

# Character becomes you

The official good idea resource  
for character-building curriculum.



Texans Building Character



18 USC 707



# Character becomes you

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## Educational Activity Book

### Coordinators:

**Linda Ladd**

Extension Family Development Specialist

**Charla Bading**

Extension Program Specialist—4H

**Wilma Hall**

Extension Associate—Family Life

**Jeff Howard**

Extension 4-H and Youth Specialist—Curriculum

### With special thanks to...

Kathy Volanty, Martha Couch, Bonnie McGee and Kyle Smith, Extension administrators on the Texans Building Character steering committee who remained constant in their commitment to this project.

Carleen Cook, Marilyn Frenzel, Rachel Gonzales, and Jackie McNeil for typing this book.



The issue of character education is very important to Texans of all ages and in all stages of life. Every day, each of us experiences behaviors that reflect both good and bad character. Most of us struggle to model good character for the children and adults in our family and community. Educators, especially, know that it can be a challenge to find programs and activities that help teach and reinforce behaviors that reflect good character.

In 1999, the Texas A&M AgriLife Extension Service held Texas Communities Futures Forum (TCFF) meetings in 205 counties. These grassroots forums identified character education as a high priority. Consequently, Texas A&M AgriLife Extension Service began to identify and develop educational programs that would support the development of strong, positive character in every Texan.

For the past four years, the Texas Legislature has funded the Texans Building Character (TBC) Initiative programs throughout the state. By 2002, more than 180 counties had TBC programs or activities scheduled in their communities. The TCFF Response Team for Texans Building Character determined that an activity book would be a beneficial way to support educators. This educational activity book supplements the eight program models that are included in the Texans Building Character Initiative program. At state-wide training events, county agents brainstormed these eight models—school, youth-at-risk, 4-H and youth development, livestock, workforce, sports, community, and megacommunity.

This book contains activities, exercises, stories outlining successful character programs, teaching plans and training and newsletter ideas. It is the compilation of ideas from more than 50 Texas A&M AgriLife Extension Service agents, specialists and members of the Texans Building Character TCFF Response Team. This team has worked with members of the Texas Extension Education Association, health specialists with the Texas Department of State Health Services, staff from the Texas Juvenile Justice Department and staff from the Texas Education Agency and their Texas Tech Prep program. We believe that you will enjoy using this book as much as we enjoyed gathering these ideas!

Kathy Volanty  
Associate Director for Human Sciences  
Development

Martha Couch  
Assistant Director for 4-H and Youth

Bonnie McGee  
Assistant Director—Urban Programs

Kyle Smith  
Assistant Director—County Programs

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, religion, national origin, age, disability, genetic information, or veteran status.

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# Program Models

## Texans Building Character Program Models

Introduce and sustain character education programming for Texans of all age and ethnic groups. These agents identified eight areas as models for enhancing existing programs or introducing new programs in character education. Agents also defined audiences, methods, collaborators, resources, and areas of evaluation. The models listed below are described in more detail on the following pages.

**4-H and Youth Development** model includes all children, youth, and adults working in the area of youth development. Agents using this model have begun with 4-H Ambassadors and leaders in an effort to enhance the character of these highly visible people.

**School** model begins with the general enhancement of classroom activities such as spelling lists of character words and history lessons about people of character. Expanded programs could involve high school students teaching character in the grade schools.

**Youth-at-Risk** model includes age-appropriate character education activities in environments such as youth facilities. Character education programs could involve weekend camps or week-long concentrations if youth are available for only a brief time.

**Livestock** model includes educational programs at the county level but also quality assurance promotions at state competitions. Collaborators include agricultural teachers, veterinarians, stock show sponsors, fair boards, and other organizations.

**Sports** model involves school staff who have worked with other teachers through the school model. The list of potential collaborators is enormous, as the sports model will include training camps, school alumni, community teams, youth, and parents.

**Workforce** model includes every aspect of business, both profit and nonprofit. Welfare-to-work adults and teens entering the workforce would be appropriate audiences in this model.

**Community** model includes organizations such as the Texas Extension Education Association, agencies such as the Texas Department of State Health Services, and community programs such as those that provide child care or serve youth or senior citizens.

**Megacommunity** model consists of at least three other models joining to involve all community groups and citizens. The megacommunity model is the goal of all community programs as Extension agents develop coalitions and collaborations that reach everyone in their counties. There is no table for the megacommunity model.

# 4-H and Youth Development Model

## Audiences

Club members  
Clover clubs  
4-H and youth committees  
Alumni  
Parents  
Master Volunteers  
Club managers and leaders  
College clubs  
Livestock clubs

4-H Ambassadors  
Volunteers  
Booster clubs  
Project clubs  
County and district councils  
Fair boards  
Ambassadors  
Teen clubs  
Special interest groups

## Methods

Club meetings  
Camps  
Project meetings  
Community service  
Exhibits  
Intergenerational events  
Media—paper, website, radio, columns

Newsletters and other communication  
Competitions  
Officer trainings  
Awards banquets  
Subject matter curriculum-enhanced  
New programs such as Boomerang  
Food shows

## Collaborators

Youth organizations such as Boy/Girl Scouts  
Adults groups such as Kiwanis  
Local 4-H alumni groups  
Texas Extension Education Association

4-H community sponsors  
County government such as Commissioners  
Volunteer Leaders Association  
Schools

## Resources

Volunteer Leaders Association  
Community businesses  
Alumni  
Banks  
Fair boards

Community groups  
Projects to raise money  
Commissioner's Court  
Civic organizations  
Grants

## Evaluation Areas

Increased enrollment  
Increased number of teens teaching  
younger members  
Increased parent participation as leaders  
Decreased parent involvement in 4-H  
record books

Decreased dropout  
Increased project involvement  
Increased community involvement  
Increased community support

# School—Public/Private Schools and Church Sunday School/Ministries Model

## Audiences

Students	Event sponsors
Parents and volunteers	Coaches
All faculty, administrators, and support staff	Bus drivers
School organizations/clubs	Businesses: Adopt a School
Parent Teacher Associations/Organizations	

## Methods

Teacher in-service days	Posters/Exhibits
Outside speakers	Pep rallies
Newsletters and other media	Character Education Week
Projects such as Career Exploration	Community projects
Graduation events	Plays, skits, and talent shows
Field trips	Career fairs
Agriculture in Class	School announcements (60 seconds)

## Collaborators

Teachers	School board
Parents	Unions
Administrators	Students
Site-Based Management Team	PAL-Peer Assisted Learning
Counselors	Booster clubs
Nonprofit agencies	Parent Teacher Association/ Organization

## Resources

Regional service centers	Grants/Foundations
School boards	Master Gardeners
School organizations	Bus transportation companies
Businesses	Civic clubs
Agricultural Food Masters	Churches
Parent-Teacher Association	State Department of Education
Credit Unions/Banks	Chamber of Commerce members

## Evaluation

Better grades	Reports from parents*
Fewer discipline referrals	Student self-reports*
Reports on classroom behavior by teachers	Increase in students volunteering for community service projects
Decrease in graffiti	Less cheating on tests
Fewer assignments to alternative schools	Less tardiness
Lower dropout rates	Fewer student absences
Less violence in school	

\*Methods, not results

# Youth-at-Risk Model

## Audiences

Boot camps	School counselors
Police	Boys and Girls Clubs
Special-needs classes	Housing authority/recreation center groups
Gangs	Nutrition programs
Alternative school classes	After-school programs
Juvenile detention	Teen pregnancy programs

## Methods

Camps	Teen Court
Park programs	Parenting classes
Mentoring programs	Youth employment seminars
Community service projects	Housing authority meetings
Business anti-theft programs	Career/health fairs
Workforce 2000 Training	Police programs for at-risk youth

## Collaborators

Juvenile Justice/juvenile probation officers	Teachers
Big Brother/Big Sister	Youth workers/ministries
Child Protective Services	Civic organizations
Prisons	Nonprofit programs for families
4-H Ambassadors	Churches

## Resources

Law enforcement groups	Council of Government
Chambers of Commerce	Grants/foundations
State agency funding	Civic groups
Businesses	

## Evaluation

More students report feeling successful	Decrease in recidivism (reoffending)
Increased attendance at school	Increase in self esteem
More community service projects	Better grades
More students who have future goals	Higher student employment
More youth serving as a mentor for a child	Fewer discipline referrals
More students graduating	

# Livestock Model

## Audiences

Parents  
Future Farmers of America  
School administrators  
4-H and youth committees  
Project leaders  
Veterinarians  
Ag teachers/agents

4-H members  
Livestock Board  
Livestock businesses  
Stock show donors  
Master Volunteers  
Show Jocks

## Methods

Clinics  
Livestock shows  
Project training  
Media  
Curriculum development  
Youth teaching younger members

4-H members  
Leader meetings/trainings  
Newsletters  
In-services for teachers  
Character programs

## Collaborators

Ag teachers  
School boards  
Veterinarians  
Parents and volunteers

Fair boards  
4-H project leaders  
4-H alumni groups  
Booster clubs

## Resources

Stock shows  
Ag businesses  
Foundations/grants

Alumni  
Donors

## Evaluation

Fewer instances of unethical practices  
Fewer bad headlines  
Changes in parental attitudes  
More support from businesses  
Pre-test/post-test evaluation\*

More youth showing animals  
Increased member satisfaction  
Increased community support  
Self-report by youth\*  
Increase enrollment

\*Methods, not results

# Sports Model

## Audiences

National sports organizations  
Cheerleaders/pep squads  
Drill teams/bands  
Little League players  
Parents and spectators  
Coaches and volunteer officials

Youth/adult booster clubs  
Media/sports magazines  
Businesses that advertise at sports events  
Athletic equipment events  
Pro athletes and officials

## Methods

Sports programs/camps  
Training camps  
Drill team/band routines  
In-services for volunteers and coaches  
Recognition programs at schools  
Pep rallies and cheers  
Sportsmanship banquets

Newsletter/newspaper articles  
Booster club meetings/alumni groups  
Exhibits and billboards  
Flyers on windshields (parking lot)  
Character statements in sports bulletins  
Radio announcements during games  
Teams doing community service

## Collaborators

Booster clubs  
Alumni  
Intramural leagues  
Equipment suppliers  
Teachers

Coaches  
Parks and recreation programs  
Parents  
Community League Association  
Civic organizations

## Resources

National sports organizations/associations  
Businesses  
Concession suppliers  
Player Personnel College Board  
Boosters  
Donations from community

Pro players  
School alumni  
Athletic equipment  
College athletes and coaches  
Local minor league teams

## Evaluation

Less fighting at games  
Less trash to pick up  
Increased participation by all youth  
More recognition for sportsmanship  
Less graffiti

More positive comments from parents  
teachers and coaches  
Increased sportsmanship among parents  
Decreased heckling/improved attitudes

# Workforce Model

## Audiences

Youth employee  
DECA/OEA  
Vocational technology  
Welfare-to-work clients  
Administrators  
Businesses  
Community colleges

School to Career Education  
Future Farmers of America  
Juniors/seniors in high school  
Boot camps  
Work sites  
Career preparation seminars

## Methods

National Employment  
School curricula  
In-school Academy

Organization workshops  
Career fairs  
Weekend classes

## Collaborators

Business/personnel  
Extension Program Committee  
Criminal justice educators  
Council of Government

School counselors  
Master Gardeners/Extension volunteers  
Career counselors  
AT&T and GTE employees

## Resources (see community model)

Welfare-to-work agencies State  
Department of Human Services  
City government  
Small businesses  
Economic Development Board

Employment Commission  
Employers/businesses  
Industrial Development Board  
Community Development Association

## Evaluation

Lower turnover  
Less employee theft  
Increased profit  
Customer satisfaction

Repeat customers  
Customer survey\*  
Employee reviews\*

\*Methods, not results

# Community Model

## Audiences

Neighborhood groups  
Boys and Girls Clubs  
Churches  
YMCA/YWCA  
Community groups  
Schools  
Civic groups, i.e. Lions  
Police City

Parks and Recreation classes  
Senior groups  
Boy/Girl Scouts  
Chambers of Commerce  
Child and adult day care centers  
City and county departments, i.e. Fire Dept.  
Courts/probation

## Methods

Leader training  
Exhibits  
Festivals  
Info. fairs  
Workshops

Camps  
Demos  
Media  
Parade/fairs  
Poster contests

## Collaborators

FCE/women's organizations  
Media—newspaper/radio  
Businesses  
Civic groups

Community colleges  
Prisons  
Youth ministers  
Cafes/restaurants

## Resources

Banks  
Cooperatives  
Churches  
Community colleges  
Commissioners' Court  
Hospitals

Councils of Government  
State grants/tobacco funds  
Civic groups  
FCE  
Foundation/business grants

## Evaluation

Survey  
Pre-test/post-test  
Decrease in symptoms  
Parents

Ask parents  
Participation  
Teachers  
Self-report

Character  
becomes you

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Educational Activity Book

# Activities



# Texans Building Character website

<http://fcs.tamu.edu/tbc> or <http://agrilifeextension.tamu.edu/>  
and click on Family Consumer Sciences

The Texans Building Character website was created to support county character education programs. The following materials are available at the website.

There is an electronic version of the Program Models section in this book. The eight program models are 4-H and Youth Development, School, Youth-at-Risk, Livestock, Sports, Workforce, Community, and Megacommunity. Each of the eight TBC models is described in terms of audience, methods, collaborators, resources, and evaluation areas.

**County Programs** lists all counties in Texas.

**Texas Lesson Plans** includes both short (30 minute) and long (1 hour) character education lesson plans that can be used as teacher in-services or presentations to county commissioners or other audiences.

**Texas Activities** includes character education activities similar to those in this book, organized by model and age groups.

**Heroes for Life** is a program conducted in collaboration with State Farm Insurance Companies of Texas and the Texas Extension Education Association. This site includes information about the program.

**Texas Web Resources** lists character education materials and resources available within Texas.

**National Character Education Link** offers character education websites and programs in the United States.

**Extension/TBC Resources** lists support materials available to county Extension agents in Texas from the Educational Resource Library.

**Educational Resource Library** loans teaching materials to county agents. Site includes **quotations** appropriate to more than 50 character virtues. They can be cut and pasted into a handy template, also available on this site.

**Facts and Figures** provides information on character taken from surveys of American youth.

**TBC Newsletter** offers links to the most recent Texans Building Character newsletters

# Texans Building Character

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# GRADUATE

presented to

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For completion of the Texans Building Character program,  
coordinated by the Texas A&M AgriLife Extension Service.



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Teacher

Date

County Extension Agent

Character  
becomes you

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Educational Activity Book

4-H & Youth  
Development







## Billboard Advertising

<b>Model:</b>	4-H, School, Community
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Any
<b>Preparation time:</b>	Depends on size of group
<b>Program time:</b>	Time to share contest information and handle details
<b>Materials needed:</b>	Texans Building Character overview program
<b>Setting:</b>	Classroom, meeting

One way to introduce the Texans Building Character program to your community or school personnel is through a poster or billboard design contest. You can use 4-H leaders or youth leaders or bring a group of community leaders and agency heads together to design a plan for this contest. Your committee can canvass the business community to see who would provide funding for a billboard.

If a billboard is not possible, a poster contest can be a good alternative. The winning entries could be placed in the windows of businesses that support the contest. The committee needs to design criteria for the poster or billboard (size, lettering, and graphics), character words that are possible themes, when the billboard or poster design is due, where to take the poster and how winners will be announced. Be sure to name your selection committee BEFORE the entries come in.

- ★ **Billboard**—Hold a billboard design contest with youth from school, 4-H, or other youth organizations. Ask the youth to draw a picture illustrating what good character means to them. Select one picture to be displayed on the billboard. You will need to work with leaders in the community or school or with your 4-H Youth Development committee to secure a billboard and donations for producing the art work.
- ★ **Poster Contest**—Have high school students design posters that can be used in elementary schools and child care centers. Ask older elementary students to draw posters for younger students and child care centers. Thank the artists by having the parents' association sponsor a banana split social.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Caring Witches

<b>Model:</b>	4-H
<b>Key words:</b>	Caring, Kindness
<b>Age group:</b>	9 to 10 years old
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	1 hour
<b>Materials needed:</b>	Ice cream, cones, candy

Discuss the basic principles of caring and kindness. Ask youth to share examples of caring and kindness and brainstorm ways to build these two virtues in their own behavior.

After the group has a better understanding, give them a scoop of sherbert ice cream on a cone and an assortment of small candies. Have the group make “Caring Witches.” They can turn out really cute with the ice cream being her head, the cone her hat, and the candies her eyes, nose and mouth. The activity can teach students about character by giving them a way to share and a “gift” they can create for others. Observing and critiquing each other’s “creations” also helps them learn to be supportive of their peers’ creativity and kind in their remarks.

**Submitted by:** Kay Bouse, CEA—Family and Consumer Sciences  
**County:** Mills County



## Character Ceremony

<b>Model:</b>	4-H
<b>Key words:</b>	Respect, Caring, Trustworthiness, Fairness, Responsibility, Citizenship
<b>Age group:</b>	9 to 11 years old
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	20 minutes
<b>Materials needed:</b>	Leather string and yellow, red, blue, orange, green, and purple beads
<b>Setting:</b>	Any quiet place for closing ceremony/vesper

Students will learn about character through sharing stories about character and tying those stories with colored beads in a ceremony or vesper. Pick six students, one for each of the six character traits. These six students will develop a story about character. Before the ceremony or vesper begins, have an adult or another student pass the leather string to each student in the group. The six presenters will then tell their character story one at a time, giving their respective beads to the rest of the group to tie on the leather string.

**Yellow**—Respect

**Red**—Caring

**Blue**—Trustworthiness

**Orange**—Fairness

**Green**—Responsibility

**Purple**—Citizenship

After a student has read his or her story to the rest of the group, have the students break into smaller groups to identify the character trait in the story. Ask the students to consider how these traits are reflected in their own lives and explain what they can do to enhance character in their lives. Youth can wear the beads to remember to exhibit good character.

**Submitted by:** Josh Brooks, CEA—4-H and Youth Development  
**County:** Wise



## Character Design

<b>Model:</b>	4-H, School, Workforce, Youth-at-Risk, Livestock
<b>Key words:</b>	Courtesy, Kindness, Success, Honor, Persistence, Patience, Cooperation, Integrity
<b>Age group:</b>	Youth
<b>Preparation time:</b>	Time to gather materials
<b>Program time:</b>	Small amounts of time in a class or about 30 minutes as a group project
<b>Materials needed:</b>	White butcher paper, markers

Lead a discussion about character and how character is related to behavior. Make sure all youth have the opportunity to share their ideas about character. Challenge the group to consider what behaviors need to be addressed in their group, school or classroom. Discuss unwanted behaviors at the group level rather than identifying them in a particular individual. Ask the group to identify the behaviors they want to change or shape. For example, the group might determine that some people speak out in class in a way that is disrespectful to others. Tie all behaviors to character so that the group can talk about the relationship between good character and good behavior. Encourage youth to decide the steps they need to take to practice behavior that will support good character.

**Activity:** Youth will prepare a “character design” illustrating the character trait that they want to work on in their group. The design can include words and pictures and should be big enough to hang on the wall. The group might focus on one pillar at each session.

**Variation:** Once students have completed their own designs, they could be recruited to work with younger students. In small teams of two or three students, they could visit lower grades and talk to students about character. They would ask the younger students to discuss some behaviors that need to be improved in their own class. Then the older students could help the younger students develop their own character wall designs.

**Submitted by:** Kinann Sage, CEA—Family and Consumer Sciences  
**County:** McLennan



## Character Party

<b>Model:</b>	4-H, School
<b>Key words:</b>	Fairness, Respect, Compassion, Caring
<b>Age group:</b>	9 to 10 years old
<b>Preparation time:</b>	1 hour
<b>Program time:</b>	Class period
<b>Materials needed:</b>	Costumes, posters, invitations and food
<b>Setting:</b>	Classroom—set up posters around the room

An adult walks into the classroom, tells the children that she/he is having a party and passes out the invitations. The invitations say either, “I am having a costume party and you are invited” OR “I am having a party and you are not invited.” Have the youth move to the poster in the room that matches their invitation. The “you are invited” group puts on their costumes and proceeds to have a party while the “you are not invited” group watches. The adult and teacher need to watch.

**Discussion:** How did the “uninvited” kids feel watching the party going on? How did the kids at the costume party feel? Did some of your friends not get invited to the party? How did that make you feel? Does this happen in real life? Do people bring invitations to school and hand them only to select people? What is a better way to invite friends to an event that does not involve everyone?

To conclude, give each person a slip of paper and ask them to write one way they can be more caring.

Make a chain with all of the slips of paper. Hang it in the room to remind everyone to be more caring.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Character Photo Scavenger Hunt

<b>Model:</b>	4-H, Livestock, Sports, Youth-at-Risk, Workforce, School, Community
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	12 to 18 years old
<b>Preparation time:</b>	Time to gather supplies and develop pictures
<b>Program time:</b>	At least two sessions
<b>Materials needed:</b>	Cameras, film, posterboard, scavenger sheets, lots of space

People who are practicing good character are all around us. In this activity, youth learn to recognize “signs of character” and implement practices.

**Activity:** Ask a group of students to list character words. Have the students think of examples of good behavior for each character word, such as voting (citizenship), picking up trash (respect) and babysitting (responsibility). The adult leader can provide additional character words as needed (<http://fcs.tamu.edu/tbc/>).

Divide participants into groups of four or five. Give each group a camera and scavenger sheets that list character words (and behaviors, if desired). Tell the students that they are to take pictures of individuals/groups who are exhibiting those character traits. Give each group the same traits to take pictures of, such as trust, kindness, honesty, fairness, and responsibility. If this activity is done as a competition, set a deadline for completing the activity and returning the cameras and film to the leader.

**Discussion:** At the next session, the students will arrange their pictures on poster board. Students can work as one group or in several groups to produce the best possible poster for each character word. Be sure to have groups talk about behavior they saw that did not exhibit good character.

**Variation:** The students can scan these pictures into a computer and produce a PowerPoint presentation or have pictures developed as slides for a slide show. Pictures could be given to a local radio or TV station, and announcements could be produced for the evening news. NOTE: The leader will need to check with Extension to see what permission forms—including a photo release form—might need to be completed.

**Submitted by:** Kinann Sage, CEA—Family and Consumer Sciences  
**County:** McLennan



## Character Promotion

<b>Model:</b>	4-H, School, Livestock, Community
<b>Key words:</b>	Depends on what character trait is promoted
<b>Age group:</b>	All
<b>Preparation time:</b>	Several weeks
<b>Program time:</b>	Several weeks
<b>Materials needed:</b>	Marketing brochure for Texans Building Character and other information

Getting the community involved in promoting character will give people opportunities to discuss character issues and determine ways to build character in their own communities. This activity is an excellent way for a community to develop its own character “biography.” A committee made up of community members (include media people) who are interested in supporting character education can be invited to brainstorm ways to involve the community. The committee will be responsible for securing funding, developing the promotional project, handling marketing and publicity, and evaluating the project. Some possibilities include:

- ★ Put together an ad or presentation that could be run during the advertisements at the movie theater. The theater might donate the time or offer it at a reduced price.
- ★ Develop an audio or audio/video public service announcement (60 to 90 seconds) for use on radio or TV.
- ★ Develop a character video by visiting organizations and schools that are doing character-building activities/events and taping them. Once the events are taped, a volunteer can edit these to form a community “bio.”
- ★ The community character committee will generate many good ideas that they may wish to continue working on or direct to other groups.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Character Quiz Bowl

<b>Model:</b>	4-H, Community
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship (other words can also be suggested and used)
<b>Age group:</b>	All ages
<b>Preparation time:</b>	30 minutes
<b>Materials needed:</b>	Buzzers, prizes
<b>Setting:</b>	Room set up with three tables and chairs

Divide the group into three teams, with people of all ages on each team. Introduce the character words to the group and have them discuss the meaning of each virtue and how they try to live that virtue in their lives. Have individuals write out questions about behaviors or situations that can then be used in the quiz bowl. Explain the rules of the quiz bowl to the group.

**Rules:** Each team has the opportunity to press the quiz-bowl buzzer when they know the answer to the question. Correct answers get one point, and wrong answers lose a point. The team with the most points gets to pick the first prize. Or, the prize might be getting to pick the kind of pizza the group will share.

### Sample Questions:

- ★ When you are considerate of others' feelings, you express which character virtue? Answer—respect, caring
- ★ Tell the character virtue that describes being a good neighbor and voting. Answer—citizenship
- ★ Give three characteristics of the character word fairness (select other character words as well). Answer—play by the rules, take turns, listen to others, be open minded, don't blame others
- ★ If you treat others the way you want to be treated, you exhibit which key word? Answer—respect
- ★ What character virtue is NOT being shown when we gossip about another person? Answer—caring
- ★ When a young person helps a senior citizen with a task, what character virtue is being shown? Answer—kindness

**Submitted by:** Elaine Houston, District Extension Director Emerita, District 3



## Character Tarp Activity

<b>Model:</b>	4-H, School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Elementary school and older
<b>Preparation time:</b>	Gathering materials
<b>Program time:</b>	45 minutes
<b>Materials needed:</b>	Tarp or large sheet, masking tape, markers

Tying behavior to character is an excellent way to teach children about good character. The adult leader begins with a discussion of good ways to act related to any of the character words. The children need to be involved in the discussion so that different aspects of behavior can be brought into the conversation.

