligations and duties at all times. Being irresponsible means the opposite: You don’t carry out your duties; you cannot be relied upon to do what you say you will do; and you do things that you know are not right.

A livestock project takes many months of work. During that time there are many different ways to show that you are responsible. Which of the following actions demonstrate responsibility and which demonstrate irresponsibility?

1. Being truthful, honest, and encouraging with other exhibitors who ask for your opinion in selecting animals
2. Purchasing your animals and completing ownership affidavits by the appropriate date
3. Intentionally giving other exhibitors incorrect or unethical information about animal care and handling
4. Feeding your animals on schedule every day
5. Using drugs on your animals that are not approved to be used on your species of animal
6. Borrowing another member’s equipment without asking permission
7. Being ready to enter the show ring when your class is called
8. Participating with other club members in keeping your area of the barn clean and neat
9. Complaining about the show judge
10. Promptly writing thank you notes to award sponsors

You should recognize statements 1, 2, 4, 7, 8, and 10 as being responsible behavior. Statements 3, 5, 6, and 9 demonstrate irresponsible behavior.

At the beginning of a project, responsible members will work to develop their knowledge and skills about the desirable traits of their animals. They will be honest and encouraging with other members who ask for advice. Responsible members will follow all ownership rules and deadlines.

Throughout a project, a major responsibility is feeding, watering, and caring for the animals. Exhibitors also need to spend more time and attention to train and groom the animals. There are many responsibilities involved in preparing for and showing the animals, including the following:

• Keep tools and equipment clean and organized; always ask permission to borrow equipment; and return borrowed equipment promptly and in good condition.
• Handle your animals in a way that does not interfere with other exhibitors.
• Follow all show and 4-H rules about grooming animals.
• Avoid put-downs, complaining, and barn gossip.
• Follow schedules and be prompt when called.
• Be active and help other members maintain good herdsmanship in your area of the barn.

After the fair or show is completed, there are a couple of things that responsible exhibitors do. One of these is to write thank you notes to sponsors of awards and other people who have helped you with your project. Another thing is to complete your record book. This demonstrates that you followed the project through to the finish. Plus, that record book will someday be fun to look at to see how much you really have learned since you first started 4-H!

Here are a few additional questions for you to think about and discuss with your parents and 4-H leader:

• This is your first year exhibiting a dairy heifer. How should you go about learning how to take care of your animal and prepare it for exhibiting?
• You are fifteen years old and have some experience in clipping and fitting your steers. You are not as good at it, however, as you’d like to be. You think your calf might rank higher in the show if you could do a better job of fitting it. A slightly older and very experienced person offers to do all your clipping and fitting for you. What would you do?
• Your family is planning a vacation for the last week of June, which means you will be away from home for seven days. You have five pigs that need to be taken care of while you are away. What is a responsible way to handle this situation?
• Responsible exhibitors know before beginning a project what the important dates are in regard to ownership. They also plan ahead when entering projects at fairs so that entry deadlines are not missed. What are the ownership deadlines for your projects? What are the entry deadlines for your county, regional, and state events? Where do you find this information?
• You have a heifer that you expect to do well in the county fair show. She leads and handles reasonably well when just you or your family are around. When anyone else approaches her, however, she becomes uncontrollable and you can’t hold on to her. (You’ve tried this with many different friends and neighbors.) What do you do?

Caring

Caring means showing concern for others’ welfare. Caring means being kind, compassionate, and doing things to show you care. Caring people express thanks to others; they forgive others for mistakes; and they help others in need. Caring people consider how their decisions, words, and actions might affect everyone around them. They treat others as they would like to be treated themselves.

As a 4-H livestock or small animal exhibitor, you have many opportunities to show that you are a caring person. First, you can show caring behavior with the other exhibitors, club members, and family members with whom you work. Second, you can show caring behavior toward the animals themselves.

We must consider both the needs and feelings of other people. An example of a need is the necessity of first-time exhibitors to learn proper showmanship skills. An example of feelings would be their sadness if they asked people for tips on showmanship and no one would tell them anything. While the animals don’t have feelings, we still must consider their needs, such as the need for daily feeding and watering.
Now let’s look at some examples and identify whether they are examples of caring or uncaring behavior.

1. Offering tips on fitting to first-time exhibitors.  
   C (caring) or U (uncaring)
2. Teasing another exhibitor whose animal got loose in the show ring. C or U
3. Providing clean, cool water for your animals at all times. C or U
4. Practicing showmanship with another exhibitor who has asked you for help. C or U
5. Doing all the grooming and fitting on your little brother’s calves. C or U
6. Offering to share your fitting equipment with another exhibitor who doesn’t have any. C or U
7. Taking a sick animal to a show. C or U
8. Piling manure in an unused stall in the barn, rather than taking it to where you know it should go. C or U
9. Saying thank you to the volunteers and Extension staff who organized the show. C or U
10. Raising a lamb’s feet off the ground while showing it. C or U

You should recognize numbers 1, 3, 4, 6, and 9 as examples of caring behavior. Numbers 2, 5, 7, 8, and 10 are examples of uncaring behavior.

What could you do to turn the examples of uncaring behavior into examples of caring behavior? Discuss these and other situations with your parents and 4-H leaders.

- Teasing is cruel. Rather than teasing, you should try to make that exhibitor feel better by encouraging him/her to try again.
- Why isn’t doing the grooming for your brother showing that you care? Simply doing everything for him does not show caring. If you care, you should want him to learn and develop his own skills. You should offer to help and give advice, but not do everything for him. He will then develop his own skills.
- Taking a sick animal to a show is showing uncaring behavior, both to the animal and to other exhibitors. The animal should be allowed to stay in familiar surroundings and recover. Other exhibitors should not have to risk their animals getting sick because they were exposed to a sick animal at a show. To show you care in this situation, you should not take the animal to the show.

• Who is going to clean up that unused stall? Maybe you don’t know who it will be, but someone will have to do it! By dumping the manure where you know you shouldn’t, you are ignoring the feelings of the person who will have to clean up after you.
• Raising the lamb off the ground is unnecessary. It may appear to the public that this causes the lamb discomfort. This practice shows uncaring behavior toward the lamb and may leave the public with a negative impression about how 4-H animals are treated.

Fairness

Justice, justness, fair treatment, fair play, fair trial, square deal, fair shake—these are all words or phrases that have similar meanings to fairness. Fairness means being equally good to everyone. Fairness involves being consistent in the application of rules and standards.

We all like to be treated fairly, but do we always treat others fairly? The Golden Rule—Do unto others as you would have them do unto you—is a standard measure of fairness. This is the kind of treatment that fair and ethical people display in all areas of their lives, including when they are working with their livestock.

During the many months of work that a livestock project takes, there are many different ways to demonstrate fairness. Which of the following actions demonstrate fairness and which demonstrate unfairness?

1. Recording accurately the dates your animals were born and/or purchased. F (fairness) or U (unfairness)
2. Giving other exhibitors adequate space to properly position their animals in the show ring. F or U
3. Doing all the fitting and clipping on your animals yourself, or accepting help with some fitting from your brothers or sisters, but no one else. F or U
4. Teasing a new exhibitor whose fitting and clipping job on his animal needs a lot of improvement. F or U
5. “Hogging” the wash rack, using it for two hours for one or two animals. F or U
6. Saying that Suzie, who you don’t really like, won the Market Steer show simply because she flirted with the judge. F or U
7. Accepting gracefully that you have to show your Angus heifer in the Commercial class, because you don’t have registration papers. F or U
8. Turning in your animal ID forms by the deadline. F or U
9. Having someone else feed, water, and train your animals throughout the spring and summer, except for the week before the show. F or U

10. Blaming the judge when you don’t win showmanship; saying he/she was unfair without ever asking the judge how you could improve. F or U

You should recognize statements 1, 2, 3, 7, and 8 as fair behavior. Statements 4, 5, 6, 9, and 10 are examples of unfair behavior.