Youth will be asked to identify an area of their character (a self-evaluation) that needs improvement. Students can work as individuals or in a group.

**Activity:** Spread a tarp or sheet flat on the floor. On a piece of masking tape, have each participant write a character trait he/she would like to improve. Everyone places their pieces of tape on the tarp. Turn the tarp over. Have all participants get on the tarp. The challenge is to turn the tarp over without anyone getting off. It can be done! This exemplifies setting a goal and accomplishing it, sometimes requiring the help of others.

**Follow-up:** Several weeks after this event, meet with the students again to learn what progress they believe they have made in changing their behavior and learning better character. The activity with the tarp could be repeated.

**Submitted by:** Kinann Sage, CEA—Family and Consumer Sciences  
**County:** McLennan



## Character Wall

- Model:** 4-H, School, Workforce, Youth-at-Risk, Livestock
- Key words:** Success, Honesty, Tolerance, Perseverance, Commitment, Discipline, Duty
- Age group:** All ages
- Materials needed:** Construction paper for displaying names, materials to create the bulletin board

Create a bulletin board and hang it in a meeting room or hallway. Use it to display the names of individuals who exhibit good character. Identify a committee, club manager, leader, teacher, or employee to select the persons who display good character. You could give additional recognition through a newsletter, school paper, newspaper, and weekly or monthly assemblies. For younger children, send certificates home for parents to see. You might work with local media to see if they would publish a character honor roll every 6 weeks to parallel the honor roll that is published for grades.

**Submitted by:** Mike Mahan, CEA—4-H and Youth Development  
**County:** Wichita



## Clubs of Character

<b>Model:</b>	4-H
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	All 4-H members
<b>Program time:</b>	Allow time to complete projects and fill out paper work
<b>Planned time:</b>	Continuous
<b>Materials needed:</b>	Varies with project

**Activity:** This club award helps promote character projects conducted by 4-H'ers in the county and community. Projects can be community-wide, such as sponsoring a blood drive or rabies clinic, cleaning a park or planting flowers at the courthouse. Projects can also benefit the community in a smaller way, such as visiting a retirement home for several weeks and playing cards with the residents. A community sponsor should be obtained to give the award or donation, whether it be monetary or not.

**Rules:** A club may receive this award only once in a 4-H year unless there are not enough clubs eligible. Nominations may be submitted at any time.

To be considered for this award:

1. 4-H clubs must be in good standing.
  - ★ Enrollments submitted on time to the Extension office
  - ★ Charter information on file with the office for the current year
  - ★ Monthly club reports on file and up-to-date
2. Clubs must have promoted and demonstrated a commitment to the Texans Building Character program.
3. Clubs must submit this nomination in full. Information will be used for a news article featuring your club!
4. Clubs must agree to work with the award sponsor and local media to arrange for recognition and publicity photos to be taken with two or more of the club officers and a volunteer representative of the club. If possible, 4-H shirts or jackets should be worn to help promote the 4-H Clover!

**Submitted by:** Marilyn Prause, CEA—4-H and Youth Development

**County:** Coryell



## Clubs Manager Training

<b>Model:</b>	4-H
<b>Key words:</b>	Caring, Trustworthiness, Respect, Responsibility, Fairness, Citizenship
<b>Age group:</b>	Adult, Teen, and Junior Leaders
<b>Preparation time:</b>	Depends on the number of notebooks you plan to compile
<b>Materials needed:</b>	Notebooks, dividers, colored paper, overhead transparencies for training

This lesson provides leaders with a variety of character education activities to use with their 4-H'ers. In Texas, there are many resources for age-appropriate activities in the Texas A&M AgriLife Extension Educational Resource Library in College Station. (Go to <http://fcs.tamu.edu/tbc> and click on the Educational Resource Library. Enter "character" to do a keyword search.) These resources can be checked out through your county Extension agent. Individuals using this book who live outside Texas can go to <http://www.reeusda.gov> and click on the map to locate your state Extension service and then your county Extension agent.

Use a different color divider and paper for each character word you select. For example, you could use the six words (responsibility, respect, trustworthiness, caring, fairness, and citizenship) from the *Character Counts!* curriculum, which are outlined in *Focus on Character* or *Good Ideas Book*. Many character words are available on the quotes page at <http://fcs.tamu.edu/tbc>.

From these resources, program ideas can be selected for each character word. Arrange them in sections in a notebook for each club manager and/or volunteer leader. Leader training can include the resources in the Texans Building Character program. Leaders can then use the notebook resources for club or project programs. A clover can be added to the handout as needed.

**Submitted by:** Evelyn Yeatts, CEA Family and Consumer Sciences  
Phyllis Griffin, CEA—4-H and Youth Development  
**County:** Cooke



## 4-H Club Program Idea

<b>Model:</b>	4-H
<b>Key words:</b>	Respect, Responsibility, Fairness, Citizenship, Honesty, Courtesy, Obligation
<b>Age group:</b>	Teenagers
<b>Preparation time:</b>	20 to 30 minutes
<b>Program time:</b>	1-hour training; 15-minute activities
<b>Materials needed:</b>	Character information and activities selected
<b>Setting:</b>	Meeting

Tying together leadership and character is a wonderful way to teach youth about good character. Giving brief presentations on character gives them the opportunity to build their communication and leadership skills. The adult leader can give a brief introduction to character and how the Texans Building Character program has been implemented in that particular county and across Texas. Additional information on the TBC program is available at <http://fcs.tamu.edu/tbc/>.

Youth Council members will be asked to develop a 15-minute training and hands-on activity to be presented at six club meetings. The Council members can work together on all six or work individually. The members will be encouraged to take cameras so pictures can be taken at each meeting. Those pictures can be scanned and added to their county Extension website and also sent to the state TBC team to be added to that website.

This activity also fits into the Texans Building Character evaluation plan, which asks counties to measure change in behavior over multiple learning sessions.

**Submitted by:** Lee Standley, CEA—4-H and Youth Development  
**County:** Parker



## 4-H Record Keeping

<b>Model:</b>	4-H
<b>Key words:</b>	Success, Achievement, Responsibility, Honesty
<b>Age group:</b>	Youth and adults
<b>Preparation time:</b>	Time to write a list of questions
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Examples of well done record books

*“Parents can only give good advice or put them on the right path, but the final forming of a person’s character lies in their own hands.”—Anne Frank*

Although parents are responsible for keeping record books more than the youth involved in 4-H projects, it is a necessary skill for young people to develop. Creating a record of any project as it proceeds allows the youth to learn from the process of completing a project. Illustrate the importance of record keeping through the following activity:

- ★ Divide the group into two sections—adults in one group and youth in the other so individuals can discuss different life events and how those events have shaped their decision making.
- ★ Give each group instructions on paper so the two groups cannot hear the instructions for the other group. Develop questions that deal with things that have happened during the adults’ lives (taxes, history, dates, etc.). Ask the youth to discuss their own experiences (deciding what project to work with, important events at school, etc). Design the questions so both groups are answering the same set of questions.

**Discussion:** (Leader, you want the discussion to support the idea that youth need to learn to complete record books on their own.)

Discuss the answers to the questions with the whole group. The adults should be able to answer the questions, but the youth may or may not be able to answer the questions because they have not had first-hand experience. Talk about the importance of going through an experience so that the person gains skills. Tie this back to record keeping as an experience 4-H youth need to learn.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Golden Gate Bridge

<b>Model:</b>	4-H, School, Community, Workforce
<b>Key words:</b>	Cooperation, Responsibility, Teamwork, Problem Solving
<b>Age group:</b>	Youth
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	1 hour
<b>Materials needed:</b>	One bag of miniature marshmallows (about 60 per team); 75 round wooden toothpicks per team of two, plus some extra; a soup can for each team; a ruler

Our society encourages us to be self-sufficient individuals who can deal with problems without the help of others. In reality, this is not the best way to accomplish some things. Although we need to be independent thinkers and personally responsible for our own actions, in many cases, we may accomplish more when we team up and work together.

Many of today's businesses recognize the value of working together in teams. Because the workplace is primarily concerned with producing a product or service and doesn't award grades, it can easily use the team approach to improve productivity.

Cooperation, compromise, teamwork, and problem solving are all topics that our children and youth need to explore. However, cooperation does not take away our personal responsibility to perform to the best of our ability or to contribute to the end product.

**Activity:** Divide your group into teams of two. Give each team about 60 marshmallows and 75 toothpicks. Prepare the marshmallows ahead of time by leaving them out of the bag for about an hour to let them harden slightly and make them easier to work with. Explain to your group that their challenge is to build the longest bridge they can. The bridge must be high enough off the ground, for its entire length, for a soup can to pass underneath it the short way. In other words, you must be able to push the round end of the can under and through the bridge between the braces or supports along its length.

In building the bridge, the teams may use as many toothpick supports as they wish as long as the soup can is still able to pass under the bridge. The bridge must also be at least one toothpick wide at the top. The teams may use the soup can while they are building to be sure their bridges are high enough. If a team runs out of marshmallows or toothpicks, they can have more.

Allow about 12 minutes for the teams to complete their bridges. However, for the first 60 seconds of their time, they cannot touch either the marshmallows or the toothpicks. During this time, they are only allowed to do talk about their plans for building the bridge. Remind them that the winner will be the team with the longest bridge. Explain that it will be the length of the top of the bridge that you will measure, not the bottom. Count down the 12 minutes of building time for them as they work so they will know how much time remains.

With 2 minutes to go, surprise them with this announcement, “You have 2 minutes of building time left, but from now on there can be no talking. All work must be done in complete silence.” When time has expired, use a ruler to determine the winner.

**Variation:** To make the activity more difficult, require that only one person on the team handle the marshmallows and the other team member handle the toothpicks. This variation requires them to cooperate more. If you use this variation, give them 15 minutes to build the bridge.

**Discussion:**

- ★ How long was each bridge?
- ★ How well did you use your 60 seconds of planning time?
- ★ Did you follow your plan? Why or why not?
- ★ If you made changes, what were they?
- ★ Did you look at the other team’s bridges to get ideas?
- ★ Did both members of the team contribute equally to the plan? In the building?
- ★ Did the time left have any influence on how fast you worked?
- ★ How did having to work in silence affect your ability to build?
- ★ If you were to repeat this activity, what would you do differently?

**“So what?” questions:**

- ★ How easy was it for both of you to agree on the bridge design?
- ★ Is it okay to get ideas from other teams?
- ★ How is working together different from working alone?
- ★ What are the advantages of working together? The disadvantages?
- ★ What is meant by the phrase “Two heads are better than one”?
- ★ How does our behavior change as we get closer to a deadline?
- ★ How does this activity show cooperation?
- ★ Do we have less responsibility for a project when we work with someone? Why or why not?

**“Now what?” questions:**

- ★ How does cooperation help us when working to solve a problem?
- ★ What can you do to be more cooperative when working with others?

Adapted from “Activities That Teach Family Values”

**Submitted by:** Charla Bading, District Extension Program Specialist—4-H, District 10



## Make or Break Your 4-H Club

<b>Model:</b>	4-H
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	9 to 17 years
<b>Preparation time:</b>	Minimal
<b>Materials needed:</b>	Attached form (page 32) copied on colored paper, pencils

This activity is intended to be part of officer training. Tying character traits to leadership is a good method for training officers. Open with a short talk about the importance of 4-H officers and the kind of leaders they need to be. The outgoing officers could select a character virtue that they identify with their office and share (briefly) how their own character was affected by the office and the leadership opportunities they completed.

Divide the officers into six groups. Give each group 10 minutes to come up with a statement that fits the six character words and questions below. Other character words can be added or substituted for these words.

**Caring:** A new 4-H'er has missed several meetings. What do you do?

**Citizenship:** What makes a successful 4-H meeting?

**Fairness:** A few people seem to do everything in your club. What do you do?

**Respect:** A guest speaker has been invited to your meeting. What do you do?

**Responsibility:** A prospective 4-H'er comes to your club. What do you do?

**Trustworthiness:** My responsibility as an officer in a leadership position includes what?

After the given amount of time, have each group report to the entire audience.

**Variation:** This activity can be done with any group. Change the questions to fit your audience.

### Discussion:

- ★ How important will leadership be to your club throughout this year? In the future?
- ★ What role will you continue to play for your fellow members?

**Submitted by:** Evelyn Yeatts, CEA—Family and Consumer Sciences  
**County:** Cooke



# Make or Break Your 4-H Club

## What Makes a Successful Meeting?

Identifying character words and then activities to match each letter of the word is a fun and challenging exercise. The character word “citizenship” is highlighted below. Other choices would be trustworthiness, respect, caring, responsibility, fairness, and any other character words the group identifies. Give one sheet for every character word the group uses.

C  
I  
T  
I  
Z  
E  
N  
S  
H  
I  
P



## Minefield

<b>Model:</b>	4-H, School
<b>Key words:</b>	Trust, Consequences
<b>Age group:</b>	Youth
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Flat objects, paper, balls, blindfolds

**Overview:** Have everyone in the group pair up. Blindfold one person in each group of two. Create a minefield using various objects on the floor. The person blindfolded must walk through the minefield by following the instructions given by his/her partner. All instruction must be verbal.

### Discussion:

- ★ How did you choose who would be blindfolded?
- ★ How did it feel to be blindfolded?
- ★ Did you trust your partner to give you correct instruction?
- ★ Were the instructions clear?
- ★ How did it feel to give the instructions?
- ★ Did the person blindfolded listen to you?
- ★ Participants learn the importance of trust, communication, and respect for others.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Mock Meeting

<b>Model:</b>	4-H
<b>Key words:</b>	Responsibility
<b>Age group:</b>	12 to 18 years old
<b>Preparation time:</b>	10 to 15 minutes
<b>Program time:</b>	10 to 15 minutes
<b>Materials needed:</b>	Color dots, note cards, job description of 4-H office, mock agenda (page 35)

This activity shows the participants that leadership roles sometimes can be assumed faster than planned and that a good leader takes assignments when they come.

**Activity:** Have the youth select a color dot with no job description attached. Assign them a corresponding job along with the color they have chosen. Distribute the agenda and begin the meeting.

### Discussion:

- ★ How does it feel to be put on the spot?
- ★ Do you feel that you played your role effectively?
- ★ Would you be able to assume any one of these roles?
- ★ How could you have handled the given situation better?
- ★ Would you have preferred a different role?

Be sure to bring the discussion back to responsibility and how we are expected to be responsible people even when we sometimes do not have enough time to do all of the things that we would normally want to do. Ask the group if there are other character words that could be tied to this exercise. For example, how caring did some people feel when they were rushed to do their job?

**Submitted by:** Hurley Miller, CEA—4-H and Youth Development  
Wilma Hall, Extension Associate

**County:** Tarrant



# Meeting Agenda

Call to order..... President

4-H Motto and Pledge

Roll Call

Reading of Minutes

Treasurer's Report

Old Business

- ★ Community Celebration
- ★ Fund-Raiser
- ★ Community Service Events

New Business

- ★ 4-H Club Banquet
- ★ Contact for media event

Program

Announcement

Adjournment



## Nutrition Counts

<b>Model:</b>	4-H, School, Workforce
<b>Key words:</b>	Discipline, Self-control
<b>Age group:</b>	Youth
<b>Program time:</b>	Six 20-minute lessons

**Overview:** Using the Texans Building Character information, teach a character trait as you teach the information in the Food Guide Pyramid. Students will learn to maintain their physical body as well as good character.

**Respect**—Bread Group

**Caring** —Vegetable Group

**Trustworthiness**—Fruit Group

**Fairness**—Meat Group

**Responsibility**—Dairy Group

**Citizenship**—Fats and Sweets

This activity simply shows that character is a whole, consisting of many different traits.

**Submitted by:** Kinann Sage, CEA—Family and Consumer Sciences  
Beverly Harder, CEA—Family and Consumer Sciences

**Counties:** McLennan and Deaf Smith



## Personal Character Survival Kit

<b>Model:</b>	4-H, School, Youth-at-Risk
<b>Key words:</b>	Trust, Consequences, Integrity, Caring, Respect, Citizenship, Fairness and others
<b>Age group:</b>	Any age
<b>Preparation time:</b>	Assemble enough materials to give students ideas for tying character words to items
<b>Program time:</b>	30 to 60 minutes
<b>Materials needed:</b>	Match boxes, rings/circles, rubber bands, paper clips, string, Band-Aids, toothpicks, paper, markers, scissors

Helping children and youth make their own personal character survival kit will reinforce the aspects of good character. In this activity, youth will use items from a survival kit to represent good character.

**Activity:** This lesson will be enhanced if the leader introduces the idea of the survival kit in one lesson and encourages the students to bring their own survival items to share with the group. Some very good ideas will come from their creativity. Here are some examples:

- ★ **Trustworthiness**—Plastic ring or circle to show that trust is like an unbroken circle. To show the opposite, you could make a ring with a “twisty-tie” and then untie it to show that trust can be easily broken or lost.
- ★ **Respect**—Rubber band is flexible. In order to show respect, we must be flexible and willing to understand the differences of others.
- ★ **Responsibility**—A paper clip represents “keeping it all together.” We must be responsible for ourselves and be accountable for our behavior.
- ★ **Fairness**—A piece of string represents a fair line that should not be crossed and cannot waiver.
- ★ **Caring**—A Band-Aid represents the hurt in others. We must show others kindness and be courteous.
- ★ **Citizenship**—Toothpick flags show that you care about your state/country and do all that you can to be a good citizen.

**Submitted by:** Kim Thurman, CEA—4-H and Youth Development  
**County:** McLennan



## Pre-Game Show

<b>Model:</b>	4-H
<b>Key words:</b>	Citizenship
<b>Age group:</b>	All ages
<b>Preparation time:</b>	1-hour practice time at the stadium track
<b>Program time:</b>	10 minutes
<b>Materials needed:</b>	American flag, matching T-shirts

Showing pride in our country is very important to Americans. 4-H'ers can exhibit civic pride before a school or community event. Either before or after the event, ask the youth to discuss the questions below.

**Activity:** Have 4-H'ers arrive in the matching T-shirts and jeans. Club officers carry the flag as designated by military flag etiquette. Starting at one end of the field, the clover kids pass the flag to the elementary club officers, then the elementary club officers march and pass the flag to the junior high officers and so on. Each group continues to march in rank behind the flag to the flagpole. Junior high officers then march out and raise the flag. 4-H council officers, speaking over the loudspeaker, call for a moment of silence, then give an overview of the county 4-H program, their focus on character education and flag etiquette. Finally, they lead the crowd in the Pledge of Allegiance to the flag and the "Star Spangled Banner."

Have your 4-H club do this at a community Fourth of July celebration or maybe even the proclamation signing for National 4-H Week.

### Discussion:

- ★ What effect does the flag have on your life?
- ★ Do you feel proud when the flag passes?
- ★ Has anyone in your family served in the military?
- ★ If so, do you feel that you have more pride in our nation?

**Submitted by:** Pamela Foster, District Extension Director



## Rally Day

<b>Model:</b>	4-H
<b>Key words:</b>	Responsibility, Caring
<b>Age group:</b>	8 to 18 years old
<b>Program time:</b>	4 or 5 hours
<b>Materials needed:</b>	Craft materials, music for dance, skit
<b>Setting:</b>	Adult leaders provide refreshments and lunch. Skit performers practice prior to performance. Committee in charge of music and games is responsible for bringing tapes, CDs, music system, speakers, etc.

Plan a “Rally Day” at the end of the school year. This event could be held during the summer or at the beginning of the new 4-H year. The objective of the event is to invite new or prospective 4-H members to spend a day with older members to learn about 4-H and have fun. The council brainstorms ideas for activities. Some might perform a skit illustrating some of the projects available through 4-H. One committee may decide on crafts to make that day. It is responsible for gathering all the materials and teaching the “how to’s” of the crafts. Another committee may pick the games and dances to be used during the day. You might ask the parents’ club/adult leaders to provide the refreshments for the day.

Older 4-H members practice responsibility when they plan an activity, gather materials, and conduct an activity. They exercise the virtue of caring when they pair off with younger 4-H members and spend time with them, giving them undivided attention for the day.

**Submitted by:** Sheryl Mahaney, CEA—Family and Consumer Sciences

**County:** Young



## Respect

<b>Model:</b>	4-H, School, Youth-at-Risk
<b>Key words:</b>	Respect
<b>Age group:</b>	Youth
<b>Preparation time:</b>	Minimal
<b>Program time:</b>	15 minutes
<b>Materials needed:</b>	Pipe cleaners, Aretha Franklin's song "Respect," CD or cassette player

Begin the activity by asking the youth what character trait they think we will be talking about today. Then play "Respect" by Aretha Franklin. Ask the youth to stand up and dance when they recognize the song. Youth and adults love this. Many of the children know the song very well.

Talk about "respect." What does it mean to respect others? Yourself? Ask the youth what eyeglasses were called in the old days ("spectacles"). Explain that you all are going to make "respectables" to help them to see the world through someone else's eyes or to help them see someone else's point of view.

Have each child take five pipe cleaners. Use two to shape the lens and connect them with a third pipe cleaner. Then make the ear pieces with the two pipe cleaners that are left. To finish up the activity, play "Respect" again and let the class dance while wearing "respectacles."

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens  
Cheryl Newberry, Extension Program Specialist  
4-H Programs and Marketing Texas 4-H Center



## Respect Dating Game

<b>Model:</b>	4-H, School, Youth-at-Risk
<b>Key words:</b>	Respect, Honesty, Trust, Caring, Tolerance
<b>Age group:</b>	Teens
<b>Preparation time:</b>	Adult leader writes first questions and then asks for questions from group
<b>Program time:</b>	30 to 60 minutes
<b>Materials needed:</b>	Paper for questions
<b>Setting:</b>	A quiet setting or classroom

Students will learn about respect for others. One contestant and three bachelors or bachelorettes are chosen to participate. Contestants ask two questions, “If we were to go on a date, how would you show me respect?” and “How could I show you respect?” Bachelors (or bachelorettes) are prompted before the game to portray certain characteristics:

- ★ Bachelor who is disrespectful and doesn't show respect or concern for women
- ★ Bachelor who is a pushover and does not stand up for himself
- ★ Bachelor who has been hurt by many relationships and is leery of dating anyone

**Discussion:** After the questions are asked and the game is over, others are asked to discuss each of the bachelors and their characteristics. Who was/was not respectful? How can we handle disrespectful people? You can repeat the activity as many times as you wish so that everyone can participate.

**Variations:** This game could be extended to include other character words, such as honesty, trustworthiness, integrity, and any others the group identifies. It is important to give the teens the opportunity to select the words and also the questions that are asked. This activity helps young people understand that people have different attitudes about respect in relationships.

**Submitted by:** Kim Miles, CEA—4-H and Youth Development  
**County:** McLennan

# Responsibility

<b>Model:</b>	4-H, School, Youth-at-Risk
<b>Key words:</b>	Responsibility
<b>Age group:</b>	All
<b>Materials needed:</b>	Straws, rubber bands, raw eggs, drop cloth, ladder, tape

We are all responsible for someone or something, whether it is a pet, a sibling, or a job. This activity will encourage participants to work together as a team to share responsibility. Discuss the different things we are responsible for—our families, pets, city and Earth.

**Activity:** Split your group into groups of four to six people. Each group will receive one egg, 20 straws, two rubber bands and 1 foot of tape. Explain the activity to the participants as you pass out the materials. Give all the materials to one person in one group. In other groups, divide the resources among the group members. Explain that each group will be given the same resources and that they will have 7 minutes to devise a “cradle” to keep their egg from breaking as they drop it from the top of the ladder to the ground. Remind the group that they are responsible for this egg and that they don’t want anything to happen to it. Give the group time to make the cradle. Watch and listen for leaders to emerge in the groups.

After the allotted time is up, ask the groups to pick someone to represent their group by discussing their strategies and responsibilities. The group leaders come up one at a time to answer the following:

- ★ Did you work as a team?
- ★ Did a definite leader come forward?
- ★ Why do you think this cradle will prevent the egg from breaking?

Now have the participants predict if their eggs will break. Then have the group leaders drop the egg/cradle.

**Discussion:** After all the groups have dropped their eggs, discuss the following:

- ★ Do we all have the same resources in life? Example—money. Do we always need to use all the resources we have to achieve success?
- ★ Did anyone’s egg break when it was dropped from the ladder? Why?
- ★ How did the group do that shared responsibility?
- ★ How did the distribution of materials affect the energy of the group or charge specific people with leadership responsibilities?

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens

Montza Williams, Extension Program Specialist—4-H, District 5

## Service Project

<b>Models:</b>	4-H, Youth-at-Risk, School
<b>Key words:</b>	Citizenship
<b>Age group:</b>	To be determined by coordinator
<b>Preparation time:</b>	Varies with project
<b>Program time:</b>	2 to 3 hours +

Community service is a very important part of our society. It discourages youth from believing that “it is okay to take care of yourself first.” As students provide service to the community, they also teach others about character. In addition, students will reinforce their own character through displaying service-oriented behavior.

**Activity:** After discussing the key word citizenship, have participants, either individually or in teams, develop a community service project. Easy projects would be cleaning up a park or recycling soda cans. Older youth would benefit from doing some research into the needs of their community. They could contact local groups, such as a child care center or a retirement center, and ask what kinds of help they need.

Using the planning sheet (page 44), have each team or individual go through the planning process. Once the service activity is planned, have each team or individual complete their project. Once the projects are complete, bring the group back together to discuss what took place. Contact local media and ask for their support. Arrange for some of the youth to present their projects to the Commissioners Court.

### Discussion:

- ★ After the project was completed, how did you feel?
- ★ How did this benefit others in the community?
- ★ In what ways would you change your plan if you were to do it again?
- ★ How receptive were people in the community to your project?

**Submitted by:** Richard Parrish, CEA—4-H and Youth Development  
**County:** Hays



## Citizenship Action Plan

Name of citizenship

activity: \_\_\_\_\_

Goals or objectives of the

project: \_\_\_\_\_

Target audience: \_\_\_\_\_

Resources/materials

needed: \_\_\_\_\_

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Notes:

Timeline (exact dates) \_\_\_\_\_

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Notes:

Estimated completion date: \_\_\_\_\_

Final discussion meeting: \_\_\_\_\_



## Technology Club

<b>Model:</b>	4-H
<b>Key words:</b>	Responsibility, Citizenship
<b>Age group:</b>	To be determined by coordinator
<b>Preparation time:</b>	Varies with project
<b>Program time:</b>	As often as club meets
<b>Materials needed:</b>	Computers

Technology is rapidly changing, and this activity allows youth hands-on experience with the tools that will lead them into the future. Before the activity begins, have a discussion with the youth about responsibility, honesty, integrity, citizenship, and other character virtues as they relate to the computer. For example, should parents set rules about how their children use a computer and what the youth does on the computer?

**Activity:** Develop a technology club through your 4-H program. Let 4-H'ers who have a special interest in technical topics join and learn about teamwork, teaching techniques, and community service while having fun. Teach them the computer basics that you as the leader know, and then bring in a guest speaker to teach what you do not know.

**Community Outreach:** Have the youth consider computer projects that they could do in the community. Develop community service projects from your meetings, complete them and give a presentation about them to adult groups or each other. Suggestions might include:

- ★ Teaching older citizens of the community how to use a computer or the Web to research a topic.
- ★ Helping younger children write a story on the computer and adding graphics or pictures to their story.
- ★ Offering to research a community issue on the computer and presenting that information to the city council or to an agency.

**Submitted by:** Elaine Houston, District Extension Director Emerita  
District 3

## That's Not Fair!

<b>Model:</b>	4-H, School, Youth-at-Risk
<b>Key words:</b>	Fairness
<b>Age group:</b>	Youth
<b>Preparation time:</b>	Time to select or develop at least one activity
<b>Program time:</b>	1 hour for entire activity but only about 15 minutes for fairness exercise
<b>Materials needed:</b>	Exercise and any materials on fairness

Fairness is a challenging character issue because each person defines it differently. This discussion will allow youth to talk about how individuals apply standards of fairness and also how people in communities apply standards of fairness. This should prompt a very interesting discussion.

Split your group into two teams according to some characteristic that you do not tell the group about yet. Keep the criteria for dividing the group very general to avoid hurting a particular person. Suggestions on dividing into teams—hair or eye color, male/female, grade in school, whether they bring their lunch/buy their lunch, etc.

Give both teams the directions to an activity you have selected. One team will have more complete directions than the other team. Be sure to leave out an important piece of information for one group. Give teams time to play the game to see what conflicts arise. Stop the game and discuss how you can make it fair for everyone.

### Discussion:

- ★ How did you feel about the instructions given to you?
- ★ How can we make this activity fair for everyone?
- ★ Talk about how the criteria for dividing the group influenced the success or failure of the group.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens



## Volunteer Leader Training

<b>Model:</b>	4-H, Livestock
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Adult volunteers
<b>Preparation time:</b>	Copy handouts
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Handouts

**Overview:** When training adult volunteer leaders, the leader can ask them to discuss the traits of character that are reinforced by participating in 4-H or livestock activities. Encourage discussion of the ways Extension develops character. The leader will share his/her own list of the character traits of leaders (one source is the *Texans Building Character* notebook). Ask participants to complete the handout “Your Character Review” (page 48).

### Discussion:

- ★ Do you incorporate character education messages into 4-H meetings?
- ★ How do think youth perceive your character?
- ★ What is your conduct like at 4-H events, contests or activities?

Keep in mind that the activity is not designed to label volunteer leaders but is a discussion tool to emphasize how adults can teach good character by modeling it.

**Variation:** Challenge leaders to take the exercise and use it with other groups they work with as volunteers. Suggest that leaders could even use it with their own families if the list is modified for younger children.

**Submitted by:** Mike Mahan, CEA—4-H Youth Development

**County:** Wichita



## Your Character Review

As you work with young people, list what you are doing to emphasize good character as a volunteer or leader.

**Trustworthiness:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Fairness:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Respect:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Caring:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Responsibility:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Citizenship:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## A Person of Character

<b>Model:</b>	4-H, Livestock, School, Workforce, Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Citizenship, Caring
<b>Age group:</b>	Any
<b>Preparation time:</b>	Lots of time, but a committee would make this easier
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Awards

**Overview:** After character education has been taught in detail in school, at a club meeting, in a project group, at a showmanship clinic, or in a workplace, have members of the group or class select a person within their school, club, group, or workplace who represents trustworthiness, respect, responsibility, fairness, citizenship, and caring.

Some examples of recipients might include: janitor—trustworthiness; school nurse—caring; club manager—responsibility; employer—fairness. Let the group discuss what it takes to be a person of character. Assemble the entire school, group, or club at one place to name the award recipient.

Arrange for a speaker from the community to give a brief talk about character at the award ceremony. The person should be a person of character, even if he/she isn't the best-known person in town.

**Submitted by:** Mike Mahan, CEA—4-H and Youth Development  
**County:** Wichita



## Youth Reaching out to Seniors

<b>Model:</b>	4-H
<b>Key words:</b>	Caring, Kindness, Citizenship
<b>Age group:</b>	13 to 19 years old
<b>Program time:</b>	Two hours
<b>Materials needed:</b>	Camera, 4-H character T-shirts

As a community service project, the 4-H group can invite senior citizens to the county youth pet show. Encourage the adults to watch the show, pet the animals, have one-on-one contact with the 4-H youth, and enjoy nature. Take barnyard pictures of them to have as a memory of their day of fun.

### **Other activities:**

Make arrangements for 4-H youth to visit a retirement center with some small animals the residents can touch. Another bonus would be to have the youth give a short presentation to the residents on what 4-H means to them and to ask the adults to share their own experiences with 4-H and Extension.

**Submitted by:** Pamela Foster, District Extension Director  
District 3

Character  
becomes you

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Educational Activity Book

# School



## Angels Among Us

<b>Model:</b>	School
<b>Keywords:</b>	Caring
<b>Age group:</b>	9 to 12 years old
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	1 week
<b>Materials needed:</b>	One small piece of paper for each participant

Doing something for other people without expecting anything in return is rewarding. When we do a kind deed for someone else, it is a win-win situation. The person who receives the good deed feels good, and the person who performed the good deed also feels good. When we aren't concerned about getting credit for what we have done, we can concentrate on how others feel rather than our own needs and feelings. Our society benefits when people care about each other, when they celebrate each other's victories and comfort one another when they are feeling down.

**Activity:** Explain to your class that for 1 week each person will be the secret pal for someone else in the class. Good deeds are to be done without the person you have been assigned knowing who did it. You may enlist the help of others in or out of the class to help you with these good deeds, but try to keep your identity a secret. Write each person's name on a separate piece of paper and have each participant choose one. This person is the one for whom they will do nice things during the next week.

Explain that the purpose of the activity is not for you to buy your secret pal gifts but rather to do things that make your pal feel good and encourage or support him/her. Some examples would be to put a note of encouragement in their desk or locker, put a small piece of candy on their desk, send them a card, etc. Everything is to be done secretly. At the end of the week, have each person try to guess who their secret pal was.

### **Discussion:**

- ★ Were you able to keep the secret from your person?
- ★ What kinds of things were done for you?
- ★ What kinds of things did you do for others?
- ★ Did you get help from others to accomplish any of your good deeds?
- ★ How did you feel when you discovered what someone had done for you? How did you feel when you were doing something for someone else?

- ★ How did you feel as you watched your secret pal discover what you had done? Was the satisfaction you received from doing the good deed enough reward?
- ★ How does helping one another show that we care about that person?
- ★ How would society as a whole benefit if people went out of their way to help others without expecting something in return?

Adapted from “Activities That Teach Family Values”

**Submitted by:** Charla Bading, Extension Program Specialist—4-H  
District 10

## The Boy Who Cried Wolf

<b>Model:</b>	School and Community Child Care
<b>Key words:</b>	Trustworthiness
<b>Age group:</b>	5 to 8 years old
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Story of “The Boy who Cried Wolf”

Read the story of “The Boy Who Cried Wolf.” Discuss how trust was exhibited in the story.

- ★ What was the boy’s job?
- ★ Was the boy honest or dishonest when he cried “wolf”?
- ★ Did the boy show that he had integrity (honesty)? How do you know?
- ★ Did the boy keep his promise about keeping watch over the sheep?
- ★ How loyal was the boy to his job? How do you know?
- ★ How loyal was the boy to the other villagers?
- ★ If you were one of the villagers, would you trust the boy? Why or why not?

### Other Activities:

- ★ The adult leader has another opportunity with this story—to help children understand the difference between “crying wolf” and the need for children to tell an adult when something is not right in their lives.
- ★ The adult could talk with older children about being scared and what actions a child can take when he or she is frightened.

**Submitted by:** Richard Parrish, CEA—4-H and Youth Development  
**County:** Hays

## Caring in the Classroom

<b>Model:</b>	School
<b>Key words:</b>	Caring, Respect
<b>Age group:</b>	11 to 13 years old
<b>Preparation time:</b>	20 minutes
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Paper and pen/pencil

The teacher should lead a discussion on caring and respect and the ways students interact with other students in the classroom and school. Students can brainstorm ways that other students show caring and respect at school. The teacher can ask the students to write down the names of their classmates (left side of the page) and a nice thing each person has done for someone else (right side of the page). If this seems too big a task, the teacher could ask students to list caring behaviors and the names of the students who have done these behaviors. The teacher will want to avoid having some students be the “winners” and some the “losers” of this activity. At the end, the teacher can give the comments back to each student.

### Other activities:

- ★ Another version of this activity would be have a “caring box.” Students can fill out “caring” forms, naming classmates who have done nice things for others, and put them into the box. Once a week or so, the teacher can select several forms from the box and share the notes with the group. Perhaps the teacher could have a candy jar on her desk and give the caring individuals candy as a prize.
- ★ If the teacher is working with a class that is not very caring, she could have her students brainstorm ways people can be caring. Then the teacher could place those ideas on the bulletin board and when one student spots another student doing a caring act, that student’s name can go on the bulletin board.

**Submitted by:** Cindy Buckner—Teacher  
**County:** Collin

## Character Crew

<b>Model:</b>	School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	High school and elementary youth
<b>Preparation time:</b>	Time to develop and practice the activity
<b>Program time:</b>	Travel time to elementary school plus 20 to 30 minutes to give the activity in the classroom. To be effective, the program needs to last from 4 to 8 weeks.
<b>Materials needed:</b>	One lesson per key word from a character education activity book such as <i>Character Becomes You</i>

Elementary school children tend to show a great amount of interest in high school students, and this is a great program for both. Faculty members nominate high school students of high character, with passing grades, to work in teams to present character education programs to elementary students.

**Activity:** The high school students meet once a month to plan and practice skits, activities, songs, or other group projects. Elementary school teachers can give ideas of behaviors tied to character words that they want the high school students to address. High school students can also gather ideas for skits from character education activity books or develop their own skits. The students need enough time to practice and feel comfortable doing the activity.

On an assigned day, high school students wear “Character Crew” T-shirts and jeans and travel by bus to the elementary school where two high school students are assigned to each elementary class. The high school students should introduce themselves to the class and tell what they like about the character word chosen for that activity. They teach an activity to the elementary children that corresponds to the selected character word. At the end of the session, the older students can ask the elementary students questions about the character word and encourage the younger students to use good character. The elementary school activity can last from 20 to 30 minutes.

**Variation:** You could have the high school students do the same skit each month and rotate among classrooms rather than have each group plan a new lesson each month.

### Discussion:

- ★ Ask the high school students how they feel about the project?
- ★ Do they enjoy presenting the activities and “message”?

**Submitted by:** Liz Jones, Teacher/Counselor

**County:** Childress

## Character Tree

<b>Model:</b>	School
<b>Key words:</b>	Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Pre-K to 5th grade
<b>Preparation time:</b>	Varies, as older children could help make the tree
<b>Program time:</b>	2 to 3 minutes
<b>Materials needed:</b>	Lots of brown bulletin board paper to make the tree, one different color “leaf” for each different character word the teacher has selected (leaves are printed with lines for name of student, good behavior, and character word), sign for each character word (in appropriate color) to be placed on tree, certificates for children to take home to parents

The tree is a great incentive to promote character in the classroom or in the entire school. When children see the tree, they are reminded of all the good things they can do to make a difference in their school.

**Activity:** Make a huge tree out of bulletin board paper, using a different color leaf for each key word chosen by the teacher(s). Have the teachers watch the students and look for good behaviors. Then teachers turn in the students’ names to the counselor, with the name of the character virtue (counselor can distribute forms). Each leaf is put on the tree, and it is rewarding to see the tree grow.

**Alternate version:** Instead of leaves, certificates can be put on the tree and sent home with students at the end of the activity.

**Additional activity:** ABC Character Cheer (page 59)

**Discussion:** Teachers can ask the following questions of the students individually or as an entire class:

- ★ How do you feel when your name is put on the tree?
- ★ Do you ever do nice things that are not put on the tree? What do you do?
- ★ How do those good things make you feel?
- ★ Can you share some good things that some of your classmates have done?
- ★ What are some examples of nice things to do for other people?
- ★ What could we do for people who are...(sick in the hospital)?

**Submitted by:** Gay Lynn Holt, Teacher/Counselor

**County:** Eastland

## ABC Cheer

I'm actively building character  
By being trustworthy and respectful, too.  
I'm learning to be responsible,  
As well as being fair in all I do.

I'm building up my character  
Each day that I choose  
To show all people I care  
I have nothing to lose!

I'm learning to become  
The best I can be.  
I'm a good citizen  
for everyone to see, YEAH!

## Cookie Time

<b>Model:</b>	School, 4-H
<b>Key words:</b>	Respect, Citizenship
<b>Age group:</b>	9 to 12 years old
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	60 to 90 minutes
<b>Materials needed:</b>	Any cookie recipe that you like and the ingredients needed to bake the cookies
<b>Setting:</b>	A location with access to a stove

Everyone needs to respect the laws of their communities. This type of respect extends beyond the criminal law; it also applies to school rules and family rules. Too often we look at a law or rule and say, “I don’t see why that should apply to me.” What we don’t realize is that we may not be seeing the larger picture. Imagine visiting a gorgeous beach with beautiful, white sand and warm water on a sunny day. The water looks very inviting, but there is a sign that says “Beach closed to swimming.” As you look around you can’t see anything wrong with the water, so in you go. Unfortunately, there is a strong undertow current that starts to pull you out to sea. You are barely able to get back to shore safely. The sign forbidding swimming was put there by someone who knew more than you did.

Laws and rules were not created to make life difficult. They were put into place to protect people from harm. Laws and rules also have another purpose—to keep everything running smoothly. If people decided that they didn’t have to stop at red lights or drive on the right side of the road, there would be chaos and destruction on the highways. Community laws, school rules, and family rules are there to protect us and to provide us with a structure so everyone benefits. Breaking these rules results in consequences that remind us to respect laws and rules for our own safety and benefit.

**Activity:** Before bringing your group together, place all of the ingredients and cooking utensils on the table. Do not measure the ingredients ahead of time. Now bring your group in. Explain that in front of them are all of the ingredients needed to make cookies. Their challenge is to combine the ingredients to bake a batch of cookies—without using a recipe. Do not help them! Have them put together all of the ingredients and place the cookies on the cookie sheet ready to bake. Ask them how long and at what temperature the cookies should bake. Place the cookies in the oven and bake as they instruct.

(Note: Don’t waste too many ingredients on cookies that may not be edible. However, give a strong message you will have to waste a certain amount. So, when doing the first round of the activity, you may want to limit the amount of ingredients the kids are allowed to use. Don’t influence them too much, but if they want to put in 4 cups of flour and your recipe only calls for 1 cup, you may want to say “No, you may use only 2 cups.”

While the first batch is baking, show everyone the recipe and have them prepare another batch of cookies according to the recipe. You may help by answering questions this time. When this batch has finished baking, conduct a taste test and check out the difference.

**Discussion:**

- ★ Which ingredient is the most important? The least important?
- ★ How did the order and amount of ingredients you used without the recipe compare with the order and amount that the recipe called for?
- ★ How did the two batches taste?
- ★ Why would you want to follow the recipe when baking?
- ★ What is wrong with just “doing your own thing” when it comes to baking?
- ★ How can we compare following a recipe to obeying the law?
- ★ What would happen if we all made up our own laws?
- ★ What are the consequences of breaking a law?
- ★ Do you still have to obey a rule that you think is stupid? Why or why not?
- ★ How do laws make our community a better place to live?
- ★ What would happen if each person could decide which rules they would follow?

Adapted from “Activities that Teach Family Values”

**Submitted by:** Charla Bading, Extension Program Specialist—4-H  
District 10

## Copy Cats

<b>Model:</b>	School, Community
<b>Key words:</b>	Citizenship
<b>Age group:</b>	5 to 7 years old
<b>Preparation time:</b>	Minimal
<b>Program time:</b>	5 minutes
<b>Materials needed:</b>	Optional musical instrument and a map/globe

This is a very effective way to teach young children about geographic areas, especially when using a map and globe.

**Activity:** Introduce the word “citizen” by describing it in terms of behaviors. For example, citizens take care of their neighborhoods by picking up trash. Citizens take care of their streets by keeping their dogs on leashes. Children are good citizens when they ride their bikes according to the laws. Keep your examples at the level of behaviors because children this age cannot understand concepts.

Start with a familiar tune and tell the children that the class will be adding new words. For example, sing the tune of “Happy Birthday” with these words:

**My town/city is (fill in the name of your town/city).**

**My state is Texas.**

**My country is America.**

**I’m a citizen here.**

Be sure to sing slowly several times and adapt the movement of notes to fit the number of syllables in the name of your town/city. Be flexible and change the tune if the children cannot adapt to a song.

**Variations:** If a child has lived in another country, you could ask that child to bring in something from that country. If you have the time, the parents of the child could be invited to tell about the customs of that country.

**Discussion:** If you use the map, ask the children how many different countries they can name. Ask the children to think of other behaviors that describe a good citizen.

**Submitted by:** Patricia Richey, CEA—Family and Consumer Sciences

**County:** Morris

## Discussing Character in Various Situations

<b>Model:</b>	School, 4-H, Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Respect, and many other character virtues
<b>Age group:</b>	11 to 18 years old
<b>Preparation time:</b>	Time to gather examples of situations
<b>Program time:</b>	30 minutes or longer
<b>Materials needed:</b>	Examples of situations cut into strips

Teens enjoy discussing and solving problems. This activity gives the leader or teacher the opportunity to draw out the character virtue(s) involved in different situations. There are a number of ways this exercise can be completed:

- ★ Have the youth write out their own situations. Then have them trade papers and solve another person's dilemma and identify the character virtues in that situation.
- ★ A number of publications are available that have short scenarios that present "slice-of-life" situations for youth to discuss.
- ★ Bring in a newspaper or news magazine and ask students to find situations involving character in those publications. Discuss.
- ★ Find a lesson from history or a reading in English class that could be the start of a discussion of character virtues.

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences  
**County:** Stephens

## “I Have a Dream”

<b>Model:</b>	School, 4-H, Youth-at-Risk
<b>Key words:</b>	Citizenship
<b>Age group:</b>	Junior high, high school, adult
<b>Preparation time:</b>	5 minutes
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Copies of an excerpt from Martin Luther King Jr.’s “I Have a Dream” speech (page 65); may substitute video or audio tape of speech

**Activity:** Participants may work individually, in pairs or in small groups. Each is provided with a copy of an excerpt from the “I Have a Dream” speech. As they read the speech, they are asked to identify words, phrases or concepts that:

- ★ Illustrate a shared vision or common goal
- ★ Invoke a feeling of cooperation
- ★ Deal with patriotism.

Have the entire group discuss their findings. Ask for volunteers to share what they found in the speech.

**Discussion:** Here are some questions that can be asked:

- ★ Do you think that “The Dream” has been realized in this generation?
- ★ Do you think that Martin Luther King’s speech was the first speech on this subject?
- ★ Do you support the key ideas of “The Dream”? How?
- ★ What kinds of activities hurt “The Dream” in your community? Why?

**Submitted by:** Cody Stone, Extension Program Specialist—4-H  
District 7

## “I Have a Dream”

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”

I have a dream that one day on the hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor’s lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and little white girls and walk together as sisters and brothers.

I have a dream that one day every valley will be exalted, every hill and mountain shall be made low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith with which I return to the South. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God’s children will be able to sing with new meaning, “my country ‘tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim’s pride, from every mountainside, let freedom ring’ And if America is to be a great nation this must become true. So let freedom ring from the prodigious hill tops of New Hampshire.

Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snow-capped Rockies of Colorado! Let freedom ring from the curvaceous peaks of California! But not only that: let freedom ring from Stone Mountain of Georgia! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every city in every state, we will be able to speed up the day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics will be able to join hands and sing in the words of that old Negro Spiritual, “Free at last! Free at last! Thank God almighty, we are free at last!”

M. L. King, Jr., “I Have a Dream” in *The Words of Martin Luther King, Jr.*, C. S. King (ed).

## Key Word Awards

<b>Model:</b>	School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Caring, Citizenship, Fairness
<b>Age group:</b>	Elementary and junior high
<b>Preparation time:</b>	5 minutes
<b>Program time:</b>	5 minutes
<b>Materials needed:</b>	Camera, ballots, awards, pillar to take pictures with (posters on the wall for each pillar or character trait—student’s picture can be placed under the sign)

Identifying and rewarding students for positive behavior and good character is an important reinforcement for learning. This activity can be conducted at the classroom level or at the school level.

Have teachers meet to agree on the parameters for the awards, such as:

- ★ How many times can a student earn the award in a semester?
- ★ Do all students have to earn an award before another student can receive a second award?
- ★ Will all students who receive the award receive the same award or will each classroom determine its own award?

Give the students an opportunity to decide the criteria for the award, such as:

- ★ How many acts of friendship, honesty, fairness, etc., must be completed?
- ★ How do students keep this award from becoming a popularity contest?

**Activity:** Once every 6 weeks, students are nominated by their peers as the school’s recipient of the Trustworthy, Respectful, Responsibility, Caring, Citizenship, or Fairness Award. Other character words can be added to this list as well. Take their pictures under the pillar for which they are nominated (or create a poster) and place it in the “Hall of Good Character” for the remainder of the year. Each child also can receive a gift certificate or a gift from a community sponsor.

**Discussion:** After several months, have teachers ask their classes what difference the character awards have made in their class and school and in the students’ lives.

**Submitted by:** Janet Word, Principal—Childress Elementary

**County:** Childress

## Key Word for the Day

<b>Model:</b>	School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	All
<b>Preparation time:</b>	15 to 20 minutes
<b>Program time:</b>	5 to 10 minutes
<b>Materials needed:</b>	Lesson for that virtue, prior work to get students involved

**Overview:** This is a great way to involve children in learning about character on a day-to-day basis. This can be adjusted to fit any daily classroom routine.

**Activity:** Begin each class with a short lesson about a certain key word. Try to involve the students in as many ways as possible to make this an exciting time during the day.

**Variation:** You may want to have a key word for the month or the week. This will give the teacher the opportunity to have the children bring in a thought for the day that reminds them of the word or maybe even something from home that makes them think of the current key word.

### **Discussion:**

- ★ Ask the students how they feel about this word.
- ★ Ask the definition of the key word in their life.
- ★ Do they feel that everyone in their life embodies this word to the fullest extent?

**Submitted by:** Mark Dorsey, CEA—Agriculture and Natural Resources

Jerrie Bandy, CEA—Family and Consumer Sciences

**County:** Baylor

## Knowledge, Not Magic

<b>Model:</b>	School, 4-H, Community
<b>Key words:</b>	Responsibility, Decision Making
<b>Age group:</b>	Third to sixth grade
<b>Preparation time:</b>	5 minutes
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	15 pennies

The more information you have concerning a situation, the better decision you can make. If you already know the answer to a problem, you are way ahead of someone who is just starting to find out the answer. Knowledge is power! We can't guarantee that our children will succeed just because of what they know, but it does give them an advantage.

This is true not only in making decisions, but also in areas such as free time, social life, school, sports, or games. When you know what is expected of you and follow the guidelines that have been set up, you have a much better chance of succeeding. With responsibility comes the freedom to make your own decisions. But with that freedom also comes the responsibility to make appropriate decisions.

**Activity:** Place 15 pennies on a table or the floor. Have someone else be the challenger to play this game with you. You each take turns taking one, two, or three of the pennies during each turn. The loser is the person who has to pick up the last penny. The key for you, as the expert, is to remember that you want to try to get the second, sixth, and tenth penny. If you are able to pick these pennies up, especially number 10, you will always be the winner. Be sure to keep track of what your challenger takes. You need to add what you take and what they take together when trying to get pennies two, six, and 10. It is the total number of pennies that have been taken that is important, not just how many you yourself have taken. It doesn't matter who goes first in this game. Give your challenger the option of going first or second to be sure he/she has every opportunity to beat you.

Here is an example: The challenger takes one penny on his first pick. You would then take only one penny since you are trying to be the one who takes penny number two. The challenger now takes three pennies. A total of five pennies have now been taken. Since you want to pick up penny number six, you would take one penny. Let's say that the challenger next takes two pennies for a total of eight pennies. You would take two pennies because you are trying to get the tenth penny.

Once you have the tenth penny, there is no way for the challenger to beat you. No matter what combination he uses, he will lose by having to pick up the last penny. Give others an opportunity to challenge you. They can even get advice from the rest of the group.

You may get beat occasionally by someone who lucks out and picks up the correct number of pennies. If that happens, simply challenge them again, for unless they know why they beat you, the chances are they won't be able to do it again. If they haven't been able to guess the winning strategy after a few rounds, explain what the secret to the game is.

- ★ How hard was it to beat the expert?
- ★ Why was it hard to beat the expert?
- ★ What did the expert know that you didn't know?
- ★ How easy would it be for you to be the expert now that you know the secret?
- ★ How much of an advantage is it in a game to know something that the rest of the players don't know?
- ★ Name some other situations in which information can be an important factor in how well you do something.
- ★ How much power does information give you?
- ★ How can the wrong information hurt you?
- ★ Explain the phrase, "Knowledge is power."

Adapted from "Activities That Teach Family Values"

**Submitted by:** Charla Bading, Extension Program Specialist—4-H  
District 10

## I Don't Get Mad, I Get Even

<b>Model:</b>	School, 4-H, Youth-at-Risk
<b>Key words:</b>	Caring, Forgiveness
<b>Age group:</b>	Third to 12th grade
<b>Preparation time:</b>	30 minutes
<b>Program time:</b>	45 minutes
<b>Materials needed:</b>	Two large drinking glasses, food coloring, bleach

Have you ever heard the phrase, “I don’t get mad, I get even!”? It may sound humorous, but in reality it can damage one’s peace of mind. Holding a grudge against someone can cause you to become bitter and unhappy. When someone has done something bad to us, the best course of action is to explain to the person why you feel the way you do and to “forgive and forget.” Otherwise, you will carry the pain with you, and eventually that bitterness will affect other areas of your life. Carrying a grudge makes life worse, not better. Forgiving someone doesn’t always mean that you can forget it right away, but it does mean that you can begin moving on. As you go through the process of forgiving, you reduce the pain. Holding on to sad feelings only increases your pain over time.

**Activity:** This activity is a demonstration. Be careful when using the bleach. Fill one of the large drinking glasses about one-quarter full of water. Fill the other large drinking glass a little more than half full with bleach. Gather the group around the glasses so everyone can clearly see. Put one drop of food coloring into the glass of water. Do not stir the water. Allow the drop of food coloring to drift throughout the water.

After about a minute, the food coloring will have spread throughout the glass. At this point you can swirl the water a couple of times to distribute the food coloring throughout the water. Take a moment to observe how the food coloring has completely changed the color of the water. Put one drop of bleach into the glass of colored water. Watch the reaction. Now pour the entire half glass of bleach into the glass of colored water. After about a minute, give the glass a swirl to mix the bleach with the water. As you watch, the water will begin to change back to a clear color.

### Discussion:

- ★ How long did it take for the food coloring to completely color the water? Did one drop of bleach have any effect on the food coloring?
- ★ How much bleach did we have to use to clear up the water?
- ★ Did the bleach clear up the water immediately? How long did it take?

- ★ How can we compare the drop of food coloring with someone making us feel bad?
- ★ How can holding a grudge against someone make us unhappy?
- ★ How can a grudge affect our outlook on life?
- ★ Why is it better to “forgive and forget” than hold a grudge?
- ★ How can forgiving help us in our relationship with others?
- ★ How does forgiving make our lives better?

Adapted from “Activities that Teach Family Values”

**Submitted by:** Charla Bading, Extension Program Specialist—4-H  
District 10

## Marble Slide

<b>Model:</b>	School, 4-H, Youth-at-Risk
<b>Key words:</b>	Cooperation, Perseverance, Problem Solving, Teamwork
<b>Age group:</b>	Youth
<b>Program time:</b>	60 to 90 minutes—could be made longer depending on discussion
<b>Materials needed:</b>	About 10 feet of cardboard tubes for each team, roll of masking tape (1/2 inch wide) for each team, pair of scissors for each team, chair for each team, marble for each team, watch with a second hand. (Start collecting for this activity early. It requires a lot of cardboard tubes from paper towel rolls, toilet paper rolls, gift wrapping, etc. Ask your friends to help you collect these.)

Today's world requires us to be able to solve problems with critical thinking. Not all problems have just one right answer, nor is the answer to some problems easily recognizable. Rather than teaching the "right" answer to a problem, this activity shows that sometimes there is more than one way to solve a problem.

The activity encourages the participants to think in creative ways to reach their goal. Since the activity is done with a partner or in teams, it also gives the participants a chance to work together and experience the problems and rewards of being part of a team.

**Activity:** Divide into teams of two or three people. Explain that this activity involves competition between the teams. Each team will get a marble, a chair, some masking tape, scissors, and an equal length of cardboard tubes. The objective is to use these items to make a cardboard run for the marble to roll down. They will have 12 minutes to construct their slide. The winning team will be the one that makes the marble stay in the tubes the longest without stopping. Speed is not the objective—time is. The cardboard can be attached to a chair to get enough height to start the marble rolling. No other objects can be used. The cardboard can touch the floor only at the end of the slide. Let teams use as much masking tape as they need to connect their tubes.

Do not give the teams too many instructions. You want them to solve this problem on their own. Have the teams construct their slides in different areas, if possible, so they can't pick up ideas from the other teams. At the end of the building time, compete to see which team's slide keeps the marble traveling for the longest time. Let all the participants watch the timing of each slide.

Now have them repeat the activity. Cut the tubes apart so they can be reused. If none of the teams thought to cut the cardboard tubes in half the long way using their scissors, you can mention this before starting again. This will allow the slide to be twice as long. Ask them if they thought about making turns, hills, etc. During the second round, require the teams to brainstorm ideas among themselves for about 2 minutes without touching the tubes. This will force them to think of different ways to solve the problem before they start building. Once again, give them 12 minutes to complete the slide and then repeat the time test.

## Discussion:

- ★ How did you decide what your slide would look like in the first round? In the second round?
- ★ Did everyone on the team give equal input on how to design the slide? Why or why not?
- ★ What were the problems you encountered in the first round?
- ★ What changes did you make in the second round?
- ★ Did your time improve in the second round? Why or why not?
- ★ What would you do differently if you had a third round?
- ★ How well did your team work together?
- ★ Is it easier to solve problems by yourself or with the help of others? Explain.
- ★ How can brainstorming help us find solutions to a problem?
- ★ When is working together as a team to solve a problem better than working by ourselves?
- ★ Should we always take the first answer we think of to solve a problem? Why or why not?

Adapted from “Activities that Teach Family Values”

**Submitted by:** Charla Bading, Extension Program Specialist—4-H  
District 10

## Movie Review

<b>Model:</b>	School
<b>Key words:</b>	Responsibility
<b>Age group:</b>	13 to 18 years old
<b>Preparation time:</b>	10 minutes
<b>Program time:</b>	2 hours
<b>Materials needed:</b>	TV/VCR, <i>Cool Runnings</i> movie

**Activity:** View the Disney film, *Cool Runnings*, about the 1988 Jamaican bobsled team. At the conclusion of the movie, discuss how responsibility was exhibited in the movie.

**Variation:** You can do this with any movie that has a key word brought out extensively.

### Discussion:

- ★ What was the goal of the Jamaican bobsled team?
- ★ What steps were needed to achieve this goal?
- ★ Did the members of the team feel like giving up?
- ★ Did the team ever lose sight of their goal?
- ★ How were the team members accountable to each other?
- ★ Who was the most responsible member of the team?
- ★ In their pursuit of excellence, did the team achieve their goal?

**Submitted by:** Richard Parrish, CEA—4-H and Youth Development  
**County:** Hays

## Name Acronyms

<b>Model:</b>	School, 4-H, Youth-at-Risk, Community
<b>Key words:</b>	Respect and many others
<b>Age group:</b>	Elementary and up
<b>Preparation time:</b>	10 minutes
<b>Program time:</b>	30 minutes or less if used as an warm-up exercise

### Children's Version:

Have each child write his or her name vertically on a piece of paper. The leader or teacher can help young children select character virtues to match one or more letters in their names. Older children can select from a larger pool of character virtues. The leader can talk with the children about each character word as the word is selected or as the older children identify the virtue. If possible, this exercise could be extended over several days until every letter of every name is matched with a character word. These pages could be displayed and then sent home with the children.

### Adult Version:

Have each person write his or her name vertically on a piece of paper. Ask them to think about their character and what virtues describe them personally. Then, ask them to select a character virtue that starts with a letter of their name and describes them and write that word on the paper. This will eventually develop an acronym. Allow everyone to share their "name" with the group.

**Submitted by:** Joycelyn Spears, CEA—Family and Consumer Sciences  
**County:** Wilbarger

## Playing Together

<b>Model:</b>	School, Youth-at-Risk
<b>Key words:</b>	Integrity, Responsibility, Commitment, Cooperation
<b>Age group:</b>	10 to 13 years old
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Handouts, pencils, flip chart, markers

The students will learn the importance of teamwork and cooperation. They will learn the importance of doing their duty and pursuing excellence. The students will identify the character traits needed to be a team player.

Have the students play the sport of their choice that involves six to eight players. The team will get together and decide who will play what position. Each position will be given a responsibility from the list below. Each team member will be given a slip of paper with their assigned responsibility written on it. After the game is played about 30 minutes, the leader will call time. Now the team will come together and discuss what they observed from their teammates. After hearing responses, the leader will list the duties of each player. The team will discuss the answers just given.

### Examples of responsibilities:

- ★ **Cooperation**—Keep the team together.
- ★ **Pursuit of Excellence**—Play your best for your team.
- ★ **Doing your duty**—Do what you are supposed to do.
- ★ **Self Control**—Don't lose your temper.
- ★ **Encouragement**—Keep the team focused.
- ★ **Punctuality**—Be on time for the game and be ready to play at all times.
- ★ **Good Sportsmanship**—Have a great attitude, win or lose.
- ★ **Perseverance**—Keep playing the game with energy, no matter what the obstacle.

### Discussion:

- ★ Did our team cooperate with one another?
- ★ Did our team show self control?
- ★ Did our team pursue excellence? Did we do our best?
- ★ Was our team focused on working together to win the game?

**Submitted by:** Terrance Hollins, Extension Program Assistant  
**County:** Tarrant

## Primary Focus

<b>Model:</b>	School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Kindergarten–sixth grade
<b>Preparation time:</b>	Contact time and publicity time
<b>Program time:</b>	45 minutes (1 hour set-up time)
<b>Materials needed:</b>	The group “Primary Focus” provides all necessary materials
<b>Setting:</b>	Stage for the group to use

Bringing in a special group to launch a character education program is fun for everyone involved in the project. While this can reinforce activities already in place through the school system, 4-H program and community, it would also make a great introduction to character education. The group “Primary Focus” will perform at an elementary school assembly. This is a group of young adults who dress in the pillar colors and perform in front of a pillar set. They do an excellent job of entertaining youth with song and dance to define and role-play the six pillars. “Primary Focus” can be contacted at [www.primaryfocus.org](http://www.primaryfocus.org) or 8801 Magnolia Avenue, Santee, CA 92071 or (619) 258-0510.

If no funding is available to bring in a group, have the students do their own variety show with character words that include the six pillars of Character Counts! and other character words.

**Submitted by:** Shirley Long, CEA—Family and Consumer Sciences  
Kathy Owen, School Counselor

**County:** Kent

## Reflection

<b>Model:</b>	School, Youth-at-Risk, Workforce
<b>Key words:</b>	Kindness, Justice, Honor, Privacy, Commitment, Promise-Keeping
<b>Age group:</b>	Teens
<b>Preparation time:</b>	Time to identify character dilemmas; time for youth to write their own character dilemmas
<b>Program time:</b>	45 minutes
<b>Materials needed:</b>	Character dilemmas

Older youth benefit from discussing life events that create character dilemmas for them. The purpose of this activity is to give youth the opportunity to discuss these situations from a character perspective. The adult leader may find that some of the students are more interested in solving the problems than talking about the character issues. Solving the dilemmas can also be tied to character.

**Activity:** Use this activity with a group of youth who have some history together. Divide the group into smaller groups to give everyone the opportunity to discuss the situations. Give teens a case, and ask them to work individually or as a group to do the following:

- ★ Identify the character issues for each person in the dilemma.
- ★ Work as a group to decide the top three character issues in each situation.

### Examples:

- ★ Your friends are making fun of a new student at school. What will you do?
- ★ You want to break up with the person you're dating but don't want to hurt him/her. What will you do?
- ★ You work at a record shop. You see friends come in, and one slips a cassette into his pocket. What will you do?
- ★ The clerk at the record store forgot to charge you for one of the CDs you purchased. What will you do?
- ★ Your parents work hard to make ends meet. You've been selected for homecoming court at school, which means you will need to buy or rent formal wear your family can't afford. What will you do?

**Submitted by:** Kelli Lehman, CEA—Family and Consumer Sciences

**County:** Stephens

## The Road Not Taken

- Model:** School, 4-H, Youth-at-Risk  
**Key words:** Responsibility and other words  
**Age group:** 11 to 18 years old  
**Program time:** 45 to 60 minutes  
**Materials needed:** Paper and pencils/pens, colored markers, magazines

**Overview:** Have the leader or teacher read the poem “The Road Not Taken” by Robert Frost. The students or group will then develop a road map of their lives, focusing on where they have been, where they are, and where they are going. Encourage them to cut out pictures from the magazines to include on their road map. When they are finished, have them share them with the class.

**Submitted by:** Cindy Buckner—Teacher  
**County:** Collin

## Roll Call Suggestions

<b>Model:</b>	School, 4-H, Community
<b>Key words:</b>	Citizenship, Caring, Trustworthiness, Respect, Responsibility, Fairness
<b>Age group:</b>	8 to 80 years old
<b>Program time:</b>	5 to 30 minutes
<b>Materials needed:</b>	None

The following character words could be used to help “warm up” or introduce a group. Other character words can be used as well.

### **Citizenship**

Tell how you have been a good citizen lately.  
Name someone you feel is a good citizen and why.

### **Caring**

Describe a caring person.  
What does it mean to be caring?  
Name someone you care a lot about.

### **Trustworthiness**

Tell one way to show trustworthiness.  
Give an example of someone in the news who is trustworthy.  
How can we show loyalty to a friend?  
How do you feel when someone breaks a promise to you?

### **Respect**

How do you show respect in your 4-H club?  
How do you show respect to others?  
How do others show respect to you?

### **Responsibility**

What is responsibility?  
Give an example of a responsible person.  
How do you exhibit responsibility?

### **Fairness**

Give an example of someone being fair.  
What does it mean to be fair?  
Tell about a time when you felt you were treated unfairly.

**Submitted by:** anonymous

## Story Time

<b>Model:</b>	School, Community (Child Care), Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring
<b>Age group:</b>	Preschool
<b>Materials needed:</b>	Books by Jane Belk Moncure

Teachers have reported that books by Jane Belk Moncure are excellent to use during story hour to reinforce character education.

Talk with children about behavior that describes the character virtues. Remember that children younger than the age of 6 are learning to categorize behavior. They will benefit from identifying behaviors that fit a character word and behaviors that do not represent a character word.

Teachers can introduce concepts, but that is not the developmental task of this age group. Teachers would add to the learning situation by playing tapes that feature cartoon characters singing songs about character words ([www.charactercounts.com](http://www.charactercounts.com)).

**Submitted by:** Pamela Terry, CEA—Family and Consumer Sciences  
Richmond Head Start staff

**County:** Fort Bend

## Student PALS

<b>Model:</b>	School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Elementary
<b>Program time:</b>	1 hour a week from October through May to prepare
<b>Setting:</b>	Travel time varies; classroom time—about 30 minutes

Overview: This is an overview of how one elementary school handles character education. The elementary school counselor works with high school PALS (Peer Assistance Leadership students) to teach elementary school students how to become citizens of character. One day each week, the PALS teach an activity to the elementary students using the *Character Counts Good Ideas* books 1 and 2.

One week they go to classrooms in first, third, and fifth grades. The following week, they go to kindergarten, second, and fourth. This means each child has character education at least twice monthly, not including what the teacher does during regular class time.

There are a variety of resources high school students can use for lessons, songs, and activities. The Texans Building Character website ([www.fcs.tamu.edu/tbc/](http://www.fcs.tamu.edu/tbc/)) has numerous resources for program development. High school students could also develop their own lessons around themes identified by the teachers or students themselves.

At the end of the year, each elementary classroom could have a small party during which they give a character lesson back to the high school students and teachers.

**Submitted by:** Mike Mahan, CEA—4-H and Youth Development  
**County:** Wichita

## Teacher In-service

<b>Model:</b>	School/Community
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	School faculty
<b>Preparation time:</b>	5 to 7 hours
<b>Program time:</b>	5 hours
<b>Materials needed:</b>	Posters, pillars, displays of curriculum, and color association items to represent key words

**Overview:** This is a great way to begin integrating character education into your local school system. It is also a way to begin a partnership with the teachers and superintendent of the school district or in the community.

**Activity:** Arrange a 1-day in-service for all teachers in the district. The superintendent can do the welcome and set the mood for the training. The opening speaker can say a few words and perhaps give an example of a character-building experience in his or her life. Following this, break the group into six groups to begin the rotation through the key words. Presentations can be done by anyone who is selected; however, it is recommended that they have been through at least some kind of prior character training. This can include 4-H'ers, specialists, community professionals, or officers of the National Honor Society, Student Council, or church groups. You may be able to invite community leaders, celebrities, or other people recognized as good character models. You may want to take photos and serve refreshments.

**Variation:** This could also be done as a community workshop or for businesses or organizations.

**Submitted by:** Pamela Foster, District Extension Director  
District 3

## The Tortoise and the Hare

<b>Models:</b>	School, Community (Child Care)
<b>Key words:</b>	Responsibility, Commitment, Accountability, Persistence
<b>Age group:</b>	5 to 8 years old
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Story of “The Tortoise and the Hare”

Read the story of “The Tortoise and the Hare.” Discuss how responsibility was exhibited in the story.

- ★ How did the other animals feel about the hare?
- ★ Why do you think the tortoise agreed to race the hare?
- ★ Was the hare accountable for his actions?
- ★ How did the tortoise show persistence?
- ★ Which animal—the tortoise or the hare—showed a commitment to doing the best job possible? Why?

### Other Activities:

- ★ Ask the older children to think about ways animals show commitment to their babies. If there is a pet in the classroom, the teacher could tie this lesson to the children showing responsibility in their care of the classroom pet.
- ★ The teacher could ask a local pet store or a parent to bring in animals and talk with the children about the proper care each animal needs.

**Submitted by:** Richard Parrish, CEA—4-H and Youth Development

**County:** Hays

## The Ugly Duckling

<b>Models:</b>	School, Community (Child Care)
<b>Key words:</b>	Respect, Caring, Compassion
<b>Age group:</b>	5 to 8 years old
<b>Preparation time:</b>	10 minutes
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	The story of “The Ugly Duckling”

Read the story of “The Ugly Duckling.” Then, discuss how respect was exhibited in the story.

- ★ Why did the other animals treat the Ugly Duckling so badly?
- ★ Has there ever been a time when you treated someone this way?
- ★ How do you think the Ugly Duckling felt?
- ★ Why did the Ugly Duckling continue to move from place to place?
- ★ How do you think the Ugly Duckling felt once he found others who treated him with respect?

### Other activities:

- ★ Have the students make hand puppets from socks, with colorful socks for the ducklings and a grey sock for the “ugly” duckling. The students could color on eyes, or an adult could sew on buttons for eyes.
- ★ Have the students act out the story. Then have them change the story to show compassion or respect.

**Submitted by:** Richard Parrish, CEA—4-H and Youth Development

**County:** Hays

## “When I Grow Up”

<b>Model:</b>	School
<b>Key words:</b>	Responsibility
<b>Age group:</b>	Third grade
<b>Preparation time:</b>	Once the bingo cards are designed, it should take less than 5 minutes
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Bingo cards, markers (construction paper cut into small squares), something that denotes the profession of the person on the square (i.e. newspaper man, farmer, etc; sample on page 87)

This is a great way to teach kids responsibility and introduce them to different careers. The goal is to teach the students that having a great job also requires responsibility. This game can be expanded by asking older children to identify other character virtues that are related to the jobs on the bingo cards.

**Activity:** Each child receives a bingo card with a variety of pictures. Each picture has a caption explaining the job the picture represents. When a child “bingos,” he or she is asked to tell about each profession in the “bingo” and ways that profession serves others.

**Variation:** You can play this game in all the ways that bingo can be played, such as covering the four corners, covering the sides, or requiring that all spaces be filled. One way to make the activity more real would be to invite people from the community who have different jobs to come to the classroom and discuss the responsibilities of their jobs.

**Discussion:** Ask the children how they would deal with the responsibility of one job listed on the bingo card. Link the discussion with responsibilities the children have now. Talk about how responsibility can be hard and that everyone has to practice being a responsible person.

**Note:** These instructions and the game card can be found on the Texans Building Character website, <http://fcs.tamu.edu/tbc>.

**Submitted by:** Michelle Allen, CEA—4-H and Youth Development

**County:** Austin

# When I Grow Up

G	A	M	E
 <p data-bbox="289 596 406 630">Scientist</p>	 <p data-bbox="615 596 695 630">Judge</p>	 <p data-bbox="906 596 1021 630">Designer</p>	 <p data-bbox="1203 596 1344 630">Firefighter</p>
 <p data-bbox="298 974 393 1008">Dentist</p>	 <p data-bbox="594 974 714 1008">Musician</p>	 <p data-bbox="829 974 1101 1008">Construction Worker</p>	 <p data-bbox="1214 974 1334 1008">Engineer</p>
 <p data-bbox="298 1352 393 1386">Farmer</p>	 <p data-bbox="578 1352 730 1386">Landscaper</p>	 <p data-bbox="922 1352 1000 1386">Baker</p>	 <p data-bbox="1235 1352 1313 1386">Actor</p>
 <p data-bbox="277 1730 415 1764">Astronaut</p>	 <p data-bbox="578 1730 730 1764">Hair Stylist</p>	 <p data-bbox="919 1730 1013 1764">Doctor</p>	 <p data-bbox="1143 1730 1409 1764">Computer Processor</p>



*Character*  
becomes you  

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Educational Activity Book

**Youth-at-Risk**



## After-School Program

<b>Model:</b>	Youth-at-Risk, Community, School
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Second–fourth grade
<b>Preparation time:</b>	1 to 2 hours monthly
<b>Program time:</b>	1 hour monthly
<b>Materials needed:</b>	One lesson for each key word, supplies needed for each lesson

Montgomery is the site of a highly successful and ongoing character project that meets once a month. The Lake Conroe Kiwanis club sponsors an after-school club called KKIDS Club, which teaches leadership skills and the importance of community service. A number of experienced leaders have emerged from these activities.

**Activity:** One teacher is designated as the club’s character education coordinator. Three other teachers are recruited to serve as advisors to grades two through four. Each month, the coordinator prepares teaching totes (baskets that contain everything the grade advisors need to conduct that particular character lesson) and trains the grade advisors on the upcoming month’s KKID meeting and character education lesson.

At the monthly club meeting, the officers (previously elected by the members) begin by conducting a short business session. The coordinator and/or county Extension agent gives a brief overview of the lesson topic for the day. A group song, dance, or icebreaker is usually included at this time. There is also a review of the previous month’s lesson.

The large group is then divided into grade groups. Teachers and additional parent volunteers conduct a lesson on one of the key character words. (Remember, all materials are in the totes!) Students are also encouraged to assume leadership roles by assisting with the activities. The last half of the meeting is spent doing a community service project.

Participants leave the meeting with a handout about the key word taught that day so they can share it with their parents. The handout is also a positive reinforcement of the afternoon events.

**Submitted by:** Linda L. Mock, CEA—Family and Consumer Sciences  
Michelle Salter, Teacher/Character Ed Coordinator

**County:** Montgomery

## Character Mentor

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Confidence, Success, Ability, Purpose, Obligation
<b>Age group:</b>	High school students and elementary (Second grade)
<b>Program time:</b>	12 weeks
<b>Materials needed:</b>	Videos, materials for elementary level activities, school classrooms
<b>Setting:</b>	Appropriate protocol for setting up this program needs to be followed according to school policy. Obtain approval from alternative school and elementary administration.

At an alternative school for high school students who have returned to school after dropping out, the students viewed “In Search of Character” video tapes featuring the “Dr. Mike Show.” One topic/virtue was viewed and discussed per week over a 6-week period. Response to the videos and discussions was very favorable. The students were invited to participate in a teaching experience with second graders. They were to visit a second grade classroom in teams of two. There they spent 30 minutes with the elementary students, teaching one virtue per visit and conducting age-appropriate activities to illustrate each virtue. Activities from the Good Ideas Book #2 for age level six to nine were used. Giving at-risk students the responsibility of teaching the younger children greatly enhances their self-esteem and self-confidence.

**Submitted by:** Sheryl Mahaney, CEA—Family and Consumer Sciences  
**County:** Young

## Day Camp

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	6 to 12 years old
<b>Preparation time:</b>	About an hour
<b>Program time:</b>	Six half-day camps
<b>Materials needed:</b>	Tents, chairs, curriculum, snacks, art supplies, VCR, certificates, pillows, skit props, etc.

**Activity:** This camp is designed to focus on one character word each day, with the last day of camp spent reviewing all the words of the week. This last day is important because it pulls all of the virtues together and shows how the character words relate to each other.

Each day's training consists of skits, songs, and lessons from a variety of resources included in the Texans Building Character program. Go to <http://fcs.tamu.edu/tbc> and click on the Texas A&M AgriLife Extension Service Educational Resource Library to do a key word search for "character." Your county Extension agent (in Texas) can check these resources out. In other states, contact your county Extension agent to learn what character education resources are available.

The children can also write skits and songs. Giving them this opportunity will enhance the learning experience. The last day the students graduate with certificates. A hot dog lunch can be prepared as a special treat. Remind the students to show their character certificates to their parents when they return home.

**Submitted by:** Barbara Holeman, CEA—Family and Consumer Sciences  
June Brown, Extension Program Assistant

**County:** Montague

## Describing Respect

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Respect, Caring
<b>Age group:</b>	10 to 13 years old and parents
<b>Preparation time:</b>	10 minutes
<b>Program time:</b>	25 to 30 minutes
<b>Materials needed:</b>	A handout if you wish
<b>Setting:</b>	The leader needs to set good boundaries for this exercise and not let it get out of hand. Students must show respect for each other.

Respect is treating others the way that you want to be treated. Respect happens when we are tolerant of differences and open to different opinions. People describe respect in different ways. How would you describe respect? How important is respect in today's world?

Have everyone in the group answer these questions (as time allows):

- ★ My friends know I respect them because...
- ★ My peers know I respect them because...
- ★ I respect myself by doing things that won't...
- ★ I treat adults with respect by...
- ★ I respect my parents because...
- ★ I will never hurt an animal because...
- ★ I respect girls by...
- ★ If you saw someone who needed help, what would you do?
- ★ How do you feel when you are disrespected?
- ★ I believe respect is a strength, not a weakness, because...

### Discussion:

- ★ Was this exercise helpful?
- ★ Did it give you a better understanding of respect?
- ★ How do people think differently (and the same) about respect?

**Summary:** When we respect ourselves, we are able to respect others. It starts with the way we view ourselves—as valuable people.

**Submitted by:** Terrance Hollins, Extension Program Assistant  
Linda Ladd, Extension Family Development Specialist

**County:** Tarrant

## Families Having Fun

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Caring, Respect, Responsibility, Fairness
<b>Age group:</b>	13 to 18 years old and their parents
<b>Preparation time:</b>	The leader needs to talk about how play is good for everyone at every age. The questions can be prepared as a handout.
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Pencil and paper

**Overview:** The activity is to encourage parents to interact with their children ages 13 to 18. Some parents did not have the opportunity to play when they were this age, so they need encouragement to learn how to interact with their children. The leader can talk about how play is a healthy activity that allows us to test our skills and knowledge.

Repeat this activity as many times as needed until every family member has had the opportunity to be the leader. The activity begins with the father (leader) choosing a fun activity that the entire family will plan together, such as going to an amusement park or going on a picnic. After each family member chooses an activity, the entire family needs to rotate taking turns answering these questions:

- ★ Will you walk?
- ★ Do you need more than \$40?
- ★ Will you stay longer than 24 hours?
- ★ What food do you need to take?
- ★ How will each family member view the activity?
- ★ What rides will you ride? What games will you play?

Finally, pretend that you really did this activity.

- ★ What did you like about it?
- ★ Would you want to really do this activity?
- ★ When could you plan this event?

Summarize the activity and ask what is important about being a family and having fun together. Ask each family member to describe what it felt like to have fun and play together. Remind everyone that shared laughter is a very healthy activity that strengthens families.

**Submitted by:** Terrance Hollins, Extension Program Assistant  
Linda Ladd, Extension Family Development Specialist

**County:** Tarrant

## Family Teamwork

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Trustworthiness, Responsibility
<b>Age group:</b>	10 to 13 years old and families
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Pillow slips, cloth bags or other pieces of cloth

This activity encourages families to play and cooperate in reaching their goal—to finish the race. This is a variation of the three-legged race, so the leader needs to make adaptations where needed. In this race, two family members each place one leg inside a pillow case. Now it gets more interesting! One family member faces forward while the other faces backward. To add to their cooperation, the family member facing forward is blindfolded. Then each family group “races” to the goal with the blindfolded member walking forward and the other person walking backward. The leader can have two groups compete at a time or have the entire group compete at the same time.

At the end of the game, have the blindfolded members tell how they liked/disliked being blindfolded and what they thought about having to trust another person. Also, ask the person who walked backwards what that experience was like. Ask the group how it felt to cooperate. Ask them how they got over their fear. Ask them what they learned about the other person in this game. What did they learn about teamwork? What does it take to work together?

The leader summarizes what teamwork is and how it benefits families. The leader can ask how mothers and fathers would respond to children who become more cooperative at home and at school. The leader can also ask how this would benefit the family.

**Submitted by:** Terrance Hollins, Extension Program Assistant  
Linda Ladd, Extension Family Development Specialist

**County:** Tarrant

## Heroes for Life

<b>Model:</b>	Youth-at-Risk, Schools, Community
<b>Key words:</b>	Leadership, Caring, Trust, Courage
<b>Age group:</b>	Middle school and older
<b>Preparation time:</b>	Gather materials (30 minutes); search websites (1 hour)
<b>Program time:</b>	1 to 2 hours
<b>Materials needed:</b>	Examples of heroes

The purpose of this lesson is to help participants identify heroes in their own lives and then answer the question: Who considers you a hero?

**Opening:** What kinds of heroes do we have today?

The leader can use books from the library, articles from newspapers/magazines, or information from websites listed in the back of the leader lesson. The websites clearly identify which kind of hero they are highlighting to help the leader select examples of heroes.

**Lesson:**

1. Ask youth to talk about their heroes and decide whether they are heroes to younger persons. Some of these questions will open up the audience: What is a hero? What does a hero do? Do we need heroes? Can you name some of your heroes?
2. Do heroes change over time? Do you have the same heroes today as when you were younger? Do you know why you changed your hero?
3. How are you a hero? What kinds of behaviors have you or your friends done that would fit being a hero?
4. How could you help younger children learn more about heroes?

**Activities:**

- ★ Hand out names of heroes and look for reasons they are heroes.
- ★ Put together a list of hero traits.
- ★ Have teams work together on one hero to decide key things they like about the person.
- ★ Create a hero.
- ★ Make this hero a flag with key characteristics drawn on it.

**Submitted by:** Linda Ladd, Extension Family Development Specialist

## How to Raise a Criminal

1. Begin from infancy to give the child everything he wants. This way he will grow up to believe that the world owes him a living.
2. When he picks up bad words, laugh at him. It will encourage him to pick up cut-down phrases that will blow your mind later.
3. Never give him any spiritual training. Guiding him towards the right path may cause him to want to live right. Wait until he is 21 and then let him decide for himself.
4. Avoid the use of the word “wrong.” He may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted unjustly.
5. Pick up anything he leaves lying around—books, shoes, clothing. Do everything for him so he will be experienced in throwing his responsibilities onto others.
6. Let him read any printed matter he can get his hands on. Let him listen to any type of music and watch cartoons and movies that promote violence, negativity, and destruction. Silverware and drinking glasses can be sterilized for cleanliness, but let his mind feed on garbage.
7. Quarrel and fight frequently in the presence of the children. Then they won’t be too shocked when the home is broken up. This will also teach them that arguing and violence are the way to solve all problems.
8. Give the child all the spending money he wants. Never let him earn his own. Why should he have things as rough as you had them? He should never have to suffer or learn to appreciate what he has been given.
9. Satisfy his every craving for food, drink, and comfort, even if that means allowing him to drink alcohol with you, smoke with you, or have sex in your home. See that every desire is gratified. Denial may lead to harmful frustration. At least he’ll be doing it with the family!!
10. Take his side against the neighbors, teachers, and policemen when he is wrong. They are all prejudiced against your child anyway!!
11. When he gets into real trouble, apologize for yourselves by saying, “I never could do anything with him.”
12. Prepare for a life of grief and sorrows because you are sure to have it!!!

**Submitted by:** Toby Lepley, Extension Program Specialist—4-H

## Ice Cream Gourmet

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Respect, Caring
<b>Age group:</b>	10 to 13 years old
<b>Preparation time:</b>	15 minutes plus time for shopping
<b>Program time:</b>	20 to 30 minutes at first meeting; 30 minutes at second meeting
<b>Materials needed:</b>	Paper to write down flavors and toppings (you may wish to write down a list of ice cream flavors and toppings to jog their memory), money to purchase ice cream and toppings, flip-chart or other writing surface

Everyone is different. We talk a lot about accepting each other's differences. How do we really understand what another person is like? One way is to really look at a part of another person's life. Here is an exercise that will help the youth experience another person's perspective.

1. Divide the group into teams of two (three at most). People take turns interviewing their partners to find out what three flavors of ice cream they enjoy and what two or three toppings they would choose to put on a sundae.
2. On a flip-chart or other writing surface, create a master list of ice creams and toppings. Track the number of people who like each item. Start with the most popular ice cream flavor and have that group of people tell why they like that flavor. Note similarities and differences. Work through the entire list of flavors. When you get to the flavors that have only one or two votes, have those people say why that flavor is soooooo good.
3. Give each person three stickers (or a marker) and ask them to cast three votes for flavors on the list. They can put all their votes on one flavor or split them between flavors. Ask if they chose a new flavor or stayed with their favorites.
4. Now move to the toppings. Have each person give an advertisement telling why their topping is the best. If you wish, they can be given paper and other supplies to make up a visual advertisement. Or, if time is short, have the group give an impromptu verbal advertisement.
5. Liken the different ice cream flavors and toppings to the differences and similarities between people. Talk about how we are more alike than different. Ask the group to identify characteristics that they have that they see in other people in the group as well.

**Submitted by:** Linda Ladd, Extension Family Development Specialist  
College Station, Texas

## Improving and Changing Values

<b>Model:</b>	Youth-at-Risk, School, 4-H
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	Teenagers
<b>Preparation time:</b>	Varies
<b>Program time:</b>	30 minutes or longer
<b>Materials needed:</b>	Index cards, pencils, copy of “Traits That Will Keep You Straight” activity sheet (page 101)

Students will learn about the effects of positive and negative character traits. They will learn how these traits could affect their own values, relationships, future successes, and contributions to their communities.

**Activity:** Divide students evenly into groups. Distribute copies of “Traits That Will Keep You Straight.” Have each person pick two positive and two negative traits that describe them and write those traits on separate index cards.

The facilitator of each group should then sort the cards and count the cards for each trait to determine the top three positive and negative traits. Now use the beginning initials of the top three positive traits to name your team or company: A(accountable) R(respectful) L(loyal) football team, law firm, music recording company, dance team, etc.

Use the same procedure to identify the top three negative traits of each company without changing the name of the team or company.

**Discussion:** Have each group talk about both the positive and negative traits of their team or company. Have each individual discuss any differences they have in defining these words. Have them answer these questions:

- ★ Can you improve or change your personal values?
- ★ Can you all work together to change or improve your team values?
- ★ How can you change values?
- ★ Based on your team’s greatest character trait, how would your team respond to successes and failures?

**Submitted by:** Terrance Hollins, Program Assistant  
**County:** Tarrant

## Traits That Will Keep You Straight Activity Sheet

### Strong Character Traits

Aggressive  
Strong  
Bold  
Leader  
Peacemaker  
Loyal  
Honest  
Fair  
Good citizen  
Responsible  
Respectful  
Passionate  
Persuasive  
Committed  
Dependable  
Patient  
Integrity  
Accountable

### Weak Character Traits

Timid  
Weak  
Fearful  
Trouble-maker  
Compliant  
Rebellious  
Disloyal  
Dishonest  
Irresponsible  
Disrespectful  
Uncaring  
Manipulator  
Uncommitted  
Bad Reputation  
Impatient  
Untrustworthy  
Complainer  
Backbiter

## Improving and Changing Values

<b>Model:</b>	Youth-at-Risk
<b>Key words:</b>	Respect, Caring
<b>Age group:</b>	10 to 13 years old, maybe 13 to 18 years old
<b>Preparation time:</b>	Time to take the orders, time to make and cook the pizzas
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Menu with available pizza toppings, pizza makings (or sandwich materials), oven, plates, napkins, cups and drinks, clean-up supplies. Fruit is good!

Learning to consider what other people like and don't like is a skill that everyone needs to work on. In this activity, one youth will be the cook who will take a pizza order from the second youth, the customer. Then the two switch places and the other pizza order is taken. Here are some questions the cook needs to ask the customer:

- ★ How much sauce do you want on the pizza? Do you want more salt, garlic, or other seasoning on it?
- ★ What is the first topping that you want and how much?
- ★ How do you want the ingredients put on the pizza?
- ★ How do you want the pizza cooked? Soft? Crisp?

Once both orders have been given, the individuals will actually make small pizzas for each other. The leader will remind each person to make the pizza just as it was ordered.

Of course, the amounts of available food may not match what is on the order, but...

While the pizzas are cooking, the leader can discuss the fact that each person placed a different order, but all pizzas will be "valued" by the customers! Talk about respecting the different ideas and beliefs that other people hold. Talk about caring for the other person by doing something for them.

**Submitted by:** Linda Ladd, Extension Family Development Specialist  
College Station, Texas

## Recycling

<b>Model:</b>	Youth-at-Risk, 4-H
<b>Key words:</b>	Citizenship
<b>Age group:</b>	All
<b>Preparation time:</b>	Varies
<b>Materials needed:</b>	Varies

Recycling is a part of good citizenship. It teaches children to respect and preserve the environment. Begin with a discussion about how things such as books are made from trees or cotton shirts from plants. Ask children to look up recycling in the encyclopedia or other reference books to help them understand what “recycling” means. Be sure to start with basic age-appropriate concepts to help young children understand why we should recycle. Ask an Extension Master Recycler or Master Gardener or a professional working with plants or trees to present a lesson on recycling to the group.

Recycling is broader than plants and trees. Other topics related to recycling, such as using “junk” for art projects, may interest older youth. Older youth could research recycling and identify a project to do for their community.

**Activity:** Select any of the following activities to reinforce the benefits of recycling:

- ★ Recycle everyday items into something useful, for example, an old sock into a pin cushion.
- ★ Rake leaves at a park and make a compost pile.
- ★ Pick up cans and other litter and recycle it.
- ★ Start a semi-annual litter pick-up at a local park or nearby lake.
- ★ Adopt a section of road and pick up the litter.

Students will be proud of their completed project and take more pride in the community. Involve the local media early in the project.

**Submitted by:** Kay Bouse, CEA—Family and Consumer Sciences  
**County:** Mills

## Trust Walk

<b>Model:</b>	Youth-at-Risk, School, 4-H
<b>Key words:</b>	Trustworthiness
<b>Age group:</b>	10 to 12 years old
<b>Preparation time:</b>	1 hour
<b>Program time:</b>	Summer Recreation Center—one session
<b>Materials needed:</b>	Trustworthiness poster, blindfolds, balls, boxes

This is a great way to help people value trustworthiness in others and learn the rewards of being trustworthy themselves. First, make sure that each child has the opportunity to say what the word “trustworthiness” means to him or her. The adult will want to have a definition of trustworthiness available ([www.m-w.com](http://www.m-w.com)). Part of this discussion can be about behaviors that are trustworthy and those that are not.

**Activity:** Put the children in pairs and blindfold one person in each pair. The one who can see should guide the other with strictly oral directions through an area that is filled with obstacles. This could be an outside area with a ramp or playground equipment. Then switch places so each person can try being blindfolded and being the guide. Move the obstacles around so that the newly blindfolded person does not have the room memorized.

**Discussion:** When the activity is over, ask the following questions:

- ★ How did it feel to be blind?
- ★ Was it hard to lead the person with only oral directions?
- ★ Did you trust your partner before you started?
- ★ Did you trust your partner after you completed the activity?

**Submitted by:** LynnAnn Duniven, CEA—Family and Consumer Sciences  
**County:** Taylor

*Character*  
becomes you  

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Educational Activity Book

# Livestock



## Responsibility Rap

<b>Model:</b>	Youth-at-Risk, School
<b>Key words:</b>	Responsibility, Caring
<b>Age group:</b>	6 to 9 years old
<b>Preparation time:</b>	10 to 20 minutes
<b>Program time:</b>	30 to 45 minutes
<b>Materials needed:</b>	Paper handouts
<b>Setting:</b>	Quiet place or classroom

Students will learn the importance of being responsible at home, at school, and in their community. Ask students what the word responsibility means. Are you responsible? Accountability means to pursue excellence and do your best. How important is it for you to do your best? It is your duty to have self-control and to have a good attitude. How important is it to have a good attitude?

**Next:** Do “Rapping about Responsibility.” Start by having the students repeat it after you.

*Responsibility! Responsibility! Responsibility! Responsibility!*

*Me and my brothers alone in the room, thinking of things that we can do,  
we can do this, and we can do that, we’re coming to help you do, so take our advice  
and do responsible things, too.*

*Cleaning up your room and taking out the trash is my responsibility and that’s a  
fact, don’t lose your temper (cool) and start a fight, just keep doing the things  
you know are right, listen to your mother, and father too, be accountable and stay in school.*

*Responsibility! Responsibility! Responsibility! Responsibility!*

*Listen to what your teacher says, do your homework and get good grades, pursue  
excellence and do your best, don’t look for others to do the rest, your community  
can look clean and neat, by keeping trash and kids out of the street.*

*Responsibility! Responsibility! Responsibility! Responsibility!*

### Discussion:

- ★ Ask students what they learned from the song.
- ★ What will they do differently after listening to the song?

**Submitted by:** Terrance Hollins and fifth grade students

**County:** Tarrant and Como Elementary School

## Character and Raising Livestock

<b>Model:</b>	Livestock
<b>Key words:</b>	Responsibility, Fairness, Caring
<b>Age group:</b>	8 to 18 years old
<b>Preparation time:</b>	2 hours
<b>Program time:</b>	1 hour
<b>Materials needed:</b>	Samples of illegal drugs used in livestock
<b>Setting:</b>	Individual training or in combination with a livestock clinic

Begin this session by surveying participants about their knowledge of drugs used for show animals. Have a veterinarian on hand to discuss the different drugs and their effects not only on the animal, but also on the livestock industry as a whole. Now briefly discuss the six pillars of character and how they apply to playing by the rules in the livestock industry. Discuss the importance of having integrity as a livestock exhibitor. Close with a question-and-answer session and a post-survey evaluation.

Some sample survey questions are:

- ★ What are the six pillars of character?
- ★ What is chlorpromazine? Is this a legal substance?
- ★ What is clenbuterol? Should this substance be used to promote growth in livestock?
- ★ Is misrepresenting the age of an animal an acceptable behavior?
- ★ How would you react if you witnessed an animal being cared for and fed by someone other than its owner?
- ★ Is it an acceptable behavior to use tranquilizers on show animals?

**Submitted by:** Marco Ponce, CEA—4-H and Youth Development  
Spencer Tanksley  
Wade Collins

**Counties:** Cameron

## Livestock Seminar—Character Awareness

<b>Model:</b>	Livestock
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	9 to 14 years old
<b>Preparation time:</b>	1 hour
<b>Program time:</b>	2 hours
<b>Materials needed:</b>	Texans Building Character materials

**Activity:** 4-H market swine and meat goat exhibitors, with parents and 4-H volunteer leaders, should learn the key words of the Texans Building Character program in reference to raising and exhibiting livestock. Divide the participants into groups of youth and adults and give each group one or two character words. Ask them to discuss the ways these words relate to raising and showing livestock.

Plan concurrent sessions to be taught by people who are knowledgeable about livestock and also examples of good character. Topics could include caring for market animals, being a responsible owner, showing animals and knowing the right things to do (having integrity).

Ask the parents to remember their own experiences in raising animals. Discuss the ways some things have changed, but remind them that character remains an important part of raising livestock. This event can be publicized through local media, such as the newspaper and radio.

### **Discussion:**

- ★ Did the participants, 4-H members, parents, and leaders learn anything new?
- ★ Will this make a difference in the ways youth raise their show animals?
- ★ How will youth and adults apply this information not only to showing, but in day-to-day life?

**Submitted by:** James Alford, CEA—AG/Natural Resources

**County:** Trinity

## Junior Livestock Seminar

<b>Model:</b>	Livestock
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
<b>Age group:</b>	9 to 19 years old
<b>Preparation time:</b>	Time to gather materials
<b>Program time:</b>	2 hours
<b>Materials needed:</b>	The video series, "A Question of Ethics," survey (pages 111–112), TV/VCR/ projector

The purpose is for 4-H livestock exhibitors and parents to recognize the importance of and need for ethical behavior and proper treatment of animals. This should be held in a two-meeting teaching block. Have participants complete the following survey before the first meeting. At the first meeting, discuss current livestock show rules, show the "A Question of Ethics" video, talk about the consequences of unethical fitting practices and make a presentation on the six key words used in the character program.

The second half of the training should occur 6 to 8 months later. This time, show the "A Step Beyond" video. Make a presentation reinforcing the six character words and discuss ways to deal with unethical people. Survey the group again at the end of this lesson.

**Submitted by:** Lee Standley, CEA—4-H and Youth Development

**County:** Parker

# Texans Building Character in Junior Livestock Exhibition

## Survey

Date: \_\_\_\_\_

Control # \_\_\_\_\_

Please circle the letter that corresponds with the appropriate answer

**C**onsistently      **F**requently      **S**ometimes      **R**arely      **N**ot **A**pplicable

### Trustworthiness

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. I am generally honest about my projects. | C | F | S | R | NA |
| 2. I will cheat to win.                     | C | F | S | R | NA |
| 3. I will lie to get an advantage.          | C | F | S | R | NA |
| 4. Exhibitors will cheat to win.            | C | F | S | R | NA |
| 5. I trust other livestock exhibitors.      | C | F | S | R | NA |

### Respect

- |  |   |   |   |   |    |
|--|---|---|---|---|----|
| 1. I will not talk bad about judges.                 | C | F | S | R | NA |
| 2. I care about other exhibitors.                    | C | F | S | R | NA |
| 3. I resolve conflicts peacefully.                   | C | F | S | R | NA |
| 4. I tolerate the differences of opinions of others. | C | F | S | R | NA |
| 5. I show respect to others.                         | C | F | S | R | NA |
| 6. I help others even if they win.                   | C | F | S | R | NA |

### Responsibility

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| 1. I consider the consequences of my actions.       | C | F | S | R | NA |
| 2. I always try my best.                            | C | F | S | R | NA |
| 3. I exhibit responsible behavior.                  | C | F | S | R | NA |
| 4. I complete my livestock chores daily.            | C | F | S | R | NA |
| 5. I participate in as many activities as possible. | C | F | S | R | NA |

## Fairness

1. I play by the rules.	C	F	S	R	NA
2. I blame others carelessly if they win.	C	F	S	R	NA
3. I am consistent in the treatment of others.	C	F	S	R	NA
4. I think everyone showing is fair.	C	F	S	R	NA
5. Judges are fair.	C	F	S	R	NA

## Caring

1. I am kind to others.	C	F	S	R	NA
2. I say “congratulations” and “thank you.”	C	F	S	R	NA
3. I am forgiving of others.	C	F	S	R	NA
4. I want to help others.	C	F	S	R	NA
5. I exhibit a caring behavior.	C	F	S	R	NA

## Citizenship

1. I cooperate with others.	C	F	S	R	NA
2. I follow rules.	C	F	S	R	NA
3. I respect judges and show officials.	C	F	S	R	NA
4. I observe the 4-H Pledge.	C	F	S	R	NA
5. I appreciate the opportunities I have.	C	F	S	R	NA

Please make any additional comments below:

## Learning by Example

<b>Model:</b>	Livestock
<b>Key words:</b>	Trustworthiness, Responsibility
<b>Age group:</b>	9 to 19 years old and their parents
<b>Preparation time:</b>	1 hour
<b>Program time:</b>	During monthly 4-H meeting
<b>Materials needed:</b>	Livestock Production and Exhibiting Program and the parable “Learning by Example” (page 114)

Although being competitive is a helpful skill for winning, too often it means winning at any cost. 4-H builds knowledge and skills of young people and often increases the understanding of their parents as well. While competition is an excellent experience, for some youth and their parents, competition becomes the end goal.

At the first 4-H meeting of the year, share the livestock-oriented program “Livestock Production and Exhibiting Process” found in the Exercising Character Education program resource package for Texas 4-H members. Allow questions and draw out the character traits that you, as the leader, believe are important for youth and their parents to have.

Leave enough time at the end of the meeting to discuss “Learning By Example” by Larry Mrozinski. Have a copy of the parable available for every person to read. This activity makes a great impact on both youth and parents.

### Discussion:

- ★ Ask the parents if they can remember anyone from their own 4-H experience or another competitive experience who fits this parable. Allow time for parents to share a few stories about competition that went wrong.
- ★ Ask the young people in your audience if any adult in the parable did the right thing. What choices did the adults make that affected the young man’s life.
- ★ Ask parents if they have any advice for the young man and his parents. Ask this same question of the youth in the audience.
- ★ Ask both the parents and the young people to talk about competition that goes right. What kinds of boundaries do people have to exercise to practice healthy competition?

**Submitted by:** John Toner, CEA—Agriculture  
Amanda Drennan, CEA—Family and Consumer Sciences  
**County:** Sabine

# Learning by Example

by Larry Mrozinski

When Tommy was 8 years old, his father registered a lamb born December 24 as being born on January 2. His father said to Tommy, “It’s OK, kid. Everybody does it.”

When Tommy was 9 years old, his father bred the family’s flock of purebred ewes with a ram of another breed and registered the lambs as purebreds. His father said to Tommy, “It’s OK, kid. Everybody does it.”

When Tommy was 10 years old, his 4-H leader and county agent tagged and weighed newly purchased lambs a month after the ownership deadline. They both told him, “It’s OK, kid. Everybody does it.”

When Tommy was 11 years old, his parents bought him a registered ewe lamb to show at the county fair and changed the ear tag to their own flock tag. His parents said, “It’s OK, kid. Everybody does it.”

When Tommy was 12 years old, his grandparents bought him a show lamb and left it with the breeder who fed and fit the lamb until the day before the county fair. The breeder and his grandparents said, “It’s OK, kid. Everybody does it.”

When Tommy was 13 years old, his veterinarian issued health papers for sheep he never inspected that had foot rot and lamb fungus. He said, “It’s OK, kid. Everybody does it.”

When Tommy was 14 years old, his neighbor used an electric animal prod on his lambs to get them to brace. He told Tommy, “It’s OK, kid. Everybody does it.”

When Tommy was 15 years old, and after winning the Grand Champion Market Lamb at the county fair, he saw his dad having a beer with a judge and paying the judge \$200.00 for making his son’s lamb champion. The judge and his father said, “It’s OK, kid. Everybody does it.”

When Tommy was 16 years old, his FFA advisor falsified the numbers on Tommy’s winning sheep proficiency award entry. His advisor said, “It’s OK, kid. Everybody does it.”

When Tommy was 17 years old, his uncle used Lasix on his market lamb at the state fair to make it weigh into a lighter class. The uncle told Tommy, “It’s OK, kid. Everybody does it.”

When Tommy was 18 years old, his older brother pumped the loin of his lamb at a national sheep show. His brother said, “It’s OK, kid. Everybody does it.”

When Tommy was 19 years old, his entire family was aware of the clenbuterol being given to his market lambs. They told him, “It’s OK, kid. Everybody does it.”

When Tommy was 20 years old, a friend offered him some cocaine. His friend said, “It’s OK, kid. Everybody does it.” When Tommy was arrested later that night for using cocaine and called his family to ask them to bail him out of jail, they told him, “How could you have brought such disgrace to your family? You never learned any of this at home. Where did you go wrong?” After hearing of his arrest, Tommy’s 4-H leader, FFA advisor, county agent, grandparents, uncle, veterinarian, and neighbors were also shocked.

**If there is one thing the adult world can’t stand, it’s a kid who breaks the rules.**

Character  
becomes you

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Educational Activity Book

Sports



## Seven Habits of Highly Effective Heroes

<b>Model:</b>	Sports
<b>Keywords:</b>	Respect
<b>Age group:</b>	Adults
<b>Preparation time:</b>	Minimal
<b>Program time:</b>	20 minutes
<b>Materials needed:</b>	Copies of questionnaire, pencils

This can be used in a training session for coaches of Little League or other youth sports. The purpose is to have participants examine their personal traits and decide if they are worthy of respect.

Use “Seven Habits of Highly Effective Heroes” (page 118) to help adults consider whether they are worthy of being considered a hero. This activity can be used as an individual exercise. More than likely, this will be used to make people think and reflect rather than asking them to fill it out and hand it in to the trainer.

**Submitted by:** Sheryl Mahaney, CEA—Family and Consumer Sciences

**County:** Young

## Seven Habits of Highly Effective Heroes

Answering these questions can help you decide if you possess the habits of highly effective heroes.

1. How do you behave when no one is looking?
2. How do you handle a loss in a close game?
3. How do you handle a loss with a wide point spread?
4. Are you a gracious winner?
5. How do you practice patience?
6. How do you give encouragement and/or praise?
7. Does every child deserve a chance to play? Why or why not?

Character  
becomes you

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Educational Activity Book

# Workforce



## Bulletin Board

<b>Model:</b>	Workforce, Community
<b>Key words:</b>	Trustworthiness, Responsibility
<b>Age group:</b>	All
<b>Preparation time:</b>	5 minutes
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Flip chart, markers, bulletin board, border trim, colored construction paper, typing paper

Students will learn the meaning of ethics. A bulletin board will be prepared to illustrate participants' ideas of ethical situations.

**Activity:** Students will individually define ethics. After definitions and a 5- to 10-minute discussion, the leader will give a definition of ethics. Give students scenarios of work ethics and ask for their ideas on how to handle these unethical situations:

- ★ **Scenario 1:** Cathy works for Big Burger and has a friend who comes over each day when she is working and business is slow. She usually gives him a large burger with fries and a drink. Cathy rings up his purchase, and he ends up paying only \$.10 to \$.25 for his meal. Is what Cathy is doing ethical?
- ★ **Scenario 2:** Bob works at the local Pizza Shack as the cook/cashier. It is the corporate policy that all pizzas not purchased be disposed of and not given away to individuals. Twice a week, 10 minutes before closing, a phone order is received for three super deluxe pizzas. At closing time, no one has come to pick up the pizzas. Five minutes after the Pizza Shack closes, Bob's friend Harold shows up, and the pizzas are given to Harold at no charge.
  - What is wrong with this situation?
  - Who is at fault—the person giving the pizza or the receiver?
  - What is the proper response?

### Discussion:

- ★ Have you ever been put in such situations?
- ★ Have you ever had a friend do something for you that may have been unethical?
- ★ What would be the best solution to this problem?

**Submitted by:** Hurley Miller, CEA—4-H and Youth Development  
Wilma Hall, Extension Associate

**County:** Tarrant

## Moniopoly Game

<b>Model:</b>	Workforce
<b>Key words:</b>	Caring, Responsibility, Trustworthiness
<b>Age group:</b>	All
<b>Preparation time:</b>	Duplicating game pieces and preparing additional situation cards (as desired); copy cards (pages 123–127)
<b>Program time:</b>	1 hour
<b>Materials needed:</b>	Game, card stock, dice, play money

This game will help participants understand the character virtues associated with work and being in the workforce. At some point during the game, the leader can stop and talk about the experience of playing the game and how it relates to the “real” world. A sample set of situation cards is provided. Participants can prepare additional ones to help teach character in the workforce. Suggest that some participants will not be as fortunate as others because of unexpected bills and family problems. At the conclusion of the game, ask students to tell how they felt during and at the end of the game.

Each participant will receive \$2,000 for monthly expenses. Explain that at the roll of the dice, the participant will move to that place on the board, pay the indicated amount for family expenses, then pick up a situation card and follow instructions.

### Moniopoly Monthly Expense List

\$425 Housing	\$700 Day Care	\$100 Clothing
\$60 Cable	\$250 Food	\$250 Insurance
\$50 Telephone	\$50 Entertainment	\$300 Vacation
\$100 Hair Care	\$100 Emergency	\$400 Car Payment
\$275 Utilities	\$200 Auto Maintenance	\$100 Medical Emergency

**Note:** The game instructions, cards and game board are also on the Texas Building Character website, <http://fcs.tamu.edu/tbc>.

**Submitted by:** Wilma Hall, Extension Associate  
 College Station, Texas  
 Hurley Miller, CEA—4-H and Youth Development

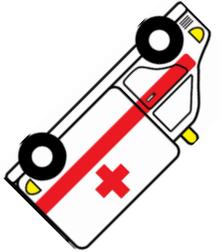
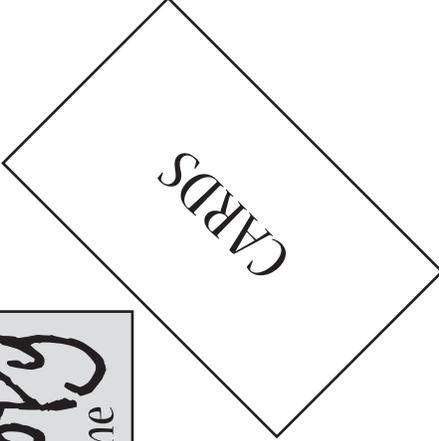
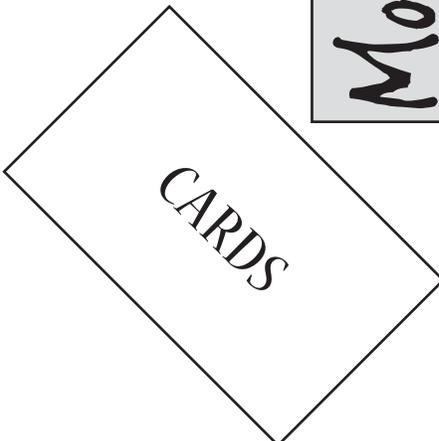
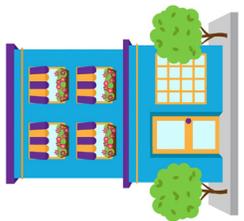
**County:** Tarrant

<p>Victoria has a big science project due in 2 days and has run out of cash. She works in a business office as a student and can get all the supplies she needs to complete the project from work. She takes the necessary supplies and feels it is okay because everyone else does it. Is this ethical?</p>	<p>Charlie likes to talk on the telephone and sometimes makes long distance telephone calls from work. He often puts in extra time and is not compensated for it. The company loses \$50 as a result of the phone calls. Is Charlie acting ethically?</p>
<p>Your car just went on the blink, and you are 30 miles from home and will have to use a tow truck. You realize your AAA card has expired. You know that the company you work for has an auto club card. You call the auto club because you are in route to work. Is this ethical?</p>	<p>You cannot find a babysitter within your price range. You decide to take your child to work with you for a week. You did not check with your boss to see if this is all right. This will save you \$250 in day care costs. Is this acceptable?</p>
<p>You work at Joe's Pizza Shack. The rule is that all leftover pizza must be placed in the dumpster after closing. You have a friend who orders pizza 15 minutes before closing and does not pick it up. You place it in the dumpster in a sealed box at closing. Your friend picks it up from the dumpster. Is there anything wrong with this situation?</p>	<p><i>The Monster's Ball</i> is showing at the local theater. It costs \$7.00 per person to view the movie. You have asked a girlfriend to join you for the movie. You do not have any money and decide to take \$50 from the cash drawer at work to cover your date, thinking that you'll replace it when you get paid. Is this ethical?</p>
<p>GG is no longer living at home and needs a place to stay. She is responsible for closing up the business each night. So she decides that she will stay there. She has been living in the store for 5 months, sleeping in a sleeping bag, and no one knows. Her clothes are kept in the trunk of her car. Who is the loser in this situation?</p>	<p>A medical emergency arises and you tell your employer about it and estimate it will take you away from the job for 4 hours. While away you discover it is going to take all day. You decide not to call the job and let them know because you have notified them once. Is this the correct thing to do?</p>

<p>Should Charlie be allowed to make long distance calls from work and the company pick up the bill?</p> <p>Personal calls should not be made on the company telephone bill.</p> <p>Earn \$250 for a correct answer.</p>	<p>Is it okay to take company supplies home with you? Victoria's actions are unethical.</p> <p>Earn \$1,000 for the correct answer.</p>
<p>It is not okay to bring your child to work with you for a week without asking your supervisor.</p> <p>Receive \$1,000 for correct answer.</p>	<p>The auto club card belongs to the company, and your personal car is not one that is included on the list.</p> <p>Do not use the company card.</p> <p>Receive \$350 for correct answer</p>
<p>It is not right to take money from the cash drawer. This is stealing.</p> <p>Receive \$300 for correct answer.</p>	<p>You should not be preparing pizza for your friend to pick up without paying for it. This is stealing.</p> <p>Receive \$500 for correct answer.</p>
<p>Even though you thought it would take only 4 hours for the emergency, you should call your office and let them know that you need more time.</p> <p>Receive \$500 for correct answer.</p>	<p>It is not correct to live in her place of employment.</p> <p>Receive \$500 for correct answer.</p>

<p>Kevin is a computer whiz and has a job at the campus copy center. He needs additional hours at work to pay his tuition. He sends a virus to the copy center main computer system in order to get extra working hours.</p>	<p>Janice has acquired a second job selling Avon to help make ends meet at home. She is employed at the local high school. She sells her Avon at school during her morning, lunch, and afternoon breaks.</p>
<p>Jackie has been with the company for 5 years. She overhears her supervisor say that you are more likely to move ahead with the company if you purchase small gifts for your boss.</p>	<p>You are asked to place an order for 30 boxes of paper. You decide to order from a company that gives incentives. They give you a digital camera because your order meets the guidelines. You keep the camera.</p>
<p>The office is cleaning and discards five reams of paper because they are several years old. You retrieve the paper and carry it home for your personal use.</p>	<p>Charles orders the cable service for the company. In return the cable company sends him a check for \$100 made payable to him. He contacts his supervisor and informs them he received the check and asks if he should sign it over to the company.</p>
<p>Susan wants to open a new business that sells fried chicken. She has a friend who works for another company that sells fried chicken also. Susan promises her friend that if she will share the company's secret ingredient, Susan will pay her car payment this month.</p>	<p>James overcharged a customer for a pair of jeans by mistake. He is unaware that this has happened.</p>

<p>To determine whether this is ethical or not would depend upon company policy. Some companies do allow employees to sell products on their break.</p> <p>No money gained or lost.</p>	<p>It is unethical to send a virus to the copy center main computer in order to get additional hours of work.</p> <p>Your company loses \$500.00</p>
<p>The camera belongs to the company. You should not keep the camera as your personal property. Keeping it would be unethical.</p> <p>Earn \$750 for the correct answer.</p>	<p>The supervisor seems to be saying to Jackie that it will increase her chances for promotion if she gives favors. The supervisor is unethical in suggesting the idea.</p> <p>Your company loses \$5,000.</p>
<p>Charlie did the correct thing in notifying the company he had received a check payable to him. If the company tells Charles that he can keep it, then it is okay.</p> <p>Earn \$200 for the correct answer.</p>	<p>The paper has been discarded and no longer wanted by the company. It is not unethical to carry the paper home.</p> <p>Earn \$250 for the correct answer.</p>
<p>There is nothing unethical in what James did. It was a mistake. He needs to pay careful attention to what he is doing in order to avoid this in the future.</p> <p>The company loses \$500. Pay the bank.</p>	<p>It is clearly improper for Susan's friend to share the secret ingredient for the chicken.</p> <p>Receive \$1,000 for the correct answer.</p>

		<p>Sexual harassment charges made by an employee. You must pay the lawyer \$500 retainer fee.</p>		<p>Pick a Card</p>
<p>Insurance is due. Pay the bank \$250.</p>	<div style="text-align: center;">        </div>			<p>Vacation</p> 
				<p>Jackpot Winner</p> 
<p>Pick a Card</p>				<p>Pick a Card</p>
				
	<p>Playing on the job and spills grease. Worker slips and costs the company. Pay the bank \$1,500 in medical bills.</p>		<p>Pick a Card</p>	<p>Start Here</p> 



Character  
becomes you

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Educational Activity Book

Community



## Cat Tags

<b>Model:</b>	Community, 4-H
<b>Key words:</b>	Responsibility, Caring
<b>Age group:</b>	5 to 8 years old
<b>Preparation time:</b>	15 minutes
<b>Program time:</b>	30 minutes
<b>Materials needed:</b>	Yarn, 4-inch diameter circles of posterboard, markers, hole punch, scissors

**Overview:** Explain that cats and dogs need to get shots in order to stay healthy, just like people. If pets get lost, they cannot tell people where they belong. This makes it important not only to vaccinate your pets, but also to put license tags on them. This tag tells whoever finds your pet that it has had its shots and to whom it belongs.

**Activity:** Give each child a circle to write on (the leader can help them write). Write the child's name, address, and telephone number. The leader can punch a hole in the circle, cut 2 feet of yarn and tie the circle around the child's neck.

### **Discussion:**

- ★ When you started school, did you have to get a shot?
- ★ Why are shots and vaccines necessary?
- ★ If you got lost, what would you do?
- ★ From whom would you get help?
- ★ What would you say?

The leader should summarize how responsible pet ownership is part of being good citizens and neighbors. Also, we demonstrate caring for the pets as well as other people when we take care of our pets' safety and health.

**Submitted by:** Gayle W. Hall, 4-H and Youth Development Specialist  
State 4-H Office

## Hospitality Habits

<b>Model:</b>	Community, Workforce
<b>Key words:</b>	Respect, Responsibility
<b>Age group:</b>	Adults
<b>Preparation time:</b>	Minimal
<b>Program time:</b>	30 to 60 minutes (depending on amount of audience participation)
<b>Materials needed:</b>	Poster board and markers

Emphasize the importance of respect to others through good quality customer service. Present the six Hospitality Habits from the Texas Hospitality program on the poster board. The group can brainstorm each habit to offer ideas on how to implement the habit in each individual's place of business.

Give the group the opportunity to talk about their frustrations with customers, other co-workers, and managers. Talk about how the business can also ask for customer feedback through surveys.

The six Hospitality Habits are:

- ★ Make a good first impression.
- ★ Know your job.
- ★ Know your community.
- ★ Communicate clearly.
- ★ Handle problems effectively.
- ★ Make a good final impression.

**Submitted by:** Sheryl Mahaney, CEA—Family and Consumer Sciences  
**County:** Young

## Respect—Squirm Situations in Your Club

<b>Model:</b>	Community
<b>Key words:</b>	Respect, Persistence, Fairness
<b>Age group:</b>	TEEA (Texas Extension Educators Association) members
<b>Materials needed:</b>	Lesson plan (on respect) and Squirm situations (page 134). Squirm situations need to be copied, cut apart, and placed in an envelope.

**Overview:** TEEA club/group members will be able to explain what respect is and tell how to show respect to others.

**Activity:** Ask “What does it mean to show respect?” Allow time for answers. Respect means we treat others in a courteous and polite way.

**Roll Call:** Answer with a word that represents a letter of the word “RESPECT” (example—perseverance).

Ask the group to divide into groups of three or four. Each group will get a “squirm situation” from the envelope and then do short skits based on the situations. Do one skit showing respect and one skit that shows disrespect. Members not participating in the skit will decide which skit represents respect and which represents disrespect.

### **Discussion:**

- ★ How did you decide to depict your situation?
- ★ What was difficult? What was easy?
- ★ Did you learn anything new about how you view respect?

Adapted from University of Illinois Extension—Respect pillar activity

**Submitted by:** Jo Alexander, CEA—Family and Consumer Sciences

**County:** Wise

## Squirm Situations

**Group 1:** You are asked to keep track of your volunteer hours and report them at your monthly meeting. Your group will demonstrate a win-win situation and develop a fun, efficient, innovative way to help a person collect hours.

You are asked to keep up with volunteer hours and report them at your monthly meeting. Your group will demonstrate a way to collect volunteer hours that is disrespectful, disruptive, and takes so much time that members start to grumble.

**Group 2:** You are asked by your county delegate representative to volunteer at the Extension Family and Consumer Sciences event. You respond in a respectful manner.

You are asked by your county delegate representative to volunteer at the Extension Family and Consumer Sciences event. You respond in a disrespectful manner.

**Group 3:** You see a way to make your business meeting shorter. You bring this idea up to your local club members and they respond respectfully.

You see a way to make your business meeting shorter. You bring this idea up to your local club members, and they respond disrespectfully.

**Group 4:** Your association has planned a recruitment tea/reception/event for potential new members. Your association has three clubs. Show how you could recruit new members and show respect for all three clubs involved.

Your association has planned a recruitment tea/reception/event for potential new members. Your association has three clubs. Demonstrate a way to recruit new members that shows disrespect for all three clubs involved.

## Texans Building Character Week

<b>Model:</b>	Community
<b>Key words:</b>	Citizenship
<b>Age group:</b>	All
<b>Preparation time:</b>	Time to write the County Proclamation; time to go to the Web and use the Governor's Proclamation

Texans Building Character Week was established to coincide with the National Character Week, which is scheduled for the third week in October. For the past 2 years, Texas has secured a proclamation from our governor proclaiming that week as Texans Building Character Week. The Governor's Proclamation for Texas is located at <http://fcs.tamu.edu/tbc> (click on TBC Program and then on TBC Week Proclamation).

One of the best ways to gain community support is to get the endorsement of a public official. Counties can secure endorsements from their local government. County judges and city mayors can also proclaim Texans Building Character Week in their counties and cities. To get the proclamation, contact the office of the elected official via letter or telephone. Submit background information on the activities you have conducted for character education, and let them know the difference you are making in the area.

Once you know what week the proclamation will be given, call your local newspaper; ask them to do a story on the proclamation signing. This is the beginning of your media blitz for Texans Building Character Week.

**Submitted by:** Wilma Hall, Extension Associate—Family Life  
College Station, Texas

## You—A Unique Person

<b>Model:</b>	Community, 4-H, School, Youth-at-Risk
<b>Key words:</b>	Responsibility and other character words
<b>Age group:</b>	Adult or youth
<b>Preparation time:</b>	15 minutes to create exercise
<b>Program time:</b>	45 to 60 minutes (can break exercise into two sessions)
<b>Materials needed:</b>	Pencils and handout

This exercise is a tool to help individuals analyze leadership and other character traits. It can help individuals in the group identify their capabilities, values, and goals. It is not used for simply gathering information but as a framework for taking stock and personal reflection. Part of each exercise is to identify the character words that are important to the person completing the exercise. Encourage participants to gather in groups of two or three to discuss the items below.

**Process:** Group members fill out all items individually and then break into smaller groups to discuss them. Members will share highlights with the whole group.

1. List the various roles you are playing at present. Underline those in which you have responsibility for leadership or those in which you would like to have a leadership role.
2. List at least three of your strengths—positive qualities that relate to skills, personality traits, or talents. What character words can you identify with these skills, traits, or talents? For example, if you like to work with people, this shows caring.
3. List some weaknesses or negatives—qualities you don't like about yourself or qualities that you would like to change. What character words describe these traits?
4. Identify at least one past achievement, success, or positive experience where you know you did a good job. Identify the character word that ties to the achievement, success, or positive experience.
5. List one or more lifetime goals and the value word captured in each goal. List some priorities over the next 3 years that would help you achieve these goals.

**Submitted by:** Elaine Houston, District Extension Director Emerita  
Family and Consumer Sciences

Below is a list of values considered to be motivators. Rank them from 1 to 13 in order of their importance to you (there are no right or wrong answers).

- \_\_\_\_\_ **Independence**—opportunity to do things on your own, freedom to do as you believe best
- \_\_\_\_\_ **Power**—controlling the situation around you
- \_\_\_\_\_ **Leadership**—being able to influence others and having followers
- \_\_\_\_\_ **Expertise**—being the best in some area
- \_\_\_\_\_ **Self-fulfillment**—being able to develop your capacities and potential
- \_\_\_\_\_ **Duty**—doing what is expected of you
- \_\_\_\_\_ **Nurturing**—contributing to the welfare of others
- \_\_\_\_\_ **Friendship**—being liked by others, having companionship
- \_\_\_\_\_ **Family**—meeting the needs of family members
- \_\_\_\_\_ **Health**—taking care of yourself
- \_\_\_\_\_ **Security**—no worry about present or future income or welfare
- \_\_\_\_\_ **Pleasure**—being happy and having fun
- \_\_\_\_\_ **Wealth**—earning a great deal of money

Adapted from an FCL lesson



Character  
becomes you

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Educational Activity Book

Teaching  
Resources



## Character Counts! In the Day Care Setting

Using *Character Counts!* with younger children in a day care setting is very easy because of the many resources available. This is an easy age to teach because young children are more easily influenced by adults. They are willing to accept ideas and are not tested on their beliefs as much as older children. Use for preschool programs as well as after-school programs for older youth.

Methods of teaching character:

- ★ **Music**—There are tapes, CDs, sheet music, and videos with music that can easily be taught even by those who are not singers. Music teaches the concepts with lots of fun.
- ★ **Videos**—There are videos suitable for young children. The tapes feature characters they know from television. The videos teach concepts that can lead to discussion. The tapes can be divided into segments to cover the pillars individually. The children may enjoy learning from a tape more than learning from an adult teaching a lesson.
- ★ **Crafts**—During craft sessions, items can be made for others to show caring. Discussion could center on why we help people and ways to help others.
- ★ **Story Time**—Many story books reinforce the pillars. Children can talk about the characters, their actions, and the consequences of their choices. They can talk about how to change actions to become a better person. They can also role play parts of books that teach concepts.
- ★ **Art**—Children can color pictures that display people using the six pillars. While they are coloring, discuss the pictures with them.
- ★ **Manners**—Teaching manners shows respect for each other and parents.
- ★ **Responsibility** —The daily routine of activities, including leadership and cleanup, shows students how to share responsibility. Discussion can help them understand they must share responsibilities at home.
- ★ **Movies**—Selected movies or cartoons can show responsible behavior and people making both good and bad choices. Teachers need to preview movies to look for situations that reinforce good choices or call attention to wrong choices. Many Disney movies have individuals with good and bad character. Children accept behavior seen in movies or TV unless they are told it is not acceptable.
- ★ **Bulletin Boards**—These can teach or reinforce pillar concepts.
- ★ **Rewards**—Children are often given rewards for achievement or completion.

Use stickers, pencils, etc. with the pillars.

★ **Animal Characters**—This age child enjoys animal characters and may recognize animals more than words. Use animals in the various activities to teach character concepts and behaviors.

★ **Nutrition**—Eating properly is one way of showing respect for your body.

Train older 4-H members or other youth to teach the concepts using the above activities. Volunteering to teach younger children would be an excellent community service project.

Parents need to be aware of what is being taught so that they can reinforce the concepts at home. Write a letter to parents explaining each concept and give ideas for teaching them in the home. Assign take-home activities for parents and children, such as finding pictures in magazines that show the six pillars. Parents and children should discuss television shows, movies, and books in relation to good and bad character. There are many mixed messages, and often children cannot identify the good choices without some help. Look at the right and wrong choices. Children need to see that the story ends well, but they also must learn that a bad choice has consequences. Emphasize that parents' guide children to learn. Use the same words about the pillars that the school uses. Encourage parents to use positive reinforcement when children display positive character traits. Encourage use by the faith community, home, and school so that children receive the same message.

### **Resources:**

*Character Counts!*—Series of activity books on each pillar plus a parent guide for ages 3 to 5, Brighter Vision Publications, 225 Duncan Mill Road, Don Mills, Ontario, Canada, M3B 3K9 (purchased at Homeland Grocery Store), [www.brighthervision.com](http://www.brighthervision.com) (Catalogue numbers—BV3000 I, BV30002, BV30003, BV30004, BV30005, BV30006, BV 15040)

“Good Choice, Bad Choice” (1996–1998), *Good Ideas Book* 2nd Edition, Revised, p. 79. Josephson Institute of Ethics.

**Submitted by:** Leesa Calvi and Cynthia Shattles, CEA—Family and Consumer Sciences

**Counties:** Randall and Ochiltree

# Texans Building Character

## School In-Service 2 to 3 Hour Training Agenda

### Welcome:

- ★ School contact person introduces workshop presenter.
- ★ Participants introduce themselves by giving the name of their school, the grade they teach, or their job title.
- ★ If the group is too large, have them mix by school, grade taught, or some other common denominator, and let them introduce themselves to each other. A group spokesperson can give a group introduction.

**Goal:** To introduce teachers to the Texans Building Character program and show them how to enhance existing programs and use resources to build strong character education programs in their schools.

**Objective 1:** To increase participant awareness about the Texans Building Character Initiative program.

### Key Points:

- ★ Give a 10-minute introduction to participants and distribute the Texans Building Character marketing flyer (MKT3430; order free flyers from the Texas A&M AgriLife Extension Bookstore at 979-845-6573).
- ★ The Texans Building Character Initiative Project was created following the Texas Community Futures Forum meetings, during which 209 counties identified character education as a key issue and high priority.
- ★ Since December 1999, more than 600 agents from 240 counties have completed the Texans Building Character 2-day training program. From that training, more than 120 plans of work and another 70 planned activities have been developed on character education.
- ★ The Texans Building Character Initiative Program is a framework that includes eight program models, training materials, and numerous curricula designed for both general and specific audiences and needs. The eight program models include school, 4-H, youth-at-risk, workforce, livestock, sports, community, and megacommunity.
- ★ Agents across Texas have involved collaborators within their counties in programs for schools, youth-at-risk, 4-H groups, leaders, and other volunteers, the workforce, sports programs, livestock programs, and communities.

- ★ Hundreds of programs have been implemented in Texas by county Extension agents, collaborators, and volunteers. Examples are programs on heroes, trustworthiness, citizenship, workforce ethics, sportsmanship, honesty on the job, quality in 4-H competition, and caring for animals in livestock programs.
- ★ Analysis of “Round One” survey data on unwanted behaviors identified by teachers from 14 counties showed significant improvement in those behaviors among 1,060 children and youth who participated in character education programs.

Note: More program examples can be found by searching Texas A&M AgriLife Extension Service monthly reports.

**Objective 2:** To help teachers identify behaviors in the classroom that do not reflect good character and activities that would enhance character education in the classroom.

**Key Points:**

- ★ The Texans Building Character program offers both enhancement and program ideas.
- ★ Each day there are opportunities for teachers to enhance a teaching point with an example of good character or substitute a teaching point that reinforces good character.
- ★ Although a teacher might hesitate to dictate what character “ought” to be, he or she can illustrate how a behavior reflects caring, citizenship, or honesty without dictating how those character traits “must” be acted on.
- ★ Teachers who have participated in the Texans Building Character program have made these comments:

“My students took their character lessons seriously.”

“This program has made me more aware of how bad choices in life can have an effect on otherwise good kids. It has made me aware of the need to treat all people with fairness and respect. Regardless of a person’s past, they can change.”

“I have been more aware of students trying to change or changing their own behavior and have praised them for that.”

“Students started bringing homework with fewer reminders and negative consequences.”

“I can be more confident in expecting positive results.”

**Activity:** Unless the group is small, ask teachers to work in small groups and then have each group report to the entire group. Here are their questions:

1. What behaviors do your students do that drive you crazy or are unacceptable?
2. What behaviors do your students do that are disrespectful to you or other students?
3. What behaviors do your students do that are hurtful to other students?

One good idea is to ask each group to answer a different question, because the answers get repetitive between groups (fight, push, cheat). Use a flip chart or overhead projector to record responses.

Summarize their thoughts and comments. Tell them that you have curriculum resources that will help them make changes in their classrooms.

**Objective 3:** To increase teachers' awareness of resources available through Texans Building Character and ways those resources can be used in the classroom.

**Key Points:**

- ★ Teachers want to increase positive behaviors and good character. They must cover a great deal of material every day, so adding a program must be very beneficial for them.
- ★ Tie the concerns teachers expressed to resources you will be showing the group. To order resources from the Extension Educational Resource Library, search the library website (<http://av-library.tamu.edu>) for character materials or call the library at 979-845-2704.
- ★ Get acquainted with the materials and mark some activities related to unwanted behaviors, such as cheating on tests, pushing in front of people, and gossip.

**Activity:** Go back to some of their concerns about character education and ask them what character traits they think must be changed (disrespectful behavior to respectful behavior). Have teams or groups of participants use curricula to find activities or programs that would teach good character.

**Activity:** Duplicate some of the exercises from an activity book and distribute them, asking teachers to consider how they would use these to decrease unwanted behaviors.

**Evaluation:** Evaluation is important, as it wraps up the program and helps the presenter know what changes to make and what parts of the workshop went well. Here are some questions that you could ask:

1. Was this workshop useful to you professionally? YES \_\_\_\_\_ NO \_\_\_\_\_

If you answered yes, how will you use this information in your classroom?

If you answered no, what changes do you suggest?

2. How do you plan to enhance character education in your classroom?
3. Do you plan to use a character education curriculum with your classes? If so, are you interested in partnering with the Texas A&M AgriLife Extension Service?

**Summary:** The Texans Building Character Initiative program has been available in Texas for more than two years. In that time, we have built a library of resources that are available to you through your county Extension agent. Character education activities can be used to build character. Programs can be implemented in your school at any time.

**Submitted by:** Linda Ladd, Extension Family Development Specialist  
College Station, Texas



Character  
becomes you

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Educational Activity Book

Newsletter  
Ideas



## Newsletter Ideas

Training dates for conferences and workshops

Internal dates

External dates

Character education websites and resources

Governor's Proclamation—Texans Building Character Week

County success stories

Feature stories of individuals involved in character education

Recognition of county programs

Survey and survey outcome data

Hero event—recognition of “everyday heroes” from categories that include children and seniors, schools and businesses, ethnic and cultural groups, and everyday people

## Family Focus on Caring

### What is Caring?

Good people care about others, as well as the environment. Caring people are considerate, kind, compassionate, and generous. They take into account how their decisions, words, and actions affect others. However, sometimes caring requires us to make difficult decisions that are unpleasant but may be best for us in the long run.

### Caring Do's:

- ★ Be kind to other people.
- ★ Show you care about others through kindness, caring, generosity, and compassion.
- ★ Live by the Golden Rule—treat others the way you want them to treat you.
- ★ Think how every decision, word, or action will affect others.

### Caring Don'ts:

- ★ Don't be selfish!
- ★ Don't be mean!
- ★ Don't be cruel!
- ★ Don't be insensitive to the feeling of others!

### What Can Parents Do to Reinforce This Lesson?

Parents should remember that children model parental behavior. What are ways you show your child that you care? Are there other people, such as neighbors, relatives or friends, for whom you do caring acts? By discussing these actions with your child, you will help him or her to develop the same feelings of caring toward others.

- ★ Notice and reinforce acts of caring among family members.
- ★ Fast voluntarily for one meal, then discuss ways the family could help others who may not have enough food to eat.
- ★ Use a family piggy bank to collect extra allowance money or spare change. As a family, decide how to use the money to help others.
- ★ Purchase stocking caps, socks, and warm clothing for school children.
- ★ Make coupons that family members can give away, offering help to those who need it.

### Caring Quote:

“Do unto others as you would have them do unto you.”—*The Holy Bible*, Matthew 7: 12

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001, from Hanson, W. (2000). “Focus on Character.” California: *Character Counts!*

## Enfocar a la Familia En Quída

### ¿Que se Cuida?

La gente buena tiene interés en otros, así como también el ambiente. La gente que cuida es consideradas, amable, compasiva, y generosa. Ellos siempre tienen en cuenta cómo decisiones, las palabras, y los otros del afecto de acciones. Sin embargo, a veces cuidar nos requiere a hacer las decisiones difíciles que son desagradables pero pueden ser mejor para nosotros a fin de cuentas. Hay varios que cuida.

### Hay Algun Que Cuida:

- ★ Es amable a otra gente.
- ★ Muestra interés en otros por la bondad, por cuidar, por la generosidad, y por la compasión.
- ★ Vive por Ia Orden Dorada... Los otros del gusto la manera que usted los quiere tratarlo.
- ★ Piensa cómo cada decisión, la palabra, o a acción afectarán los otros.

### Hay Algün Que No Cuida:

- ★ ¡No es egoísta!
- ★ ¡No es malo!
- ★ ¡No es cruel!
- ★ ¡No es insensible at sentir de otros!

### ¿Qué Pueden Hacer Los Padres Para Reforzar Esta Lección?

Los padres deben recordar que niños modelan su conducta. ¿Qué es las maneras usted le muestra a su niño que usted tiene interés en ellos? ¿Hay otra gente, tal como vecinos, los parientes, o los amigos, que usted demuestra cuidando los actos hacia? Discutiendo estas acciones con su niño, usted los ayudará a desarrollar los mismos sentimientos de cuidar hacia otros.

- ★ Nota y refuerza los actos de cuidar entre miembros de familia.
- ★ Rapidamente voluntariamente para una comida, entonces discute las maneras que la familia podría ayudar los otros que no pueden tener suficiente alimento para corner.
- ★ Usa una alcancia de la familia para reunir las concesiones o el lugar extras el cambio diario en un contenedor. Los miembros de la familia entonces deciden qué causa a que ellos donarán el dinero.
- ★ Compra un gorro, los calcetines, y entibiar la ropa para niños de la escuela.
- ★ Cupónes de marca que miembros de familia pueden regalar, ayuda para proporcionar a los que lo necesitan.

### La Cita Que Cuida:

“Hace a otros como usted los tendría hacen a usted.” *La Biblia Santa*, Matthew 7: 12

Adaptado por Susie E. Spurlock, Agente de Extension del Condado de Sherman para Ciencias de Familia y Consumidor, ENERO del 2001 de Hanson, W. (2000). Focus on Character. California: *Character Counts!*

## Family Focus on Trustworthiness

### What is Trustworthiness?

Trustworthiness is being honest, telling the truth, keeping promises, and being loyal so that people can trust you. Trustworthy people tell the truth and don't cheat or steal. They have integrity and the moral courage to do the right thing and to stand up for their beliefs even when it is difficult. Trustworthiness is something we all can work on together in our homes, schools, and communities. Families can experience the benefits of trustworthiness by being honest and truthful with each other, keeping promises, and being loyal. Some trustworthiness behaviors are:

Not spreading gossip that could hurt others	Honesty
Showing the courage to do the right thing	Keeping a good reputation
Loyalty—standing by family, friends, and country	Not cheating or stealing

### Family Activities:

- ★ Make a family promise list. Post the list where it can be seen daily by everyone. Review the list at meal time once a month. Check off when a promise has been kept. Thank family members for being honest.
- ★ Set up real dominoes to illustrate how telling lies creates the “domino effect,” because you usually have to tell more lies to cover the first.
- ★ Check sales receipts for accuracy. If incorrect, pay the difference or ask the cashier for a correction. During these few minutes, you display honesty.
- ★ Take your children to work—your child will see you dealing honestly with people and speaking the truth.

Trustworthiness Challenge: Make a list of trustworthy people in your community and write one sentence on why you trust each person. As a family, share the results of this activity.

### Trustworthiness Quote:

“If you tell the truth, you don't have to remember what you said.”—Carl Rueben

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001.

## Enfocar a la Familia En Honradez

### ¿Que es Honradez?

Honradez está acerca de ser honesto, diciendo la verdad, las promesas que mantienen y son leales para que gente lo pueda confiar. La gente confiable dice la verdad y no estafa ni hurta. Ellos tienen la integridad y el coraje moral para hacer la cosa correcta y para defender a sus creencias aún cuando es una decisión difícil. Ser honrado es algo que todos nosotros podemos trabajar en junto en nuestro hogar, en la escuela, y en la comunidad.

### Algunas Definiciones de Honradez:

Es honest

No estafa ni hurta

Tiene el coraje para hacer la cosa correcta

Construye una reputación buena

Es leal —está preparado su familia, los amigos, y el país

No hace nada mal ni el chisme de la extensión que podría lastimar

Las Familias de otros pueden experimentar los beneficios de honradez por ser honesto y triunfador uno con el otro, las promesas que mantienen y son leales.

### Las Actividades de la Familia:

- ★ Hace una lista de la promesa de la familia. Anuncie la lista donde lo puede ser visto diariamente por todos. Revise la lista en tiempo de comida una vez al mes. Cancele cuando una promesa se ha mantenido. Dé gracias a miembros de familia para ser honesto.
- ★ Estableció los dominós verdaderos para ilustrar las mentiras cuán diciendo crean “el efecto del dominó”, porque usted tiene que decir generalmente más mentiras para cubrir el primer.
- ★ Devolver los libros a La biblioteca puntual.
- ★ Recibos de ventas de cheque para la certeza. Si inexacto, paga la diferencia o pregunta al cajero para una corrección. Durante estos pocos minutos usted demuestra claramente honestidad.
- ★ Toma a sus niños para trabajar—su niño lo verá tratar honestamente con gente y parlante la verdad.

**El Desafío de Honradez:** Hace una lista de gente confiable en su comunidad y escribe una oración en por qué usted confía a cada persona. Como una familia, comparte los resultados de esta actividad.

### La Cita de Honradez:

“Si usted dice la verdad, usted no tiene que recordar lo que usted dijo.” —Carl Rueben

Adaptado por Susie E. Spurlock, Agente de Extensión de Condado de Sherman para Ciencias de Familia y Consumidor, ENERO de 2001.

## Family Focus on Responsibility

### What is Responsibility?

Responsibility is taking care of self; taking care of possessions; caring for others; and caring for animals, plants, and the environment. “You can count on me!” How many of us have said that? Do we always mean it? Do we always carry through with what we say we will do? People of character are responsible. They mean it when they say, “You can count on me!”

Becoming responsible is part of growing up and becoming a person of character. Being a person of character means that we act the way we really are. Our true character is the way we act, even when no one is looking. We do good things because it is who we truly are, not because we might get credit or praise for doing them. To have good character, we must do more than just say we are responsible. We must take action. Responsible people take care of themselves as well as others and can always be depended on to do the right thing, even when the right thing is the hard thing to do.

### Responsibility Challenge:

Your junior high student has been learning about responsibility this month at school. Your help in teaching your child this concept is appreciated. One way to teach responsibility is through household chores. You are asked to give your child the responsibility for a household chore for 1 month. Children can learn to share in the work load, do housekeeping chores, contribute to the family, and be responsible. To avoid hassles, be sure the chores you assign are appropriate for the child’s age, your expectations are clear and children are allowed choices and flexibility. There will often be three levels of involvement with a chore:

- ★ Child helps adult with task.
- ★ Child needs reminding or supervision to complete task.
- ★ Child does task satisfactorily by himself with no reminding.

For more information about teaching children responsibility, contact Susie Spurlock, Sherman County Extension Agent for Family and Consumer Sciences at 806-366-2122 and ask about the educational program, “Teaching Children Responsibility.”

### Responsibility Quote:

“In the final analysis, the one quality that all successful people have ... is the ability to take on responsibility.”—Michael Korda

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001.

## Enfocar a la Familia En Responsabilidad

### ¿Qué es Responsabilidad?

Responsabilidad cuida del ser, cuidando de las posesiones, cuidar de los otros, y cuidar de animales, las plantas, y el ambiente. “Usted puede contar conmigo!” ¿Cuántos de nosotros ha dicho eso? ¿Siempre lo significamos nosotros? ¿Siempre terminamos nosotros con lo que decimos haremos? La gente del carácter es responsable. ¡Ellos lo significan cuando ellos dicen, “usted puede contar conmigo!”

Ser responsable forma parte de crecer y una persona del carácter. Es una persona de medios de carácter que actuamos la manera que somos realmente. Nuestro carácter verdadero es la manera que actuamos aún cuando nadie mira. Hacemos las cosas buenas porque es quién nosotros sinceramente no somos porque quizás obtengamos el crédito o el elogio para hacerlos. Para tener el carácter bueno, nosotros debemos hacer más que dice apenas somos responsables. Debemos tomar medidas. La gente responsable cuida de a sí mismo así como también otros y siempre puede ser dependida de hacer la cosa correcta, aún cuando la cosa correcta es la cosa dura de hacer.

### El Desafío de Responsabilidad:

Su Estudiante de secundaria ha estado aprendiendo acerca de responsabilidad este mes en la escuela. Su ayuda a ayudar a su niño entiende que el concepto de responsabilidad se aprecia. Usted es pedido dar su niño la tarea de responsabilidad de una tarea de la casa por un mes. Una manera de enseñar responsabilidad está por tareas de casa. Los niños pueden aprender a compartir en la carga del trabajo, aprender las habilidades del gobierno de la casa, contribuir a la familia y aprender a ser responsable. Para evitar los jaleos como usted usa las tareas de la casa como una oportunidad de enseñanza, está seguro que las tareas son apropiadas para la edad de niño, las esperanzas son claras, y que niños son permitidos las elecciones y la flexibilidad. A menudo habrá tres niveles del involucramiento con una tarea:

- ★ El niño necesita ayudar el adulto con el trabajo
- ★ Las necesidades de Niño recordando o la supervisión para completar el trabajo
- ★ Niño hace la tarea satisfactoriamente así como también sólo sin recordar

Para más información acerca de responsabilidad de niños de enseñanza comuníquese con, Susie Spurlock, Agente de Extensión de Condado de Sherman para Ciencias de Familia y Consumidor en 806-366-2122 y pregunta por el programa educativo, “Responsabilidad Adolescentes y Niños”.

### La Cita de Responsabilidad:

“En el análisis final, la una calidad que toda gente exitosa tiene...Es la habilidad de tomar responsabilidad.”—Michael Korda

Adaptado por Susie E. Spurlock, Agente de Extensión de Condado de Sherman para Ciencias de Familia y Consumidor, ENERO de 2001.

## Family Focus on Respect

We all want a chance to be ourselves, make decisions, be accepted, be treated in a polite and decent way, and have a little privacy. We would like people to treat us with respect. If we are people of character, we will show respect toward others, including our children and our parents. Respect is showing others that they are valued for their character and who they are, not what they look like or what they have. Being a respectful family member means that we treat others with consideration. Respectful people tolerate other people's beliefs and accept individual differences without prejudice or discrimination. It also means that we treat others the way we want them to treat us. We don't intimidate or force people to do things. (This is not intended to conflict with parents enforcing rules in their household.)

### Respect Do's:

- ★ Be courteous and polite.
- ★ Accept others without prejudice.

### Respect Don'ts:

- ★ Don't insult, abuse, hurt, put down, mistreat, or harass others.
- ★ Don't make unwanted comments about a person.
- ★ Don't take advantage of people.
- ★ Don't use people to get what you want.

### What Can Families Do to Develop and Reinforce Respect?

- ★ Use the evening meal as a time for discussing ethical issues (for example, use "Dear Abby" columns as non-threatening discussion starters). Make sure you show respect for everyone's comments so they feel safe to discuss ethical issues.
- ★ Show respect to your children by listening. Make a point to set aside 5 to 7 minutes at breakfast and/or after school to give your full attention to your child.
- ★ Take your children to visit older folks—grandparents, neighbors, and relatives—as often as possible. Help them ask questions about their heritage and history.
- ★ Make up four rules for showing respect when visiting another person's home. Then discuss examples of what it means to follow or break each rule.
- ★ Rather than criticizing people or using negative labels, try to find the best in others. Let your children hear you praising others.
- ★ Visit a cemetery to pay tribute to those dear to you who have died.

**Respect Challenge:** Challenge your child to think of one person he/she has been disrespectful to in the past. Then help your child work to show respect for that person. Ask your child how his/her behavior changed toward that person.

**Respect Quote:** "Show respect to self, others, and property."—West Elementary School, Carlinville, Illinois

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001.

## Enfocar a la Familia el Respeto

Nosotros queremos un oportunidad que ud. solo tome las decisiones, haga aceptada, cortesa de decente de manera de tratar de una pequeña intimididad. Tratenos de gente de que de apreciaríamos respeto. Otros de hacia de respeto de mostraremos de nosotros de carácter de gente de somos, incluyendo nuestros niños y nuestros padres. Respeto es enseñar de ellos de que carácter y para de avaluan de ellos de que otros los muestra. Respetuoso de miembro de un de otros de los de tratamos de que de significa de familia de la consideración contra de la. Creencias de otras de tolera de respetuosa de gente de La de los individuos de diferencias de las de acepta de gente y pecan discriminación de la de prejuicio o de el. Significa también que tratamos los otros la manera que usted los quiere para tratamos. Nosotros no forzamos ni de intimidamos un cosas de la gente para hacer cosas. (Esto no es intentar conflictos con sus padres enforsando reglas en sus casas.)

### Respetarse:

- ★ Hacer cortés.
- ★ Aceptar otros sin sus prejuicios.

### No Respetarse:

- ★ No insulta, abusa, lastimó, hacia abajo, maltratar otros.
- ★ No comentarios acerca de deseos de una persona.
- ★ No aprovecharse de una gente.
- ★ No use la gente para lo que ud. quiere.

### ¿Que Dueden Dacer Damilias Dara Desarrollar y Reforzar el Respeto?

- ★ Use la mesa de la comida para discutir de éticos de foro de asuntos para usar “Estimadas Abby” columnas es para no tratar discusión (hacia de respeto de el demuestra comentando de todos de cerciorse de estar seguro de continuar discutir de éticos de asuntos.)
- ★ Ensene respetos para sus niños para escuchando. Aparta un punto de 5–7 minutos del almuerzo y/o despues la escuela darle toda tu atención para escuchar tu niño.
- ★ Toma sus ninos para visitar vieas amistades—abuelos, vecinos, parientes y despues es posible ayúdelos a las preguntas acerca de la de historia de la de herencia.
- ★ Haga cuatro reglas para mostra cuando visita otros personas en su casa. Discuta los ejemplos de que esta bien para seguir cada regla.
- ★ Negativas de etiqueta de critica de gente trata de encontrar lo mejor de otros. Permita que sus niños lo oigan otros que alaban.
- ★ Visita un cementerio en un día soleado para pagar tributo de un estimado de ud. tenga muerto.

**Respeto el Desafío:** Desafía tu nino para pensar de una persona el or ella que tenga su irrespetuoso para en el pasado. Entonces, ayuda tu niño trabajo para enseñar respeto para mostrar para esa persona. Pregunte a su niño como el o ella cambian conducta de persona.

**La Cita de Respeto:** “Mostra respeto para ud., en otros, y propiedad.” —La Escuela occidental Elemental, Carlinville, por de Illinois

Adaptado por Susie E. Spurlock, Agente de Extensión de Condado de para de Sherman Ciencias de Familia y Consumidor, ENERO de 2001.

## Family Focus on Fairness

### What is Fairness?

One of the first concepts children learn in life is fairness. How many times have you heard a child say, “That’s not fair!” However, fairness is not easy to define. It’s just as easy for adults to feel certain things “just aren’t fair,” especially when things aren’t going in your favor. But just because something doesn’t go “your way” doesn’t mean that it wasn’t fair.

### Parent Partnership

Ask your child to tell of a time when he felt he was treated fairly or unfairly. You may want to discuss your child’s response and help him find ways to remedy the situation in the future. This would also be a good time to discuss the family’s rules with your child and why they are rules. Parents should also remember that the best way to teach children is to model the behavior we want them to show. Examine your own behavior for stereotypes, prejudices, or other biases you may be showing your child without even realizing it.

### Family Activity

- ★ Watch a family movie together. Discuss how the characters in the movie were being fair or unfair.
- ★ Have a family meeting to discuss the family rules. Include your children in the discussion about what the rules should be and the consequences of not following the rules.

### Fairness Challenge:

At the next sporting event you attend, act in a sportsmanlike manner. What does sportsmanlike behavior look like?

- ★ No booing or yelling at referees/umpires, other team’s players, or fans
- ★ No intentional distractions of the other team
- ★ Keep the playing area clear of litter
- ★ Stay off the playing area during the game time
- ★ Congratulate the other team and fans for a good game or for winning

**Fairness Quote:** “We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.”—Henry Wadsworth Longfellow

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001.

## Enfocar a la Familia en la Justicia

### ¿Que es la Justicia?

Uno de los primeros conceptos en la vida que niños recogen es la justicia. ¿Cuánto tiempo lo tienen o lo que un niño dice, “Eso no es una feria!” Sin embargo, la justicia no es fácil de definir. Es así como es fácil para adultos sentirse ciertas cosas “apenas no son la feria especialmente cuando cosas no entran su favor. Pero apenas porque algo no va “su manera”, no significa que no era la feria.

### La Asociación del Padre

Pide que su niño comparta un tiempo cuando ellos sentían ellos fueron tratados bastante o un tiempo cuando ellos sentían ellos fueron tratados injustamente. Usted puede querer discutir su respuesta de niño y los ayuda encuentran las maneras que pueden el remedio la situación en el futuro. Esto sería también tiempo bueno de discutir las órdenes de la familia con su niño y con por qué ellos son las órdenes. Los padres deben recordar también que la mejor manera de enseñar a niños deberán modelar la conducta que nosotros los queremos para tener. Es tiempo de tomar un interno mira para determinar cualquier estereotipo, los prejuicios, u otras tendencias usted puede estar mostrando a su niño, sin aún dar cuenta.

### La Actividad de la Familia

- ★ Vigila una película de la familia junta. Discuta cómo los caracteres en la película eran es justo o injusto.
- ★ Tiene una familia que reúne para discutir las órdenes de la familia. Incluya a sus niños en la discusión acerca de lo que las órdenes no deben ser y las consecuencias por no seguir las reglas.

### El Desafío de la Justicia:

En el próximo acontecimiento deportivo que usted asiste, el acto en una manera de gustarle el deporte. ¿Que mira la conducta de gustarle el deporte?

- ★ No buuu ni gritar en árbitros/ampires, otros jugadores del equipo, ni los fanáticos.
- ★ No distracciones intencionales hacia el otro equipo.
- ★ Mantener el área limpia de basura.
- ★ Permanece jugando lejos del área durante el tiempo del juego.
- ★ Felicite otro equipo y los fanáticos para un buen juego o ganador.

**La Cita de la Justicia:** “Juzgamos nosotros mismos por lo que nosotros nos sentimos capaces de hacer, mientras los otros nos juzgan por lo que hemos hecho ya”.—Henry Wadsworth Longfellow

Adaptado por Susie E. Spurlock, Agente de Extensión de Condado de Sherman para Ciencias de Familia y Consumidor, ENERO de 2001

## Family Focus on Citizenship

### What is Citizenship?

Being a good citizen means going beyond our own interests and demonstrating a concern for the needs of the public. Good citizens recognize their obligations to make their homes, schools, neighborhoods, communities, and country the best they can be.

### What can families do to reinforce the concept of citizenship?

- ★ Do your share to make your school, neighborhood, and community better.
- ★ Cooperate with others.
- ★ Stay informed and vote.
- ★ Be a good neighbor.
- ★ Obey laws and rules.
- ★ Respect authority figures, such as parents, leaders, teachers, and school administrators.
- ★ Protect the environment by conserving resources, reducing pollution, and cleaning up litter.
- ★ Care about and pursue the common good.
- ★ Honor and respect the principles of democracy.

Think about a community service project that you might do together as a family. Recognize and praise good citizenship when you see it.

### Citizenship Challenge:

What does it mean to “protect your neighbors”? As a family, think about what it means to be a good neighbor. Then put that into practice by performing some task at least once during each week of the month. You will want to help your child think about ways to put good citizenship into practice.

**Citizenship Quote:** “It takes a whole village to raise a child.”—African Proverb

Adapted by Susie E. Spurlock, Sherman County Extension Agent for Family and Consumer Sciences, January 2001 from Hanson, W. (2000). Focus on Character.” California: *Character Counts!*

## Enfocar A La Familia En Ciudadanos

Es un ciudadano bueno significa que ir más allá de nuestros propios intereses y demostrar un concierne para las necesidades del público. Los ciudadanos buenos reconocen sus obligaciones de hacer sus hogares, las escuelas, los vecindarios, las comunidades y el país el mejor puede ser.

### ¿Que Pueden Hacer las Familias para Reforzar el Concepto de la Ciudadanía?

- ★ Hace su acción para hacer su escuela, el vecindario, y la comunidad mejor.
- ★ Cooperera con otros.
- ★ Permanece informado y vote.
- ★ Es un vecino bueno.
- ★ Obedece las leyes y las órdenes la autoridad del Respeto, tal como padres, los líderes, los maestros, administradores de escuela.
- ★ Protege el ambiente conservando los recursos, la contaminación que reduce, limpia basura el Tiene interés en y sigue el común bueno.
- ★ Honora y respetar los principios de la democracia acerca de un proyecto del servicio de la comunidad que usted quizás haga junto como una familia. Reconozca y alabe la ciudadanía buena cuando usted lo ve.

### El Desafío de la Ciudadanía:

¿Qué significa a “protege a sus vecinos”? Cuando una familia piensa acerca de lo que significa para ser un vecino bueno. Entonces ponga que en la práctica realizando alguna tarea por lo menos una vez durante cada semana del mes. Usted querrá ayudar su niño piensa acerca de opciones en poner en la ciudadanía buena adentro en la práctica.

**La Cita de Ia Ciudadanla:** “Toma una aldea entera para levantar a un niño.”—El Proverbio Africano

Adaptado par Susie E. Spurlock, Agente de Extensián de Condado de Sherman para Ciencias de Familia y Consumidor, ENERO del 2001. California: *Character Counts!*

## Sample Public Service Announcements about Program Availability

These Public Service Announcements (PSAs) could be used on radio or television if you provide the TV station with a photo/slide(s). Suggest a slide of kids and a second with county office phone information. Station personnel would record the message. Some stations will do these, others won't.

- ★ **PSA #1**—How will our children learn to be good people, parents, workers, and citizens? Although a good value system starts at home, teachers, youth group leaders, and other caring adults can also help. If you would like to have your class or youth group participate in character education, contact (name), of the (name) County Extension office at (number).
- ★ **PSA # 2**—Be a part of “Texans Building Character,” a program now being offered in (county or town name). Your school, class, youth group, or parent organization can benefit from this character education program that helps develop responsible, respectful children and youth. For information on how you can participate, contact (name), of the (name) County Extension office at (number).
- ★ **PSA #3**—Family crises, substance abuse, teen sex, violence —many of our children and youth live with these problems and without positive role models. You can help. Join “Texans Building Character,” a community coalition to bring character education into schools, homes, and youth organizations in (county or town name). For information on how you can participate, contact (name), at the (name) County Extension office at (number).

### **Other Public Service Announcements about Events:**

In addition to, or in place of, Public Service Announcements about the availability of the program, you may want to try PSAs to announce meetings and events related to Texans Building Character. Don't forget the who, what, when, and where in these announcements. These very brief announcements can also be posted to community calendars in newspapers and bulletin boards on local cable channels.

Character  
becomes you

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Educational Activity Book

# Evaluation



# Developing and Evaluating a Character Education Program

Evaluation in Extension has moved from measuring how audience awareness has increased to identifying how programs have increased participant skills. Today, Extension administrators are asking that Extension faculty measure how programs have changed behavior.

The activities in *Character Becomes You* can be used to teach new ideas and build the skills of the participants. These activities allow participants to use their minds and bodies to gain new awareness and apply a new concept to their behavior.

Extension faculty are trained to write program goals and objectives and develop lesson plans for a wide variety of subject matter topics. The following discussion emphasizes selected issues that are pertinent to developing a program in character education.

## **Develop a Multi-Session Character Education Program**

- ★ Behavior change takes time, practice, and multiple education methods.
- ★ True behavior change happens when participants first learn and understand information delivered at their developmental level and then practice that new understanding through action.
- ★ Programs that are built on strengths are more likely to lead to behavior change than programs that are negative and punitive.

## **Use a Variety of Methods to Support Behavior Change**

- ★ People learn in different ways, such as visual and auditory, as well as by reading and activities.
- ★ Every group includes a wide variety of skills and abilities that call for a variety of activities and learning opportunities.
- ★ Individual differences cause some people to enjoy one activity and not another; variety will even out these differences.

## **Which Activities Will You Use...and When?**

- ★ Some activities are better suited for groups that may be new and need to get to know each other and build trust and relationships.
- ★ Established groups that have a history may benefit from activities that allow them to learn new information or take risks as a group.

- ★ Group leaders have the experience to read the dynamics of the group and adapt the activity to meet the unique qualities of a group.

### **Blending Doing and Thinking!**

- ★ Skills are learned through practice—lots of it.
- ★ As children develop, their capacity to understand grows and deepens.
- ★ Leaders who balance doing and thinking have a greater opportunity for teaching skills and understanding.

### **Consider Individual Characteristics of the Audience**

- ★ Extension faculty understand differences based on culture, age, and gender.
- ★ Can Extension faculty apply such knowledge to specific situations and adapt training materials for the situation and the individual?
- ★ What activities can a leader use to help identify individual differences without creating a situation that categorizes and separates participants, especially youth?
- ★ When individual characteristics are presented as a strength and positive assets to a character education program, participants will learn.

### **Consider How the Group Leader/Teacher, the Environment and Other Factors Affect Learning**

- ★ The adult teacher/leader plays a key role in shaping and guiding the learning system based on the teacher's personality, style of teaching, values about learning, and other factors.
- ★ The environment affects the way learning happens. Consider the last time it rained when an outdoor activity was planned!
- ★ Many factors affect the development and delivery of programs, such as available resources and whether the copier is working when worksheets are needed.

### **Evaluating for Behavior Change!**

- ★ Educational programs are designed to change something.
- ★ Program objectives tell us whether the change will be an increase, a decrease, or adoption of something new.
- ★ Evaluation methods are used to measure the behavior change:

Do people *understand* and *apply* new techniques to solving a problem?

Are people more *aware* of how their own behaviors affect the situation?

Did people *change* their behavior as a result of this program?

## Collecting Quantitative and Qualitative Data

- ★ Quantitative data, such as yes/no questions, counting completed projects, or circling a number on a Likert scale, provides information that is relatively easy to organize and analyze.
- ★ Qualitative data allows a deeper look at the experience of the participant and provides quotes and anecdotes that enrich the evaluation report.
- ★ Combining these two methods into one instrument also strengthens the evaluator's ability to "read between the lines" and pull more information from the data.

## Taking the Next Step

- ★ Measuring how much was learned or the level of behavior change describes evaluation.
- ★ When we know how much of an objective was achieved, then we can plan the next educational step for the group.
- ★ If there was little or no behavior change, perhaps we need to approach the problem from another angle or pick a more practical outcome.
- ★ When behavior change happened, we decide if "more of something" is needed or whether we should move toward another goal.

## Coming Full Circle

- ★ The evaluation is completed, and new goals/objectives are drafted for the next step in the program.
- ★ The evaluator (maybe YOU) pulls the program results into a report to share with administration and spices that report with pieces of the qualitative data such as quotes and comments.
- ★ The program team can look for additional ways to share the success of their program with their community through the media, newsletters, radio, and video.

## Examples of Three Evaluation Tools

1. The Texans Building Character statewide evaluation was developed for use in the eight TBC program models and with participants of all ages. Data was collected at the group level since all 254 Texas counties are involved in the TBC Initiative, and the potential data set was huge.

Leaders who use the TBC evaluations are asked to identify up to six behaviors that are problems at the group level and then estimate how many participants are doing the unwanted behavior. Leaders then select activities and curricula that will address as many of the identified problems as possible. During the educational program, change may not happen in all of the identified problem areas. At the end of the program, the leader can consider where change happened and report the number of participants who *are still doing* the unwanted behavior at the end of the program. This behavior change data will help each county and the task force planning the statewide program know about the effectiveness of their programs.

2. The Texans Building Character Teacher Evaluation provides categories of behaviors that require both pre- and post-test data from the teachers in their classrooms. One advantage of this evaluation is that it can be used generically with all of the teachers in one grade without involving the teachers

in a debate over which behaviors to select. The disadvantage is that a preselected group of behaviors may not fit most or any of the classroom situations.

3. “Write Your Own Lyrics” is an informal and friendly way to learn whether a group of students has learned new information. This creative evaluation tool asks group participants to write lyrics for selected character words. If the group cannot write lyrics, they might be asked to write a poem or perform a skit.

# Texans Building Character Program Evaluation

County: \_\_\_\_\_ TBC Model: \_\_\_\_\_

Community partners are working to deliver character education programs in a majority of Texas counties. In 1999, Texans in 209 counties identified character education as a key issue in the Texas Community Futures Forums.

This evaluation will help your character education team learn how effective the program has been in changing specific behaviors in your audience.

**Why evaluate?** The purpose of this evaluation is to measure six specific behavior changes that will be targeted by a character education program with children, youth, or adults. The team will work with adults reporting for the audience to determine the six specific behaviors that will be measured with this evaluation.

## Before the Character Education Program Begins

The adult or older youth reporting on this evaluation is asked to identify six behaviors from the target audience that they do not find acceptable. These unwanted behaviors must be very specific so that the adult or another adult could say, "Yes, I saw that too." The identified behaviors need to tie to the six pillars listed below or reflect another character issue that the adult wishes to address. On the six pre-test sections of this instrument, the adult will identify six current behaviors that are unacceptable from each target audience. Examples of unacceptable behaviors include:

- ★ Parents completing 4-H projects or records books for their children (trust worthiness)
- ★ Adults talking loudly during a speech or presentation by another person (respect)
- ★ An employee not coming to work on time (responsibility)
- ★ One community agency planning an event without including their partner agencies (fairness)
- ★ Students attending an activity but leaving early to avoid cleaning up (caring)
- ★ Adults agreeing to be on a committee but not attending meetings (citizenship)
- ★ A group of children lying about a particular behavior (honesty)
- ★ Elementary school children mistreating an animal in their classroom (kindness)
- ★ High schools students (or older adults) speeding through a school zone (respect for authority)









# Information about the Target Audience in This Program

Please complete as much of the following information as possible.

What was the age range of your audience?  
(Check all that apply)

- 6 to 10 (Elementary)
- 11 to 14 (Middle/Junior)
- 15 to 18 (High school)
- 19 to 25
- 26+

What was the ethnicity of your audience?  
(fill in numbers)

- Caucasian American
- African American
- Hispanic American
- Native American
- Asian American
- Other

How many males and females were in your audience? (fill in the blanks below)

Male \_\_\_\_\_

Female \_\_\_\_\_

Where was your character education program located? (please check one answer below):

- Mainly rural
- Mainly urban
- Mainly suburban

Please return this evaluation to the County Extension agent who is working with this program or to:

Agent name \_\_\_\_\_

Mailing address \_\_\_\_\_

City, State, and Zip \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Thank you for completing this survey!

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, religion, national origin, age, disability, genetic information, or veteran status.

## Write Your Own Lyrics

<b>Model:</b>	4-H, School
<b>Age targeting:</b>	6 to 10 years old but could be used with middle school
<b>Key words:</b>	Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, or other character word

**Overview:** This activity was used as an evaluation instrument. After teaching workshop sessions on character education, the participants were divided into six groups. Each group was given one character word and asked to create a verse using that word and words that relate. Music used is “Your Character Counts” from *CHARACTER COUNTS! “It’s your Character that Counts”* tape. Side A has the words, and side B only has the music, so you can create your own lyrics and use Side B to sing with. Have each group sing their verse for the whole group. The presenter can evaluate what the participants have learned based on their verse.

### **Discussion:**

- ★ What is it about one’s character that counts?
- ★ Why is it so important to have a good character?
- ★ Will it make you feel good about yourself?
- ★ Will other people look up to you?
- ★ Will they trust you?
- ★ What will happen if you don’t have good character?

Attached are the verses developed by the 2001 YELL Camp participants.

**Submitted by:** Charla Bading and Cheryl Newberry  
Extension Program Specialists—4-H

## Pillar Song

### Trustworthiness

Trusting counts in friendship.  
Trusting to care.  
People trust you everyday  
and so you must be fair.  
Trusting is a character in six pillars.  
Not having people trust you  
can put you in a fix.

### Respect

Yes, we show respect  
to both young and old.  
We try to follow the golden rule.  
How do you think we know?  
We show tolerance and courtesy.  
We are always accepting.  
We always use our manners  
so we always show respect!

### Responsibility

There's more to responsibility  
than feeding and watering your dog.  
Cleaning and vacuuming is  
more than just a job.  
Responsibility, accountability  
that is what we do.  
It's one of the six pillars  
and we're going to follow through.

### Fairness

There's more to growing up  
than being very tall.  
Growing strong and healthy's very good,  
but that isn't all.  
Listen to your mothers  
and be fair to others.  
Don't cheat on tests  
but be fair to the rest.

### Caring

Be grateful and express gratitude.  
It's caring that counts.  
Be yourself. It's your character that counts.  
Me and you will pull through.  
Caring counts!

### Citizenship

There's more to citizenship  
than following the laws.  
Being a good citizen and friend  
is the way to start.  
Voting, caring, sharing  
can show we have a heart.  
So let's try to do our best.  
It's your citizenship that counts!

# Texans Building Character Teacher Evaluation

Date: \_\_\_\_\_ Pre: \_\_\_\_\_

Date: \_\_\_\_\_ Post: \_\_\_\_\_

(Use different color of ink when completing.)

Grade/s: \_\_\_\_\_ Class Period (Jr. and Sr. High) \_\_\_\_\_

Teacher: \_\_\_\_\_

Student Demographic Information (please provide an exact number):

	Male	Female
White—not Hispanic origin	_____	_____
Black—not Hispanic origin	_____	_____
American Indian or Alaska Native	_____	_____
Hispanic	_____	_____
Asian or Pacific Islander	_____	_____

**BEFORE—As a result of character education in my classroom, I would like to see the following change in behavior:**

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**AFTER —As a result of character education in my classroom, I have seen the following change in behavior or behaviors:**

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**BEFORE—Please circle the letter that corresponds with the appropriate answer.**

**Consistently      Frequently      Sometimes      Rarely      Not Applicable**

## Trustworthiness

- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Children in my classroom are generally honest. | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>         |   |   |   |   |     |
| 2. Children in my classroom cheat.                | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>         |   |   |   |   |     |
| 3. Children in my classroom lie.                  | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>         |   |   |   |   |     |
| 4. Children in my classroom steal.                | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>         |   |   |   |   |     |
| 5. I trust the children in my classroom.          | C | F | S | R | N/A |

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Respect

- May qualify letter chosen by percent (%)>
- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Children in my classroom use foul or bad language.                  | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>                              |   |   |   |   |     |
| 2. Children in my classroom consider the feeling of others.            | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>                              |   |   |   |   |     |
| 3. Children in my classroom resolve conflict peacefully.               | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>                              |   |   |   |   |     |
| 4. Children in my classroom are tolerant of the differences of others. | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>                              |   |   |   |   |     |
| 5. Children in my classroom raise their hands to ask a question.       | C | F | S | R | N/A |
| May qualify letter chosen by percent (%)>                              |   |   |   |   |     |
| 6. Children in my classroom show respect.                              | C | F | S | R | N/A |

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BEFORE—Please circle the letter that corresponds with the appropriate answer.**

**Consistently      Frequently      Sometimes      Rarely      Not Applicable**

## Responsibility

May qualify letter chosen by percent (%)>

1. Children in my classroom consider the consequences of their actions.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

2. Children in my classroom always try their best.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

3. Children in my classroom complete their assignments on time.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

4. Children in my classroom participate in school activities.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

5. I trust children in my classroom to follow directions the first time they are given.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

6. Children in my classroom exhibit responsible behavior.      C      F      S      R      N/A

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Fairness

May qualify letter chosen by percent (%)>

1. Children in my classroom play by the rules.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

2. Children in my classroom takes turns when there is a limited number of the desired item.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

3. Children in my classroom blame others carelessly.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

4. Children in my classroom are consistent in their treatment of others.      C      F      S      R      N/A

May qualify letter chosen by percent (%)>

5. Children in my classroom treat others equally.      C      F      S      R      N/A

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BEFORE—Please circle the letter that corresponds with the appropriate answer.**

**Consistently      Frequently      Sometimes      Rarely      Not Applicable**

## Caring

- May qualify letter chosen by percent (%)>
- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Children in my classroom are kind to one another. | C | F | S | R | N/A |
|--|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 2. Children in my classroom say “please” and “thank you”. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 3. Children in my classroom are forgiving of others. | C | F | S | R | N/A |
|--|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 4. Children in my classroom help each other. | C | F | S | R | N/A |
|--|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 5. Children in my classroom work well in a team or group. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 6. Children in my classroom exhibit caring behaviors. | C | F | S | R | N/A |
|---|---|---|---|---|-----|

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Citizenship

- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Children in my classroom cooperate with one another. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 2. Children in my classroom follow the rules of our class and school. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 3. Children in my classroom respect the teacher, school authorities, and other staff members. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 4. Children in my classroom support school-sponsored activities and projects. | C | F | S | R | N/A |
|---|---|---|---|---|-----|
- May qualify letter chosen by percent (%)>
- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 5. Children in my classroom observe the Pledge of Allegiance. | C | F | S | R | N/A |
|---|---|---|---|---|-----|

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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