It seems that for any activity in which we participate there are rules to follow, and 4-H livestock projects are no different. When we don’t follow the rules, we are not playing fair. In order to be fair, the same rules must apply to everyone involved. Some of the rules that apply to nearly every 4-H show are discussed in the previous examples.

• 4-H members must own their animals by specific dates and must accurately report those dates.
• 4-H members must do their own fitting and clipping of their animals, possibly with some help from family members.
• Specific information, such as registration papers, may need to be provided to participate in certain classes.
• 4-H members need to turn in accurate animal ID forms by a specific date.
• 4-H members should be responsible for and do their own work with their animals.

If you are an experienced exhibitor, teasing a new exhibitor isn’t being fair to them. They haven’t had the time to learn all the things you have learned. Making assumptions about people without checking the facts is unfair to those people.

When you demonstrate fairness in dealing with people and in making decisions, you earn the respect of other people. There are many important things that both exhibitors and parents can do to demonstrate fairness to other exhibitors:

• Treat all people fairly, regardless of their age, background, or previous successes or failures with their projects.
• Consider all the facts and information, including opposing opinions, before making a decision.
• Make fair decisions by using the same rules for everyone.
• Record animal birth and purchase dates accurately.
• Share time and the use of limited resources; for example, don’t spend more time than necessary on the wash racks, as other people also need to use them.

• Admit your own mistakes and work to correct them.
• Accept that people are different. Don’t pass judgment simply based on the fact that someone or something is different.
• Follow guidelines and show consideration of other exhibitors when positioning your animal in the ring.
• Accept winning or losing with grace.
• Remember the Golden Rule! Do unto others as you would have them do unto you.

**Citizenship**

A citizen is someone who is part of a city, town, or community. Practicing citizenship means doing what you can to make your home, community, and country a better place to live for yourself and for others. Practicing citizenship has always been and always will be part of being an active 4-H member.

Truly practicing citizenship means getting involved. No one can make a difference without becoming personally involved in trying to make things better. In other words, if you think you have an idea of how things could be done better, don’t just stand around and complain about how they are done now. Tell your idea to others and get involved to make some changes. Your idea alone may not result in all the changes you would like made. But by getting involved and working with others who also care about the situation, you will be able to make a difference.

As a livestock exhibitor, you are part of an “exhibiting community.” You are, therefore, responsible for knowing and obeying all rules, regulations, and laws regarding exhibiting. Other members of the exhibiting community include other exhibitors, family members, show or fair hosts, and sponsors. When you are involved in livestock production and exhibiting, you represent the exhibiting community as a whole. What you do or say can reflect positively or negatively on the entire community.

Take a moment to answer the following questions:

• Do you follow the rules and regulations related to the care and exhibition of your animals?
• Do you respect the judges’ decisions and accept those decisions graciously, regardless of how your exhibit placed?
• Do you help younger members in your club?
• Do you follow quality assurance guidelines that ensure that the meat from your animals will be safe for consumers?
If you answered yes to all of these questions, you already have a great start on practicing good citizenship.

An important part of showing citizenship with your livestock and other 4-H projects is following the rules, regulations, and, in some cases, the laws related to your animals. This includes following ownership and registration deadlines, using proper identification procedures, and using only approved drugs.

Showing respect to judges, show officials, and other exhibitors is another way of practicing citizenship. Regardless of the ribbon or ranking your exhibit receives, you should accept the decisions of the judges with grace. This means you shouldn’t brag and make fun of other exhibitors who don’t do as well as you. Likewise, you shouldn’t complain and find fault with others if you don’t place as high as you thought you would.

Helping those in need is always a good way to show that you are a good citizen. Within your club, you may have members that are less experienced than you and would benefit from your advice. Or, you may have members who don’t own all the equipment and supplies that you do, and they would appreciate being able to borrow your equipment.

Using quality assurance methods to ensure that you are producing a product that is safe for consumers is an excellent way of practicing citizenship. Even though you may not have a lot of livestock, there are consumers in the United States that will eat the meat that comes from your animals. (Those consumers might include you and your family!) All consumers should be able to have confidence that their meat supply is safe and high quality. Practicing quality assurance methods will help build consumers’ trust in our livestock industry.

Everything you do that shows good citizenship will also help create a positive image of the exhibiting community. So be a good citizen of your hometown and of the exhibiting community!

Here are some questions for you to think about and discuss with your parents or leaders:

- Herdsmanship is one of the activities in which all members who are exhibiting animals should participate. How are herdsmanship and citizenship related? What might happen if people come to a fair where everyone is doing a great job of herdsmanship? What if people come to a fair where no one has fulfilled his/her herdsmanship responsibilities?

- Club lamb fungus is a disease that causes red, sore spots on lambs. It is highly contagious, meaning the disease can easily be transferred from one lamb to another and can also easily be transferred to people. In people, it also causes red, sore, and itchy patches on the skin and is difficult to cure. What would you do if your lamb developed active club lamb fungus just before the county fair? What could or would you do if your lamb developed the fungus just after your county show, but while still at the fairgrounds?

- Suppose you had two steers you planned to show at the county fair. One of them got loose one night and was hit on the road and killed. Your neighbor offered to “loan” you one of his cattle, using the ear tag from your dead calf so it would look like your calf. What would you do? How is this related to citizenship?
International Association of Fairs and Expositions (IAFE)
National Code of Show Ring Ethics

Condensed Version

All exhibitors in any event at a livestock show will at all times conduct themselves with honor, honesty, and good sportsmanship. Those who violate the Code of Ethics will forfeit premiums, awards, and auction proceeds, and be prohibited from future exhibition.

1. When requested by show officials, be able to show proof of ownership, length of ownership, and age of all animals entered.

2. When requested by show officials, provide animal health certificates from a licensed veterinarian.

3. Junior exhibitors will care for and groom their own animals while at the fair or show.

4. Animals that will enter the food chain must be free of drug residues or foreign substances. For all animals, drugs may only be used in accordance with applicable federal, state, and provincial laws. Any treatments at the show involving medications for the health of the animal must be administered by a licensed veterinarian. Show management or regulatory officials may take any samples they wish for testing.

5. Changing the animal’s performance, natural contour, conformation, or appearance through surgery, injection, or application of substances such as irritants or counter-irritants is prohibited.

6. Showing and handling practices or devices to cause swelling are prohibited.

7. Direct criticism or interference with the judge, show management, other exhibitors, or breed representatives is prohibited at all times. Problems will be resolved through appropriate channels.

8. No one may conspire, contribute to, or cooperate with others to violate this code, either by action or inaction.

9. Owners, exhibitors, fitters, trainers, and participants are absolutely responsible for an animal’s condition, whether or not they do something in violation themselves or know of treatment that violates the code.

10. Exhibitors upon entry consent to disciplinary action for violation of the Code of Show Ring Ethics. This includes publishing of the infraction and violators’ names.

11. Exhibitors verify that they have read and understand the Code of Ethics, as well as the consequences and penalties for violations. Exhibitors understand that evidence of violation of any law will be released to appropriate law enforcement authorities.

This is condensed from the full legal text of the International Association of Fairs and Expositions, National Code of Show Ring Ethics by the National Livestock Ethics Council.

CHARACTER COUNTS!® and the Six Pillars of Character® are registered service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute Center for Youth Ethics.
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**Trustworthiness**
Be honest • Don’t deceive, cheat, or steal • Be reliable—do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends, and country.

**Respect**
Treat others with respect—follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit, or hurt anyone • Deal peacefully with anger, insults, and disagreements.

**Responsibility**
Do what you are supposed to do • Persevere—keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your choices.

**Fairness**
Play by the rules • Take turns and share • Be open-minded; listen to others • Don’t take advantage of others • Don’t blame others carelessly.

**Caring**
Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need.

**Citizenship**
Do your share to make your school and community better • Cooperate • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment.