TEXANS BUILDING CHARACTER

Texans Building Character

Texans Building Character (TBC)
Response Team Plan of Action

Issue Statement

During the 1999 Texas A&M AgriLife Extension Service Texas Community Futures Forum process, 209 counties identified youth issues as high priority concerns. These issues ranged from character, ethics, morals, character, and pregnancy, to drugs, education, and job preparation. The citizens of Texas have youth and families at the highest level of concern.

The problems of youth, today and through the eighties and early nineties with the "youth at risk" movement, have continued to emerge as problems in every community.

- **Violence**—from 1960 to 1991, the proportion of youngsters under the age of 19 killed by homicide more than quadrupled.

- **Cheating**—54 percent of middle school students and 70% of high school students cheated on a test at least once.

- **Stealing**—31 percent of middle school students and 47 percent of high school students stole something from a store at least once. 24 percent of middle school students and 31 percent of high school students stole something from parents at least once. 23 percent of middle school students and 25 percent of high school students stole something from a friend at least once.

- **Lying**—88 percent of middle school students and 92 percent of high school students have lied to their parents at least once. 70 percent of middle school students and 82 percent of high school students have lied to their teacher at least once.

Recent deaths in Colorado have galvanized the nation to look for answers. The answers, although not easily found, seem to lie in the very fabric of our families, communities, and schools. Working together, we can all improve those essential qualities of character that our youth must have to achieve and maintain the goals of our nation.

Justification

Character education, long taught in the nuclear family at home, has all but disappeared in today's environment. Alarming statistics, such as those listed above, are telling us that more is needed. In a revival across the nation, the value of character education for youth is being demonstrated in many schools and communities. Perhaps the foremost curriculum for teaching character is the CHARACTER COUNTS! curriculum, developed by the Josephson Institute in California. CHARACTER COUNTS! is built around a consistent set of ethical values which are not politically, religiously, or racially biased. They are called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

4-H and the National Association of Family and Community Education are members of the CHARACTER COUNTS! Coalition. Since the coalition's inception, CHARACTER COUNTS! has been endorsed by the United States Congress, some 40 states and 450 cities, counties, school districts and chambers of commerce.

The CHARACTER COUNTS! educational materials are targeted towards five age groups. Each curriculum is built around teaching the six pillars of character. The educational packages include teaching curriculum and videos. There are numerous materials for additional educational experiences, marketing, and interpreting the program.

This curriculum will support our plans for Reducing Juvenile Crime and Enhancing the Texas Economy Through Self-Disciplined Productive Youth, our 2000–2002 TAEX Youth Leadership 4-H Legislative Initiative.

Texans Building Character

Program Plan

Our Texans Building Character program plan will included the following:

- Administrative planning
- Pilot Testing—District 1 and 2
- Statewide visioning group to determine the level of statewide need and participation
- **Development of a statewide Texans Building Character Response Team**
  Training for TBC Response Team:
  - **National training**—Texas A&M AgriLife Extension Service faculty attended training in August, 1999 in California: Dr. Kathy Volanty, Associate Director–Human Sciences; Dr. Martha Couch, Assistant Director–4-H and Youth; Dr. Bonnie McGee, Assistant Director –Urban Programs; Dr. Linda Ladd, Extension Family Development Specialist; and Charla Bading, Extension Program Specialist–4-H.
  - **Texas training**—The Texas A&M AgriLife Extension Service Texans Building Character Response Team will conduct a series of three statewide training opportunities in 1999–2000 for county Extension agents, AgriLife Extension specialists, and community volunteers. These teams will be charged with introducing character education to their communities and planning educational activities that will build character in youth and adults.
- **Goals for Implementation**
  - Character education will become an integral part of all AgriLife Extension youth and families education.
  - All newly developed AgriLife Extension materials (4-H curriculum and management materials and FCS materials) will include character education.
- **Models for County or Implementation**
  Counties will volunteer to participate in TBC through an application process. Counties selecting one of the following models will be supported on the district and state level by curriculum materials, personnel, training, and a state-wide marketing/advertising campaign.
  - **Community Model**—Involves targeting other youth groups and youth support groups, such as Boy Scouts, Girl Scouts, child care professionals, home school groups, civic groups etc. All community groups will have a plan to support and implement character education activities.
  - **4-H Program Model**—Involves saturating the County 4-H Program with character education, training 4-H audiences to implement character education in all phases of the 4-H Program, including youth and adults.
  - **School-Based Model**—Brings character education to schools (teachers, administrators, students, parents) through training and school activities. Involves working through school administration to make county schools "schools of character."
  - **Workforce Investment Model**—Involves working with youth and employees in job skills/awareness training that emphasizes "employees of character."
  - **Youth-at-Risk Model**—Involves taking character education to targeted groups of youth-at-risk, such as juvenile probation, incarcerated youth, low income/limited resource youth, and boot camps.
  - **Sports Model**—Involves youth, coaches, and parents in school or summer athletic programs. There are supporting materials from CHARACTER COUNTS! for this model).
  - **Livestock Ethics Model**—Emphasizes ethics training and approaches for livestock activities and programs.
  - **Mega Model**—Involves three or more of the above models.

Conclusions

It is estimated that Texans Building Character will be an ongoing commitment of resources. As a result of this effort, it is hoped that our Texas youth and families will understand and develop the six pillars of character. Our professional faculty will also be able to teach and support character education in our youth and family programs. And our communities, schools, and families will become safer, more productive places to live.

Family and Consumer Sciences

4-H & Youth Development

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Texans Building Character
Table of Contents

Texans Building Character Plan of Action Fact Sheet

Six Pillars training lessons can be used to provide either a brief overview or a pillar or a longer community program of 60 to 90 minutes to classes.

Trustworthiness pillar plus "How to Build Character: Methods" pages from Character Counts!^{SM} section of this notebook

Respect pillar plus "What is Character Education" pages from Character Counts!^{SM} section of this notebook

Responsibility pillar plus "Why is Character Education Important?" pages from Character Counts!^{SM} section of this notebook

Fairness pillar plus "America's Youth: Facts and Figures" pages from the CC! Facts and Figures section of the notebook.

Caring pillar plus "Who Should Teach Character?" pages from the Character Counts!^{SM} section of this notebook

Citizenship pillar plus "What is Character?" pages from the Character Counts!^{SM} section of this notebook

Eight program models were developed by the orientation class during the first Texans Building Character training in September, 1999. These models are designed to stimulate and guide participant thinking as community programs are being developed throughout the state.

4-H and Youth Development

Community Model

Livestock Model

School—private schools, churches and ministries

Sports

Workforce Model

Youth at Risk

Megacommunity—any combination of the above seven models

Lesson Plan: Trustworthiness

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the trustworthiness pillar from Character Counts! to participants and discuss character- driven behavior.

Objective 1: To increase participant understanding of "How to Build Character: Methods" from the CharacterCounts!^{SM} program. (15 to 20 minutes)

Section: Character Counts!^{SM} "How to Build Character: Methods"

Outcome: Group will discuss aspects of building character.

Presenter says: Character education involves every person, every agency and organization, and every business in a community. On a daily basis, each of us models character for the children and youth around us. We model character when we drive, when we greet another person, in our dealings on the phone, and in the television shows we choose to watch. In building a character education program in your community, consider the following: (overheads from Character Counts! Section)

"How to Build Character" Overheads: 3, 5, 6, 7 and/or 8

Presenter says: Character education can be built upon the six pillars of Character Counts! or other character qualities. We chose Character Counts! because it meets the AgriLife Extension philosophy of presenting information that is not biased and can be adapted to meet the needs of local groups.

Let's talk about the first pillar of Character Counts!: Trustworthiness.

Objective 2: To increase participant understanding of the pillar on trustworthiness from the Character Counts! curriculum (25 to 35 minutes)

Overheads from CC! Six Pillars Section on trustworthiness

Outcome: Each participant will report an increased understanding the pillars on trustworthiness from the Character Counts! curriculum.

Presenter says: The first pillar in the Character Counts! education program is trustworthiness. The pillar of trustworthiness includes four ethical principles: integrity, honesty, promise keeping, and loyalty. Each of these principles is essential for close relationships, friendships, and associations between organizations. Please take a moment to consider what each of these words means to you both personally and professionally.

Activity: Ask participants to share the meaning of one of the four principles of trust with another person and have them discuss the similarities and differences of their meanings. (5 minutes)

Presenter says: Trustworthiness is the bedrock of the Character Counts! education program. Erik Erikson, a developmental psychologist, tells us that trust is the first building block of all relationships and one that is essential in every person's life. Without trust in both themselves and others, no child, youth, or adult can feel entirely safe in their community. We need to think about how we can build the trustworthiness of our community.

Activity: Have people brainstorm how they might build trust through suggested activities in their community. (5 minutes) Summarize their suggestions.

Presenter information: Let's talk about the four principles of trustworthiness a little more:

Overheads: 6, 10, 12, 14, 15, 17, 19, 22, and 23

Presenter says: We're going to do a short activity. Please find a partner and after you look at the next five overheads, select one that you would want to show to a group of children or young people. Discuss with your partner what question you would ask this group (3 minutes).

Overheads: 35, 36, and 42.

Presenter says: Three other principles are associated with trustworthiness: honesty, promise keeping, and loyalty. Let's look at some overheads that illustrate these principles:

Overheads: 72, 73, 74, 75, 76, 81, 92, 93, 94, 95, 96, 100, and 103

Presenter says: We have spent the past 45 minutes talking about the four principles of trustworthiness: integrity, honesty, promise keeping, and loyalty. Every program that we work with can be enhanced with these four principles. There is additional information in your notebook about this pillar. We are now going to talk about how we can use the pillar of trustworthiness to enhance the programs for children, youth and families.

Objective 3: To increase experience of counties and groups in using and developing activities to promote six pillars (15 to 20 minutes)

Sections: Resources: Select stories for discussion.

Trustworthiness overheads not used during presentation (Six pillar section).

Outcome: Each participant will participate in activities that the AgriLife Extension team shares with group. Participants will share other ideas for promoting character activities.

Presenter says: There is an infinite number of ways we can enhance our programs with the pillar of trustworthiness. Your challenge as an educator is to consider the needs of your audience and the age appropriate level that you will present this information.

Activity: Choose from the three sources above to build this section of the presentation.

This is a wonderful time for group involvement and discussion. Here are some questions you might ask the group:

1. What is one aspect of trustworthiness that you want to include in your model of character education?

2. Considering the age of your group, what aspect of trustworthiness do you think will be most age appropriate for the group?

3. How will you train your youth or adult leaders about the trustworthiness pillar?

Presenter summary: Trustworthiness is one of the six pillars included in the Character Counts! program. Please remember to consider how this pillar can be presented in an age-appropriate way to your audience.

Now let's take a moment and complete the evaluation of this session on trustworthiness.

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Texans Building Character Evaluation
Trustworthiness Pillar

1. What is one new idea that you have learned about trustworthiness from this lesson?

2. Now that you have completed this session, what is one new behavior that you expect to practice in each of the four areas listed below. For example, are you a person who always arrives fifteen minutes after you say that you will arrive? Would your new behavior be to arrive on time or to call if you are going to be late?

   Integrity:

   Honesty:

   Promise Keeping:

   Loyalty:

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

Lesson Plan: Respect

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the respect pillar from the Character Counts! to participants and discuss what is character education.

Objective I: To increase participant understanding of "what is character education" from the Character Counts!℠ program. (15 to 20 minutes)

Section: Character Counts!℠ "What is Character Education?"

Outcome: Each participant will report an increased knowledge of character education and a new behavior they plan to begin.

Presenter says: Character education happens every day in nearly every situation that each of us is involved in. As adults, we are educating the people around us through the ways that we act and react in a variety of situations. Those ways of acting show our character. Our character is a part of who we are from the day we are born. Our character is also shaped by the people and environment we experience as we grow and develop.

What is Character Education? Section overheads: 1–4, 7–10

Presenter says: It is important that we are clear about what character education is and what it is not. Let's talk about the difference between values clarification and character education.

Overheads: 6 and 5

Presenter says: Education provides individuals with the opportunities to learn new information and build skills that help them live a healthy, productive life. Values clarification has a role in helping an individual understand their own set of values. Character education provides children, youth, and adults the opportunity to learn about character and build their skills in practicing character. Let's talk about the second pillar of Character Counts!: Respect.

> **Objective 2:** To increase participant understanding of respect—a pillar in Character Counts! curriculum (25 to 35 minutes)
>
> **Section:** CC! Six Pillars: Respect
>
> **Outcome:** Each participant will report an increased understanding of the pillar on respect from the Character Counts! curriculum.

Presenter says: The second pillar in the Character Counts! education program is respect. Respect describes the most basic of human needs: the need to be valued as a person of worth. I sometimes think that people really hunger to be respected. Before we talk about how the Character Counts! program discusses the pillar of respect, let's talk about what respect means to each of us.

Activity: In small groups of 3 to 6 people, ask participants to go around in a circle and talk briefly about what respect is and how you know when you have it. If that seems to stump the participants, have them share when they feel "disrespect". You can also do both aspects of this exercise. At the end, take another minute to have people share a few examples of respect so that you have some material to use during the rest of the presentation. (8 to 10 minutes)

Presenter says: Feeling the respect of others is a wonderful experience. Small children and senior citizens and everyone in between can benefit from feeling respected. Every model of character education that is being used in our local programs would benefit from including the character pillar respect. As we go through the overheads, I would like you to think about how you will share the pillar of respect as a professional and on a personal basis with others.

CC! Six Pillars Respect overheads 2,3, 4, 5, 6, and 7

Activity: Have people review some of the key ideas that have just been shared. Ask the group to share some ways that people in their community communicate respect for each other. Or, if people are getting tired, you can select Overhead #7—Value and ask the group how their local audience would benefit from this information. Summarize their ideas. (5 to 7 minutes)

Presenter information: Every culture values respect. There are some important do's and don'ts that our society holds about respect that may not be as important to other societies. Let's spend some time talking about how people within our own country view disrespectful behavior.

CC! Six Pillars Respect overheads 8, 9, 11, 12, and 13

Activity: Ask the group to come up with several ideas of how they would turn a disrespectful behavior into a behavior that included respect. Consider how the activity would need to be adapted to fit different ages, cohorts, and cultures. (3 to 5 minutes)

Presenter information: We have just talked about disrespectful behavior. Now let's talk about respectful behavior. Be thinking about activities you would use to make the following points more real to your audience:

CC! Six Pillars Respect overheads: 14, 15, 16, 17, 19, 23, and 24

Presenter says: In this session on respect, we have shared many of the same thoughts about what is respectful and what is not respectful behavior. From childhood on, each of us has learned from our family, teachers, ministers, other important adults, and our peers what kinds of behaviors are respectful and what behaviors are not ok. Let's spend some time considering how we might model for the children and youth that we work with what is respectful behavior.

> **Objective 3:** To increase the experience of counties and groups in using and developing activities to promote six pillars (20 minutes)
>
> **Section:** Resources: Select stories for discussion.
>
> **Outcome:** Each participant will participate in activities that the AgriLife Extension team shares with group. Participants will share other ideas for promoting character activities.

Presenter says: There are many ways we can enhance our programs with the pillar of respect. Your challenge as an educator is to consider the cultural beliefs of your audience and how you can shape your program to present the pillar of respect in a respectful way!

Activity: Choose from the two sources above to build this section of the presentation.

This is a wonderful time for group involvement. Here are some suggestions for activities:

1. Distribute copies of overheads and ask small groups or county groups to develop activities that will highlight the pillar of respect.

2. Ask county groups to identify types of behaviors that are considered disrespectful in their community and have them develop an activity that will help increase respectful behavior.

3. Ask small groups to consider how the different racial groups or ethnic groups in their county would benefit from participating in activities that emphasize respectful behavior.

Presenter: Please allow five minutes at the end to have the group complete the evaluation of your session.

Thank you.

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Texans Building Character Evaluation
Respect Pillar

1. What is one new idea that you have learned about respect from this lesson?

2. Now that you have completed the session on respect, what is one new behavior that you expect to practice? For example, are you a person who likes to be first in line when snacks (buffet) are being served? Could your new behavior be to help someone else go first in line?

   Treat everyone with respect:

   Value all persons:

   Act according to the Golden Rule:

   Practice tolerance:

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

Lesson Plan: Responsibility

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the Responsibility pillar from Character Counts! to participants and discuss why character education is important.

> **Objective I:** To increase participant understanding of the "Why is Character Education Important?" from the Character Counts! [SM] (15–20 minutes).
>
> **Section:** Character Counts![SM] "Why is Character Education Important?"
>
> **Outcome:** Each participant will discuss why character education is important in their community.

Presenter says: Let me start by asking you a question: Why are you interested in character education for your community? (10 minutes)

AgriLife Extension learned through the Texas Community Futures Forums that were held throughout the state earlier this year that Texas everywhere are concerned about the moral development of our children. Many people believe that our children are being raised in a climate of moral decay and that the structure of our society is at risk with this next generation. Most of you are here for this workshop because you believe that character education is one way to teach young people good ways to behave.

Let's talk about why each of our counties needs character education:

Character Counts![SM] "Why is Character Education Important?" overheads: 1–12, 45, 93, and 94

Presenter says: Every person in this room is aware that more and more youth are at risk for becoming involved in behaviors that are harmful to themselves and to others. Parents seem to be less and less effective in setting examples of good character behavior. In particular, our country and our state has experienced violence, drug abuse, and teen pregnancy in rates that are alarming. Even though recent statistics indicate that juvenile crime is down slightly, professionals know that these problems are far from being solved. The root of these negative behaviors can be traced to lack of character education.

Violence: Select up to five overheads from #13–16, 21–24

Select up to three overheads from #27–32

Disruptive Behavior: Overhead #33

Disrespect: Overhead #34

Drug Use: Overheads #35, 36, 41, 42, 43, and 44

Teen Pregnancy: Overheads #46–48, 55–58, and 61–62

Cheating: Overhead #89

Stealing: Overhead #90 or 91

Lying: Overhead #92

Presenter says: This has been a sober look at statistics that reflect the unhealthy behaviors that too many of our youth are involved in. Most of you are deeply committed to turning unhealthy behaviors into productive behaviors. The topic for this session is responsibility.

Objective 2: To increase participant understanding of the Responsibility pillar in the Character Counts! curriculum (25 to 30 minutes)

Section: CC! Six Pillars Responsibility overheads

Outcome: Each participant will report an increased understanding of the responsibility pillar in the Character Counts! curriculum.

Presenter says: I'm going to show you two overheads. Then I want you to take a moment and think about what responsible behavior looks like.

Responsibility Overheads #1–3

Activity: Please get into small groups—your county group if you wish—and talk about either of these overheads. I'll put them back up for you so that you can refresh your memory. Please consider some of the key phrases in these overheads: "being in charge", "what we do matters", "morally responsible." If his seems too vague, please share a behavior that you have experienced lately that is an example of responsible behavior. For example, a child telling you that he/she broke a cup is responsible behavior. (5 minutes)

Presenter says: Now I'd like to show you two more overheads and have you tell the group why these two overheads do not describe responsibility:

Responsibility Overheads #25 and 26

Presenter says: Teaching responsibility is important because it builds the self esteem of children, youth, and adults when they behave in a responsible way and that behavior is received with respect. It is often hard for adults, however, to be respectful when their responsible child has just lied (and confessed) or committed theft (and returned the goods).

Responsibility Overheads #4, 15, and 16

Presenter: We're going to do an activity that will allow us to express our thoughts about responsibility. There is no right or wrong answer to this exercise, so I hope you will feel comfortable sharing your ideas. If not, you can simply say "pass" when your turn comes around.

Activity: Make copies of overheads #5–8, 11–16, 19–24, 33–44, 49–50 and distribute to the group. If time is running short, have the participants gets into small groups and share what their overhead means to them in terms of responsibility, If you have plenty of time, you can ask for volunteers from the audience and keep the group as a whole.

Presenter: Select one overhead that really describes responsibility to you and use that overhead to summarize this section.

Objective 3: To increase experience of counties and groups in using and developing activities to promote six pillars (15 minutes)

Sources: Stories in Resources section of notebook.
CC! Six Pillar Responsibility overheads that you didn't use earlier.

Outcome: Each participant will participate in activities that the AgriLife Extension team shares with group. Participants will share other ideas for promoting character activities

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Presenter says: We have been working very hard to talk about responsibility and how to identify that behavior. (Presenter, you have two options to choose from below to complete objective 3).

Option 1: Now let's take some of the ideas that we've been sharing and talk about how we can use them in our character education models we are building in our counties. Some of you may wish to share again, but I'd like to make sure that everyone who wants to speak has had a chance. The only difference is that now I'd like you to also talk about how your statement about responsibility can be used to enhance your character education program.

Option 2: Select from responsibility overheads or resources from the Texans Building Character Development Seminar notebook to help complete objective 3 and have the group discuss how they would use programs involving responsibility to build responsibility.

Presenter says: Many exciting ideas about building the character trait of responsibility in children, youth, and adults have been shared in this session. Thank you for your hard work here and your dedication to the people in your county. Building both understanding and skills in responsibility takes a long time because there are so many facets of this trait. The work is well worth the effort.

Please take a few minutes to complete the evaluation for this session.

Thank you.

Texans Building Character Evaluation
Responsibility Pillar

1. What is one new idea that you have learned about responsibility from this lesson?

2. Now that you have completed the session on responsibility, what is one new behavior that you might do that would make a difference in the misbehavior of others from the list below? For example, have you noticed that you leave money lying on your desk or you leave other valuables unattended? Or could you volunteer to be a mentor? Treat everyone with respect:

   People who steal or lie:

   People who show disrespect:

   Your choice of behavior _____:

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

Lesson Plan: Fairness

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the fairness pillar from Character Counts! to participants and discuss facts and figures from surveys about unhealthy behavior of American youth.

> **Objective I:** To increase participant understanding of survey information about the behavior of American Youth (25 to 30 minutes)
>
> **Section:** CC! Facts & Figures
>
> **Outcome:** Each participant will report an increased awareness of the prevalence of unhealthy behavior as indicated by recent surveys.

Presenter says: Our parents said this and now we're saying it too: the world is a different place than when we were growing up. Many changes have benefitted families while other changes have not. Much of the time, the effect of change depends on what resources are available to that family. We know that all families can be at risk if their resources such as finances, food, clothing, housing, social support, and health are not sufficient to keep the family functioning in a healthy way. Certainly, this generation has experienced a major change in family structure so that the traditional, first-time married, two-parent family is now a minority family structure. Let's examine some of the stresses that put youth and their families at risk.

CC! Fact and Figures Overheads: 1,3, 5, 6, 7, 8, 10, 12 and 13

Presenter says: People involved in family activities are stronger and more resilient to manage stressors that are a part of life. Youth who participate in age appropriate, skill-building activities also strengthen the assets that youth can then use to guide them through the changes of their world. Here are some statistics on how positive activities support our youth:

CC! Facts and Figures overheads: 15–20

Activity: To reinforce the positive aspects of youth behavior, divide your group into several groups and have them answer one or two of the following questions. (You might want to make an overhead of these questions). Be sure to summarize some of the ideas that are shared. (8 to 10 minutes).

1. Can you name more examples of volunteer service that the youth in your area are involved in?

2. Please name some community projects that would benefit from the help and enthusiasm of youth.

3. How could county groups plan their character education model to include youth in a leadership role?

Presenter says: I want to show you a few more overheads that will provide us with information on how today's youth perceive their world.

CC! Facts and Figures overheads: 22–36

Presenter says: Let's shift our thinking from the statistics above to talking about the pillar of fairness.

Objective 2: To increase participant understanding of the fairness pillar from the Character Counts! curriculum (15 to 20 minutes)

CC! Six Pillars fairness overheads

Outcome: Each participant will report an increased understanding of the fairness pillar from the Character Counts! curriculum.

Presenter says: How many times have you thought to yourself, "That's not fair!" You might have been talking about the rain on a sunny Saturday or a penalty given to your favorite sports team. On the other hand, many of us can remember an adult saying to us, "Life's not fair, so get on with living!" Each of us probably has a very strong understanding of what is fair and what is not fair. Let's check this out a bit more through a small group activity.

Activity: (Presenter will show selected overheads from CC! Six Pillars fairness section and ask small groups to discuss each overhead for several minutes).

1. What is fairness ? (Overhead #2 or 3)

2. Can groups be fair? (Overhead #4)

3. Is this saying accurate? (Overhead #19, 29 or 44)

Presenter says: We have several principles of fairness that will be useful for your own character education project group and also for the audience that you are going to serve. Let's talk about the next few statements with our projects and audiences in mind.

Activity: As a large group, discuss the principles listed on Overheads #6 & 7. Ask the group how these principles will apply to the groups they are going to work with on their character education project.

Sample questions:

1. Can we apply these principles to most/all situations?

2. Do all ethnic or racial groups agree with these principles?

3. Do men and women view these principles differently?

4. Will youth younger than the age of 12 have difficulty with these principles?

> **Objective 3:** To increase experience of counties and groups in using information about fairness to develop activities that promote Fairness. (10 to 15 minutes)
>
> **Section:** CC! Six Pillars fairness overheads that have not been used such as overheads 19–44.
>
> **Outcome:** Each participant will participate in activities and share ideas for promoting character activities.

Presenter options for a very brief objective 3:

Optional Activity 1: Let's consider how the community pillar of fairness could be used to increase the resiliency skills of all youth but particularly youth at risk.

Optional Activity 2: Select a topic that group did not have time to discuss before and use overheads as needed.

Presenter says: Fairness is a key pillar to the citizens of our country. Your project group will have no difficulty involving children, youth, and adults in discussing what's fair and what is not fair. Please take a moment to complete the evaluation of this session.

Thank you.

Texans Building Character Evaluation
Fairness Pillar

1. What is one new idea that you have learned about fairness from this lesson?

2. Now that you have completed the session on fairness, what are three new behaviors that you might do that would make a difference in the lives of the youth in your community?

   a. For families:

   b. For schools:

   c. For the youth:

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

Lesson Plan: Caring

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the caring pillar from Character Counts!ˢᴹ to participants and discuss who should teach character.

Objective l: To increase participant understanding of who should teach character education. (15 to 20 minutes)

Character Counts! Section: Who should Teach Character? overheads 1–22

Outcome: Each participant will report an increased awareness of the people or institutions responsible for teaching character.

Presenter says: Who should teach character?

Character Counts! : Who Should Teach Character?
Overheads #8, 12, 13, 15, 16, 18, and 19

Presenter asks: Let's remember that children such as Anne Frank, youth such as Olympic gymnasts, and adults such as Helen Keller and John Glenn are character heroes for each of us.

Presenter says: What role does the school have in teaching children and youth character?

Character Counts! Who should teach Character Overheads #3, 4, 5, 6, 7, 9, 20–22

Presenter says: The purpose of the AgriLife Extension character education program is to build community support for families and children so that good character can be learned and modeled. None of us want to replace parents; rather we want to support parents to be the best parents they can be. The Character Counts! pillar that will help us achieve that goal is caring.

Objective 2: To increase participant understanding of the caring pillar from Character Counts!ˢᴹ curriculum (10 to 15 minutes)

CC! Six Pillar section on caring overheads: 1–45

Outcome: Each participant will report an increased understanding of the caring pillar in the Character Counts! curriculum.

Note: This objective has been shortened to allow more time for objective 3. The activity in objective 3 uses most of the overheads, which ties the two objectives together nicely.

Presenter says: The symbol for caring is the heart, an appropriate symbol that conveys love and concern for others. Here are two good examples of caring:

CC! Six Pillars Overheads on caring: #1, 2, 7, and 13

Presenter says: In the sessions for the other character pillars, you have spent more time discussing the various meanings for caring. In preparing this lesson, it seemed that the pillar of caring is not controversial in terms of meaning. We will make the best use of our time if we move on to putting the pillar of caring into action. But, before I leave this brief discussion of what caring is, does anyone have a comment or concern about what the character pillar caring means?

Objective 3: To increase experience of counties and groups in using and developing activities to promote six pillars (30 minutes)

CC! Six Pillar section on Caring overheads: 1–45

Outcome: Each participant will participate in activities that AgriLife Extension team shares with group. Participants will share other ideas for promoting character activities.

Presenter says: We are going to practice applying the principle of caring to different situations. I have duplicated lots of handouts for your groups to use during this exercise. Please feel free to take one or two with you when you move on to the next session.

Activity 1: In small groups

1. Talk about which caring statements would work best for your audience. You may decide that some audiences would enjoy most of the statements while other audiences would not.

2. Why might one group not respond to a particular statement?

   Race or ethnicity   Life experiences

   Age or gender   Language barrier

   Health issue or physical disability   Other?

3. How can you change a statement to better fit your audience?

Presenter says: The pillar of caring is a comfortable pillar for us to talk about, but not quite as easy to act on. Most of us feel caring but aren't quite so sure how the other person will receive our caring behavior. You can be sure that many of the participants in your program will feel the same way. Make sure you give them permission to show their caring in a way that keeps everybody safe.

Please be sure to complete the evaluation section in this pillar. Thanks for your hard work.

Thank you.

TEXAS A&M
AGRILIFE
EXTENSION

Texans Building Character Evaluation
Caring Pillar

1. What is one new idea that you have learned about caring from this lesson?

2. Now that you have completed the session on caring, what are three new behaviors you would like to see in your community?

   a. Kindness:

   b. Charity:

   c. Love:

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

Lesson Plan: Citizenship

Six Pillar Shuffle

Time in session: 1 hour, 15 minutes
Evaluation time: 5 minutes

Goal: To present the citizenship pillar from Character Counts!^{SM} to participants and discuss what is character.

Objective I: To increase participant understanding of what is character. (15 to 20 minutes)

Character Counts! Section: What is Character? overheads 1–2, 7–14, 17–22, 29–30, 33–34, 43–44

Outcome: Each participant will report an increased awareness of what character is.

Presenter says: What is character?

Character Counts! What is Character? overheads #1–10, 15–18

Presenter: What is the first thing you think of when you think of the word character?

Presenter: Let's look at some statements about character.

Character Counts! "What is Character?" overheads #7, 9, 10, and 11

Presenter: Dr. Thomas Likona suggests that there are three aspects of character: knowing, loving, and doing the good (overhead #13). What does this mean to us?

Objective 2: To increase participant understanding of the citizenship pillar from Character Counts!^{SM} curriculum (10 to 15 minutes)

CC! Six Pillar section citizenship overheads: 1–18

Outcome: Each participant will report an increased understanding of the citizenship pillar in the Character Counts! curriculum.

Presenter says: What are examples of citizenship?

CC! Six Pillars Overheads on Citizenship: #1, 2, 7, and 13

> **Objective 3:** To increase experience of counties and groups in using and developing activities to promote six pillars (30 minutes)
>
> CC! Six Pillar section on citizenship overheads: 1–18
>
> Character Counts! section on "What is Character?" overheads: 1–43
>
> **Outcome:** Each participant will participate in activities and share other ideas for promoting character activities.

Presenter says: We are going to practice applying the principle of citizenship to different situations. Let's look at how some statements might be worked into a group of youth, business people, or another group that you work with.

Activity 1: Let's name some groups that each of us works with so that each of us can pick a group and we'll have as many groups as we have people.

Next, we'll look at some overheads about citizenship. As you look at these overheads, please consider the following questions:

a. What advice would you give your group using this overhead as your guide?

b. Does your group exercise the citizenship activity outlined on your card?

c. What changes do you want your group to make?

Presenter says: The citizenship pillar seems very easy because examples of citizenship are all around us. Sometimes, however, we forget to respect another person's way of expressing their citizenship. Sometimes people have difficulty with "civil disobedience." Let's talk about that for a few minutes.

CC! Six Pillars overheads on Citizenship: 16–18

In recent history, the person who most exemplifies civil disobedience is Dr. Martin Luther King. Dr. King gave his life for his belief that disobeying an unjust law in a civilized way was the greatest expression of democracy.

Thank you for participating in this session. Please be sure to complete your evaluation.

Thank you.

Texas A&M AgriLife Extension

Texans Building Character Evaluation
Citizenship Pillar

1. What is one new idea that you have learned about citizenship from this lesson?

2. Now that you have completed the session on citizenship, what are three new behaviors you would like to see three groups in your community do?

   a. Youth

   b. Business people

   c. Senior citizens

   d.

3. On a scale of 1 to 5, with 5 being the highest score, please rate this lesson:

1	2	3	4	5
Poor		Average		Very good

Thank you for participating in this lesson.

TEXAS A&M
AGRILIFE
EXTENSION

Texans Building Character
Marketing Materials

Marketing suggestions for agents

"Fact sheet" in question and answer format

Announcement releases about Texans Building Character program

Sample public service announcements about program availability

Newspaper columns or possible news releases

    4-H—A Youth Program of Character

    Showing Character in Livestock Projects

    Character Education is Everyone's Concern

    Six Pillars Guide Character Education

Social Marketing booklet

    Decision-Making is Key to Character

Draft: Texans Building Character flyer

Access and Accountability:

Social Marketing in Extension
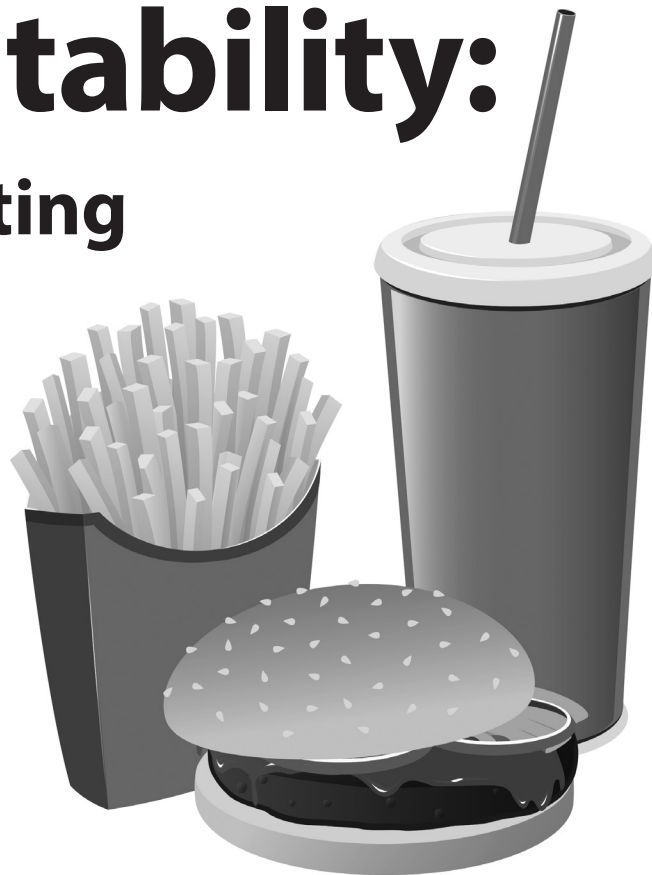
A Training Workbook

Marketing is, at its most basic level, a relationship in which there is an exchange of value. To think more about this, let's take as an example a business that is very successful at marketing: McDonald's fast-food restaurants.

Marketing and McDonald's

In this example, the relationship is between the business on the one side and its customers on the other. And the exchange is simple: McDonald's gives its customers hamburgers, and the customers give McDonald's dollars. The value, from the customers' point of view, is food they like. From McDonald's point of view, the value they receive is the money that keeps the business going.
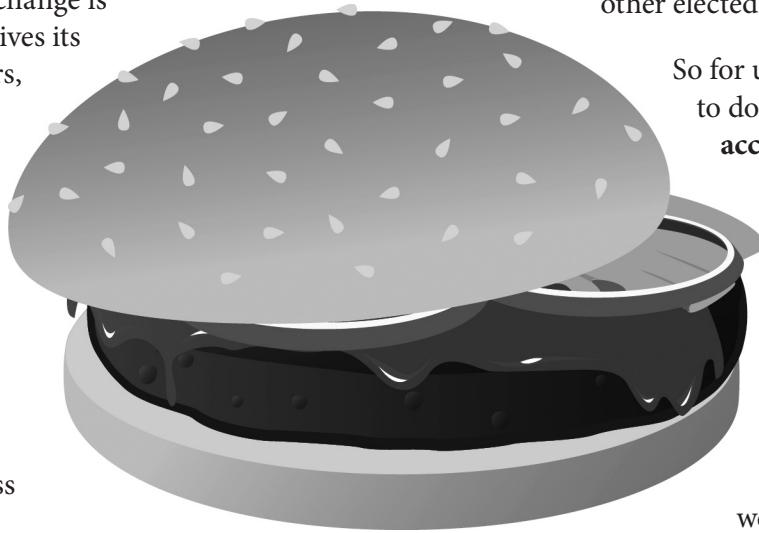
A relationship exists because McDonald's knows lot about their customers, and the customers know a lot about McDonald's. For example, McDonald's knows that one of their customer groups, kids, likes toys—so McDonald's puts toys in Happy Meals. They also know when kids watch television, so you'll see a lot of Happy Meal commercials on Saturday mornings. The customers know which of McDonald's hamburgers they like, and which they don't like. When the value isn't there, the customers don't spend the dollars—remember the poor sales of the Arch Deluxe? And if McDonald's suddenly dropped everything on the menu except the Arch Deluxe, they wouldn't receive the value they depend on to stay in business. So each partner in the relationship affects and responds to the other.

A commercial marketing relationship is usually very direct: the people who receive the value from the business are the same people who provide the value the business needs to continue.

But how does this work for a non-profit educational organization like the Texas A&M AgriLife Extension Service?

Marketing in Extension

In Extension, we have two primary marketing relationships. The people to whom we give our value, our educational programs, are not the same people who give us the value, in taxpayer dollars, that keeps us "in business." The people to whom we provide our programs are, of course, our clients. And the people who provide us with a share of the public funds are legislators and other elected officials.

So for us, marketing has to do with **access** and **accountability.** We must provide access to our programs to our clients, by developing marketing materials and messages that tell them about the value we offer. And we must be accountable to the elected officials by developing materials that tell them how we spent the public funds, and how the people of Texas are better off because of our programs.

Social Marketing

Campaigns for social change, or behavior change, are not new. As far back as 3,000 years ago, campaigns were being waged in Greece and Rome to free the slaves. What has developed in recent years, however, is a new approach to tackling the issue of behavior change: the social marketing approach. The term was first used in 1971, when Philip Kotler and Gerald Zaltman realized that the same marketing principles that were being used to sell products to consumers could also "sell" ideas, attitudes, and behaviors.

Like commercial marketing, the focus is on the consumer, on learning what people want and need rather than trying to persuade them to buy what we happen to be producing. Marketing talks *to the consumer,* not *about the product.* In social marketing, understanding the target audience is essential for developing effective messages and strategies. Of course, people are more than

their age, race, and gender. Their attitudes, knowledge, and beliefs are critically important in understanding how to motivate them to change their behavior. Knowledge of your target audience leads to more appropriate message design, more effective delivery, and better reception by the audience.

In social marketing, the traditional "Four F's" can be defined a little differently from those of commercial marketing.

Product. In social marketing, the product is not necessarily a physical "thing." There are many different kinds of products, from tangible, physical products (like condoms), to services (like medical exams), practices (like eating a heart-healthy diet), and more intangible ideas (like protecting the environment). In order for the product to be viable, people must first perceive that they have a genuine problem, and that the product offers a good solution for that problem. When developing your marketing message, keep in mind the audience's views of the problem and the product, and how important they think it is to correct the problem.

Price. Price means simply what the person must do in order to get the product. This cost may be monetary, or it instead requires the person to give up intangibles, such as time or effort, or to risk embarrassment or disapproval. If the costs outweigh the benefits for someone, it is unlikely that he or she will adopt the product. But if the benefits are greater that the costs, chances of adoption are much greater.

Place. Place is the way the product reaches the consumer. For a tangible product, this is the distribution system including the warehouse, trucks, sales force, retail outlets where it is sold, or places where it is given out for free. For an intangible product, place is less clear-cut, but includes the channels through which people are reached with information or training.

This may include doctors' offices, shopping malls, mass media, targeted media, or in-home demonstrations.

Promotion. Promotion is the most visible part of a marketing effort, and some people think it is the only thing involved in marketing. But you can see it is just one piece of the "marketing mix." For social marketing, promotion includes everything you do and all the things you create to get your message out. It can include newsletters, direct mail, posters, flyers, personal presentations, and others. The focus is on treating and sustaining demand for the product.

PSAs or paid ads are also good possibilities, but other methods like media events, editorials, "Tupperware"-style parties, or in-store displays can work well, too. Social marketing also has a few extra P's that you should think about:

Partnership: Social and health issues are often so complex that one group can't make a dent by itself. You need to team up with other organizations in the community to really be effective. You need to figure out which organizations have similar goals to yours—not necessarily the same goals— and identify ways you can work together.

Policy: Social marketing can do well in motivating someone to change his or her behavior, but that is hard to sustain unless the person's environment supports that change for the long run. Often, policy change is needed, and media advocacy programs can help.

Politics: The issues addressed by some social marketing programs are often controversial or complex, such as safer sex or violence, and may need some diplomacy with community organizations to gain support, to get access to the target audience, or to head off potential adversaries.

Why Is Social Marketing Necessary?

Before people began to think in terms of social marketing, organizations used several other methods of encouraging people to change their behavior. These include health education, health promotion, mass communication, media advocacy, public communications, social advertising, and social mobilization. These approaches fall into four general categories.

The Education Approach

The education approach begins with the idea that people will do the right thing if they just understand why it is important and how to do it. The task here is to bring the facts to the target audience in a way that they can easily understand and in a way that will impress upon them the importance of the behavior change.

This approach works to change the beliefs of the target audience, and it can be very successful. However, it does not focus on behavior; it assumes that if you can change beliefs, behavior change will follow. It also ignores the effects of social pressure. We all do things from time to time because they are socially acceptable, even if we personally see no need to or are opposed to it.

The Persuasion Approach

This approach is based on the idea that a change in behavior takes place only if people are sufficiently motivated. This idea is the basis for social advertising efforts like the "Just Say No" anti-drug campaign. The problem is that the persuasion approach requires that the target audience must adopt the persuasionist's view of the world—the idea that the advertiser knows what is good for the audience, even if they don't know it themselves. This approach is centered on the advertising organization, on their mission or agenda.

Social marketing, on the other hand, is audience-centered, and realizes that a successful effort must begin with the audience members' reality.

The Behavioral Modification Approach

This approach focuses on the principles of learning theory that state that people do things because they learn the techniques necessary for doing them and they find the outcomes rewarding. The difficulty with this approach is that it is most successful when conducted one-on-one, while social marketing can be directed at targeted or mass audiences as well as individuals.

The Social Influence Approach

This approach is based on the idea that changing community norms is the best way to reach and change individuals and families. So these organizations see changing social norms about things like smoking or using condoms is the best way to convince people that they must act in a certain way in order to avoid social isolation.

However, this approach is most successful in situations in which the social issues are well understood and accepted, the pressures to conform are extremely strong, and the behavior to be changed is socially important and visible to others. But even in these situations, the more educated and independent individuals in the target audience are, the less likely it is that the social influence approach would work.

Social Marketing's Advantage

Social marketing, then, is an approach which combines many of the benefits of these other approaches and avoids some of the pitfalls. The fundamental principle for successful social marketing is focusing on the audience, and it applies not only to promoting a program or event, but also to the presentation of the educational content. Designing all your communication with the client's perspective in mind will help greatly in attracting audiences for your educational programs and in ensuring that you are a successful agent of change.

Targeting the Audience for Social Marketing

These worksheets will guide you in developing and executing a plan for marketing your program or activity and designing your educational content and method.

The Value

Your program itself is, of course, the value you're offering, but try to be more specific. What is the specific value people will gain?

_____

_____

What exactly will people get by participating in the program? What will they learn or experience? Will they receive a special certification or continuing education credits? What will attending and/or completing the program mean that they have achieved?

_____

_____

Describe your program or activity. What will happen? How long will it last? Will it happen just once, or is it a series of classes or events? What will the people do? What materials do you need? What will they take home?

_____

_____

Why is your program important right now? Is it a response to a local need, situation, crisis, or event? Is it especially timely, because of the season of the year or because of an upcoming event? Does it address a critical issue for your audience?

_____

_____

The Target Audience

Who is most likely to need or to be interested in your program? Why? And how do you know?

_____

How would you describe these people?_____

_____

Who are they? Where are they? _____

_____

What's on their minds? What is important to them? _____

_____

Where can they be reached? How do you tell them about your value?_____

_____

What are they "buying"? What is the value you offer them? _____

_____

Whom do they believe or trust? Who influences them? _____

_____

What do you want them to do? What is the value they offer you? _____

_____

How will you know when you've received their value? _____

_____

Your Market Position

Who are your competitors?_____

_____

What do you know about them? Who is their target audience? What are their strengths and weaknesses? Can you succeed by making your program different in some way from theirs? How is yours different from or similar to theirs? _____

_____

_____

Decide whether to compete or cooperate. Is it feasible to partner with this other organization in providing the program? If many competitors are offering the same program, should you be offering it, too?_____

_____

The "Price" of Your Program

What are the tangible costs for your target audience? Is there a fee? Will they have to purchase materials or equipment? _____

_____

What are the intangible costs? How much time will it take? Does participating in the program mean admitting the person has a problem? How does participating affect the person's self-esteem What is the risk?_____

_____

_____

_____

What can you change to make the "price" most attractive to your target audience? _____

_____

Promoting the Program and Developing Your Marketing Message

Promotion is everything you do to tell your target audience about the value offered by your program and to encourage them to offer their value to you in return. Their value could be attending a meeting or class, participating in an event, volunteering, joining a club, or requesting more information.

How can you talk about the program to help the target audience recognize its value for them? What adjectives describe it best?_____

_____

_____

What is the value that will get your audience to participate? Look back at page 7. Which of these values are most interesting and attractive? Think about tangible and intangible value or benefits. _____

_____

_____

_____

What is the best way to reach your target audience? What communication channels are available in your area? _____

_____

_____

Selecting the Best Medium

Mass media are communication channels available to everyone in a community such as radio, television, newspapers, and magazines.

Targeted media are available to a specific group of people, like newsletters, direct mail, posters, and flyers. You might place marketing messages in existing examples of targeted media, but it is even better to create your own especially tailored for your message and your audience.

Personal contact includes personal invitations, talks to groups, individual contacts, and networks of friends or colleagues. This is the most powerful and most demanding form of marketing. Extension is an organization built on personal relationships; it is important that we use these contacts to market the agency.

Marketing Goals

In general, there are four basic goals for marketing communications, or four possible states of mind you can achieve with a target audience. The primary tool for achieving each goal is mentioned below, but successful marketing requires a mix of many different methods.

The first is **awareness.** This means that a the target audience will recognize the name of our organization and be aware that we are at work in the community. Mass media can be a useful tool for creating awareness among the general public.

The second is **understanding.** Understanding means that the target audience is not just aware of our presence in the county, these people also know what we do and why. Targeted media are the best methods of creating understanding among the members of an audience. Those with whom we will achieve understanding are likely to be our clientele.

The third state of mind is **preference,** or conviction. This means that the audience not only has awareness and knowledge of Extension programming, but expresses a preference for Extension in comparison to competing organizations, whether for budget dollars, attendance at a program, or other forms of support. To achieve preference, you will need to employ personal marketing techniques, either in small groups or one-on-one.

The fourth, and most valuable, state of mind is **commitment.** This means that the target audience has awareness, knowledge, and preference, and goes the extra step to actually participate in helping us do our work. People with whom it is important to achieve commitment are Extension staff members, volunteers, and elected officials who will serve as advocates for Extension in decision-making. To achieve commitment, one-on-one personal marketing is absolutely essential. These audience members must have strong relationships with Extension personnel and we must express to them how vital their individual support is to our success.

Producing Your Marketing Materials

If you decide to use a written document in marketing your program, write your brochure copy, news release, radio announcement, or other marketing tool using the program name, appropriate identifiers, and the adjectives and value statements you identified on page 9. Keep your audience in mind as you write. Focus on the specific value they will receive by participating in the program.

Create materials that are attractive, neat, and professional-looking. In designing printed materials, bright colors can be very effective in attracting attention. Try new things—not just the same old white or light blue xerox paper. You might also try preprinted shells; you can often find these very inexpensively in office supply, photocopy, or discount stores. Then you prepare your copy and use the shells in your photocopier or laser printer. These shells can be an easy way to add fun and color to your document without having to pay for color printing.

These guidelines will help you write readable, accessible, and inviting copy.

Words

1. Write simply, using familiar, commonly used words.

2. Write personally, using "you" rather than "they" or "one."

3. Use words of one or two syllables whenever possible.

4. Use active verbs.

Sentences

5. Use simple sentence structure when possible.

6. Avoid long introductory and imbedded phrases and clauses.

7. Vary sentence length, but avoid sentences over 15 words long.

Paragraphs

8. Vary paragraph length, but avoid paragraphs over five sentences long.

9. Use short headings to introduce paragraphs.

Style

10. Write in the active rather than the passive voice.

11. Use graphics that are logically linked to the text.

12. Use upper- and lower-case letters rather than all capitals.

13. Use paper in a color that contrasts in intensity with your ink.

14. Balance the use of text with white space. Leave ample margins.

15. Use an unjustified right margin.

Ideas

16. Avoid excessive information.

17. Use concrete rather than abstract words or give concrete examples of abstract ideas.

18. Apply the content being presented to the reader's personal and cultural experiences.

Accountability: Writing Interpretive Documents

So far, we've been talking about access, but accountability is an important part of marketing Extension as well. Remember that, in accountability our audience is not our clients. We are talking to legislators, elected officials, and other decision makers.

You will probably produce your accountability materials after your program is over, but you need to think about them before the program even starts! To produce effective accountability documents, you will need to collect information, comments, and quotes from clients, and evaluation of your program as it is going on.

Reporting vs. Interpreting

First, when you are planning to put together an accountability report or news release, keep in mind the distinction between reporting and interpreting. For example, you might report on a 4-H event by saying,

> Susie Brown placed first in the district 4-H food show held last Saturday.

That is certainly factual, but it doesn't take the next step into interpretation.

When you interpret an event, you answer the "so what?" question; you tell not only what happened, but also why it is significant, why your audience should be interested. To return to Susie, in an interpretive document, you would say,

> Susie Brown placed first in the district 4-H food show, a competition which tested not only her food preparation skills, but also her knowledge of nutrition and food safety and her ability to express herself.

> Susie prepared a custard pie, and she impressed the judges with her understanding of the importance of limiting sugars and eggs in a healthy diet as well as her explanation of measures to prevent foodborne illness due to salmonella.

Interpretation requires going beyond the basic facts or statistics of a program or event. That information is important, but it is more a measure of our response to a need than evidence of the real result.

Need, Response, Result Organization

A convenient way to organize an interpretive document is:

1. describing the need.

2. reporting the Extension response.

3. interpreting the result.

You might devote one paragraph to each of these facets of an event or program, or you might cover them all in a single paragraph, depending on how many programs or events you need to address in a single document.

The need will include information on the local concerns, problems, or issues that made this program a priority for your county. The response will provide details of the actual program: what kind of program it was, when and where it was held, the educational method you used, the number of clients who attended. The result will address the effectiveness of the program from the clients' perspective: what exactly did they get out of the program, how does it affect their behavior afterwards (do they intend to adopt a new technology, change the way they manage their finances, prepare more nutritious and economical meals, manage wastes from their livestock operations?), what does completion of the program indicate about their increased knowledge or ability?

You can get result information through surveying program participants, but, if that is not possible, you can explain the requirements of the program and what the participants had to achieve in order to complete it. The Susie Brown interpretation is an example of this kind of information.

You will probably find that your interpretive statements, written in this fashion, can be re-used in a number of different reports and documents.

A Clear, Active Writing Style

Use simple words. You rarely need complicated language to tell a story—even a complicated story. Everyday words will usually work best. If you can't imagine yourself using a word in conversation, don't use it in your interpretive document. With simple, strong language, your interpretation will be strong and compelling as well.

Use the active voice. "Active voice" is just a fancy grammatical term that means that the subject of the sentence does the action of the verb. The opposite of active voice is passive voice. And, just as the name implies, it means that the subject doesn't do any action; instead, it is acted on by someone else. Look at these examples:

> *Passive:* County programs are determined by citizen input.

> *Active:* Local citizens decide which programs are most important for our county.

Using active voice will make your documents more interesting. Everyone likes to read about *people* doing things, rather than *things* done by people.

Use fewer nouns. Most of us in Extension have had a lot of experience writing for academic or administrative purposes, and we've developed the habit of using lots of nouns. Even though we might be writing an interpretive document for our county commissioners or other elected officials, our language doesn't have to be official and academic-sounding. Instead of saying "cost impact considerations," say "price." Instead of "implementation of corrective action," say "solution" or "we fixed it." Too many formal-sounding nouns make our writing seem abstract and vague. We know Extension work is highly personal—use language that makes it sound that way.

Photographs and Individual Success Stories

Whenever possible, collect photographs of programs and events, especially of individuals. Also, try to get their stories down, too. Many times we don't think about collecting this information at the time the program occurs, but it can add great strength to marketing documents. When you're taking pictures, try to make sure you can see people's faces, and that they look like they're having a good time. You might have to get them to stop what they're doing and pose briefly, but you'll get a much better photo.

A Word about Radio and Television

If you already have spots on television or radio shows, use them to promote your program and events. Ask a past participant to appear with you and give a testimonial about it.

If you don't already have radio or TV spots, you will need to "pitch" your story to a reporter, news director, or producer. If the radio or TV station does an interview show with local guests, contact them at least 4 to 6 weeks in advance. It is a good idea to make these contacts in person.

Set up an appointment in advance, and bring along a one-page fact sheet with background information on the program. Help the reporter understand the importance of your story to the local audience. Then, make sure that the people you choose to go on the air are good speakers and are comfortable answering questions about the program. Practice interviews can be very helpful!

Another way to get your information on the air is to send it to a community calendar. Many radio and TV stations do these, and sometimes your event will be announced many times. You might also be able to get a PSA (public service announcement) on radio. PSAs that are 10 or 20 seconds long are most common. A 10-second announcement should be about 25 words long; and a 20-second announcement should be about 50 words long. Sometimes, the radio station will invite you to record these yourself on their equipment, or they may take them in written form for their own announcers to read.

You can also work with a TV station to do a video PSA. Sometimes these can get lots of air time, especially with a local cable station, and can add great impact to your marketing effort.

Challenges for the Urban Extension Agent

It goes without saying that serving an urban county is dramatically different from serving a rural or "rurban" county—and no one understands that better than the urban Extension agent. The marketing challenges that come along with an urban program all stem from the nature of the urban audience. We outline a few of these challenges here; working to overcome or compensate for one or more of them might be a good start for your marketing plan.

No Such Thing as the General Public

In an urban county, it is imperative that you get used to the idea that it is impossible to serve the "general public"—one might even go so far as to say it doesn't exist. The most we can hope for with the urban public is awareness of Extension's existence. Tt is possible to achieve this kind awareness through PSAs in the mass media, but it is difficult to measure the success of such campaigns, in terms of actual benefit to the organization. The better strategy is to focus on different segments of the urban public—again, targeting a specific audience. it is simply not realistic in the urban context to try to reach "everyone"; focusing on selected targeted audiences is more likely to produce results.

Marketing-Savvy Audience

The first thing you probably noticed when moving to an urban county is that this audience is rather more sophisticated than audiences living in more rural areas. In the urban environment, people are bombarded with advertising and promotion; it is difficult to sort out all the different messages. Also, regardless of their income or education level, they simply have access to more resources and more choices. The "average" homeowner or ag professional in Houston is not the same as the "average" client in Cuero. Much of the traditional Extension subject matter is simply not relevant to these audiences; programming that is more oriented to the urban lifestyle is needed to get their attention.

Great Competition for Attention

As we mentioned earlier, urban clients have more resources and choices available to them than they can ever take advantage of. There is a great deal of competition, even in education, in many of the subject areas Extension encompasses. Horticulture professionals have spots on television telling people about their lawns and gardens; home-and-garden stores sponsor fairs showcasing commercial information; agriculture consultants provide guidance to producers on a fee basis. And to some urban residents, these competing sources might be perceived to be more credible than Extension.

In coping with this challenge, you must be aware of the competition and look to your strength— what is it we offer that isn't already out there? Also, you must make sure that your education, experience, and other credentials are evident—they are impressive! And, finally, if you can't beat 'em, join 'em. You will find that, although others might have some of the same information, few have your credentials in adult education.

And as if that weren't enough, urban agents also experience great competition for the mass media channels agents in more rural counties can take for granted.

You are not guaranteed a column in the newspaper, or a radio show, or a spot on the morning TV news. Achieving these media successes can definitely be done, but it takes a lot of work, including personal calls on editors and program directors to sell yourself as an expert in education and to sell the effectiveness of Extension programs for members of the viewing/reading/listening audience. And when you do succeed, the payoff can be tremendous. In Harris County, an Extension PSA campaign, developed in partnership with a cable TV station, brought in more than $600,000 in donated air time.

Need for Precise Targeting of Audiences

With so many competing voices in the urban environment, you must precisely target selected segments of the audience just to be heard. And targeting requires knowledge of the demographics of your city—you may need to pinpoint parents of kids in a certain elementary school, or people who live on one side of the Interstate, or people who shop at a certain grocery store. These groups may seem too specific, but in reality, in terms of numbers, they are more than adequate as an audience. And remember, you can't target all the audiences that are out there; choose two or three that are priorities for each program year.

Media, marketing, and communications professionals in your city will be excellent resources for this kind of data. Make sure you have at least one on your marketing and interpretation committee—they can not only help you plan your marketing and educational efforts, they can also help produce them! A marketing and interpretation committee, whatever its name in your county, is absolutely essential for making your way through the marketing traffic in your city. Your committee will help develop a marketing and communications plan, make sure its priorities stay on the agenda, and generally help facilitate your success through their own networks of colleagues and friends.

Marketing the Total Program

In the urban county the different program areas don't have as much relevance as separate entities as they do in more rural areas. For this reason, constantly marketing the total Extension program is essential. The clients who come to you for a workshop on buying a house also want to know how to grow a tomato on their patio—they simply don't perceive the difference between our programs. Joint planning and programming is essential for making Extension relevant to the many different interests of the urban client.

Putting Together Your Marketing Plan

A marketing plan is nothing more than a road map of where you want to go. Marketing plans can be developed in a wide variety of formats, but usually they have several common elements: objectives, target audiences, strategies or methods, timeline, and evaluation. Here are some recommendations for how a county Extension faculty can tackle a marketing plan.

Getting Started

Make marketing an agenda item for discussion during regular staff conferences on at least a quarterly basis. Educate yourselves first, by learning about all of the programs conducted by your colleagues. Through this process, each agent can understand and promote all areas and the total program to decision-makers, the media, clients, and the public. Brainstorm to develop new marketing ideas as well.

Consider forming a marketing committee or a marketing subcommittee of your county advisory group. This group should include agents, media and communications professionals, advisory council members, and clientele members. This group could not only help with creating a marketing plan, they can also help make it happen!

Whether you have a marketing committee or do this as a staff exercise, give very careful thought first to which targeted audience you need to reach and why. Unless you have a strong personal rationale for doing marketing work, it is unlikely that it will be fit into an already busy schedule. You might want to put the rationale in the plan as a reminder to everyone.

Create a simple and straightforward plan with just a few objectives. Concentrate your efforts to make progress in one area and then move on to other areas in subsequent years.

Remember that this is a total staff effort. You will want to involve secretarial staff who can offer input into the plan and often help execute parts of it—after all, they are often your front line for contact with anyone outside Extension. Likewise, if you have volunteers they should be involved in this process, too.

Don't worry about the form of the plan or if or where it fits into any other Extension educational planning process. Just focus on what you want to make happen.

Putting It All Together

To assemble all the pieces of your marketing plan, you can use a table like the one on page 18.

Begin with your audience. You can even break your audience into different groups, based on the neighborhood they live in or some other characteristic.

Next, write down the **marketing goals** you want to achieve with that audience: attendance at your program, recruiting their friends to attend, bringing their children to participate in classes for kids.

Then write down the **marketing tools** you will use to achieve the goal. Maybe you'll create a flyer, write a radio PSA, or do a television interview. It is a good idea to have more than one tool to reach a particular audience—the more often people see or hear a message, the more likely they are to act on it.

Decide on the time needed to produce the tools and the day by which you need to have them done. Remember that "tools" refers to personal visits and presentations as well as tangible products. You might also want to put down the names of the people who will be involved.

Next, write down the distribution method you will use. If you're creating a flyer, how will it be distributed? If you're doing a mail-out, where will you get the addresses?

It's also a good idea to evaluate your marketing efforts. Did the people who participated come because they picked up a flyer at the grocery store? Or because they heard a report on TV? Ask them how they found out about the program, and then you will know which tools will be good to use again in the future.

Use this space to write a draft of your own flyer, radio PSA, or fact sheet.

Texas Youth Building Character Program
Model Evaluation

How will we know that this program made a difference? Evaluation will provide data to partners and funders that this program made a difference. County teams are asked to gather evaluation data so that we can grow a more diverse, stronger program.

What is the purpose of the evaluation? The purpose of this evaluation is to measure specific behavior changes of children and adults that happens as a result of character education programs presented in the school. Therefore, agents will need to work with the individuals who deliver the character education program to determine the specific behavior that will be measured.

How many programs will be evaluated? The TYBC Initiative has the potential of reaching every person in every county. We will not need evaluation data on all of these audiences. Rather, we need evaluation data on a sample of the audiences that each county intends to reach with their county model. Counties will need to identify their audiences and then plan to evaluate at least two groups from each audience. Here are some examples:

4-H model: One group from each type of club
Majority of volunteer leaders group
Two age groups from each subject matter group

Community: One class from each type of audience (Scouts, Chamber, etc).
Majority of one audience (police, fire, park personnel)

Livestock: Majority of project leaders
Selected number from collaborators (livestock board, stock show donors)

School: Four classrooms from one school or two schools from one district
Majority of administrators from district

Sports: Majority of coaches
Four groups of parents
Two youth teams from each league

Workforce: Ten students from vocational technology class
Ten youth and their parents from boot camps
Five clients from five career prep classes

Who will be responsible for the evaluation?

State level: Linda Ladd and Mary Marshall

County level: County agent or team member identified by county team

When is evaluation data to be collected? County team will determine which audiences to evaluate. Team or team member will implement evaluation. Agents or staff member will collect evaluations from programs to return to state staff when each program is complete.

TEXAS A&M AGRILIFE EXTENSION

County and State 2000 Evaluation Plan
Texans Building Character
Texas A&M AgriLife Extension Service

Character education programs will be funded on the county, state, and national level by a variety of organizations who will be looking for evaluation data to support the proposal. The evaluation we are using in the Texans Building Character program measures **behavior change.** With this in mind, the State TYBC team is suggesting the following evaluation plan:

County Evaluation Team. Each county will select one team member to chair the evaluation committee for that county's Texas Youth Building Character plan. This team member will be responsible for:

1. Helping individuals such as teachers or 4-H leaders who are responsible for a group of children or youth identify the problem behavior for each pillar in CHARACTER COUNTS!^{SM}

2. Distributing and collecting the evaluation form from the responsible adults. Returning the evaluation forms to Linda Ladd or Mary Marshall.

3. Participating in up to three conference calls per year to discuss the evaluation efforts in his/her county.

4. Supporting the state qualitative evaluation effort which will be focused on the trainers and program development.

County Evaluation Instrument measures <u>behavior change</u>:

Each county team will develop their character education plan in an effort to solve a problem and will complete the six questions in the evaluation tool. Funders now require information about behavior change, so the county evaluation will focus on behavior change. Here is an example of a problem, a solution, and evaluation:

Honesty: A third-grade teacher reports that the **children in the classroom are not being honest** (the misbehavior) on their homework and are copying each other's work. The teacher writes that behavior on the blank line to complete the sentence: *Currently, many of the individuals (_____ out of _____ individuals) in this program _____ _____.*

The teacher counts the **number of children who are cheating** on a regular basis and fills in the blanks in the sentence above (_____ out of _____ *individuals).*

The teacher or another adult implements a character education program. At the end of the character education program, the teacher now counts the number of students who are not cheating and writes that number and the total number of students in the class on the correct lines on the <u>Trustworthiness</u> page of the evaluation.

This same procedure is continued across the remaining five character pillars. Each responsible adult identifies six

problem behaviors that will be addressed with a character education program. The same adult who measures the problem behavior at the beginning of the character education training needs to measure the desired behavior at the end of the character education training.

The evaluation data will be pooled and change data will be compared across age, gender, ethnicity, and location. Demographic data will be provided to counties on an individual county and the statewide level. If counties included large enough numbers in their evaluation data, it will be possible to provide counties with feedback on the effectiveness of their program model.

Questions?
Please contact

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County and State 2000 Evaluation Plan
Texans Building Character

Texas A&M AgriLife Extension Service

* Funding Opportunities

* Texas Education Agency grant proposal
  3-year volunteer development

* Evaluation data critical

* Future projects

State evaluation team.

- Supports the county teams

- Works with an advisory

- Evaluates the county projects

  - ▸ Works as a team

  - ▸ Has support from community

  - ▸ Evaluates effect of program on lives of citizens

- **Delivers the data back to the county**

County Evaluation Team Responsibility:

✓ Help responsible adult identify behavior that needs to be changed.

✓ Help responsible adult complete evaluation at beginning and end of program.

✓ Maintain contact with state evaluation team.

✓ Collect evaluation forms and return to state team.

✓ Participate in State Evaluation Plan.

Example of behavior change

Honesty problem. A third-grade teacher reports that the children in her class are not being honest on their homework and are copying each other's work.

Baseline evaluation: Teacher counts the number of times that her students cheated on several homework assignments and she asks the students to complete a short questionnaire about honesty.

Solution to the problem: Teacher includes a **unit on the value of being honest.**

End evaluation: At the end of the unit on honesty, the teacher counts the number of times the students now cheat on homework and again gives the students the short questionnaire about honesty.

Example of evaluation of attitude change

Baseline: Teacher answers several questions about the behavior of the students.

Ending evaluation: After the honesty unit and the student final evaluation, teacher completes a closing evaluation.

County Evaluation Plan to measure <u>behavior change</u>:

✓ Identify problem

✓ Write problem in blank to complete sentence

✓ Count number of students doing problem behavior

✓ Implement character education program

✓ At end of program, count number of students doing desired behavior

✓ Return evaluation form to county team contact

Problem behavior:

Number of individuals doing problem behavior:

Number of individuals in program:

Number of individuals doing desired behavior:

Problem behavior:

Number of individuals doing problem behavior:

Number of individuals in program:

Number of individuals doing desired behavior:

Currently, _____ out of _____ total people _____

_____

_____

Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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Currently, _____ out of _____ total people _____

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_____

Currently, _____ out of _____ total people _____

_____

_____

TEXAS A&M
AGRILIFE
EXTENSION

Resources
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Character Education Resources

Linda D. Ladd, Ph.D.
Family Development Specialist
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Texans Building Character *www.fcs.tamu.edu/*

The Texas A&M AgriLife Extension Service has delegated Initiative funding from the legislature to build a character education program that provides training to agents and volunteers across Texas counties. This 16-hour training provides background on the character pillars of CHARACTER COUNTS!ᔆᔆ plus training on eight program models: school, 4-H, at-risk youth, livestock, workforce, sports, community, and megacommunity. Contact your county agent for more information on this training.

Character Counts! *http://www.charactercounts.org/*

The purpose of the CHARACTER COUNTS! Coalition is to fortify the lives of America's young people with consensus ethical values called the "Six Pillars of Character." These values, which transcend divisions of race, creed, politics, gender, and wealth, are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The Center for the Fourth and Fifth Rs: Respect and Responsibility
http://www.cortland.edulwww/c4n5rs/

Dr. Thomas Lickona is the director of the Center's Summer Institute which includes nationally known speakers in character education, workshops by experienced teachers and school administrators on how to implement each part of the comprehensive 12-point character education program, and opportunities for participants to share successful practices from their schools.

The Character Education Partnership *http://www.character.org/*

Statement of purpose: To strengthen civic virtue and moral character in the youth of the U.S. is to strengthen the very fabric of our nation and to sustain the American experiment in liberty. We recognize and affirm the primary role of the family in shaping the moral character of children, the vital task of schools in teaching and inspiring civic virtue, and the shared responsibility of each individual and community to model moral character and civic virtue.

International Center for Character Education *http://www.teachvalues.org/icce/*

The ICCE is concerned with the four pillars of democracy: home, school, church, and community. The Center's purpose is to: enable school personnel, parents, teacher educators, faith community members, youth providers, and concerned individuals to come together to... study, discuss, learn, practice, reflect, and write on issues, programs, problems, and promises regarding the character education of children and youth.

Character Matters *http://charactermatters.com/*

The purpose of Character Matters is to be an educational, inspirational, and practical resource that emphasizes the importance of personal character to all else in life and to examine and discuss issues related to character, character education, ethics, integrity, morality, moral education, moral development, values, and life. This website is sponsored by Pepperdine University.

Character Education Resources *http://www.charactereducationinfor.org/*

Character education resources is a nonprofit charitable organization that promotes character and citizenship education in New Hampshire and beyond. We organize, produce, promote, and fund character and citizenship education training conferences for educators, school administrators, and others interested in character education. We also provide for the sale of character education books through this site and we provide numerous links to other character education sites.

Quest International *http://www.guest.edu/*

Quest International supports adults as they work to help young people build resiliency—the ability to face and overcome life's difficulties—and resist the lure of negative behaviors. We have been helping young people face the future with optimism, hope, and with a wide range of essential life skills for more than 20 years.

Character Education Pages *http://www.neiu.edu/~ccunning/chared/charmenu.htm*

This website gathers information about programs, articles, videos, etc., about character education.

Prevention Yellow Pages *http://www.tvc.state.tx.us/preventionl40001ref.html*

This website offers a worldwide directory of programs, research, references, and resources dedicated to the prevention of youth problems and the promotion of nurturing children. The website is sponsored by the Texas Youth Commission.

Urban Programs Resource Network *http://www.urbanext.uiuc.edu/Programs/character.html*

A character education program offered through the Illinois Urban Extension Service which has the goal of building strong youth and preventing drug and alcohol abuse among its participants. In addition, this program seeks to increase youth involvement in their community and to create more adult-youth problem solving teams.

Programs that I know about but couldn't find the website!

University of Tennessee Extension Service "Ethics for Teens" developed by Lou Biggers, Associate Extension Agent in 4-H (931.296.2543).

Louisiana State University Extension Service has a character education for livestock programs.

Learning by Example

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 O.K. 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 lamb as purebreds. His father said to Tommy, "It's O.K. 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 O.K. 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 O.K. 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 O.K. kid, everybody does it."

When Tommy was 13 years old, his veterinarian issued health papers for sheep he never inspected and that had foot rot and lamb fungus. He said, "It's O.K. kid, everybody does it."

When Tommy was 14 years old, his neighbor used an electric animal prod on his lamb to get them to brace. He told Tommy, "It's O.K. 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 the judge and paying the judge $200.00 for making his son's lamb champion. The judge and his father said, "It's O.K. 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 O.K. 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 O.K. 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 O.K. kid, everybody does it."

When Tommy was 19 years old, his entire family was aware of the clenbutural being given to his market lambs. They told him, "It's O.K. kid, everybody does it."

When Tommy was 20 years old, a friend offered him some cocaine. His friend said, "It's O.K. 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 that breaks the rules...

Making the Right Choice

Scenario

Robert Smith and his son, Scott, realize they are running extremely low on lamb feed late Saturday afternoon and know they will have to locate additional feed from some source other than a feed store. They quickly call Joe Ellis, a nearby neighbor, 4-H parent, and an authority on raising club lambs to see if they can drop by and borrow enough feed to get them through the weekend. After getting approval from Joe to pick up additional feed, Robert and Scott drive over to Joe's barn. While they are at Joe's, Robert recognizes four new lambs in the pens with Joe's kids lambs. The four additional lambs belong to Susie Brown. Susie is a senior in high school and will end her lamb-showing career at the conclusion of the Houston Livestock Show. Joe indicates he is taking care of Susie's lambs and is helping get them "tuned up" for the Houston Livestock Show.

What choice should Robert Smith make?

1. Do nothing

2. Say nothing to Joe Ellis but take the opportunity to discuss the concerns he has with what is taking place with his son, Scott. Fully discuss the fact that this is not the "right" thing nor consistent with the rules that govern the 4-H program.

3. Confront Joe Ellis—discuss his concerns regarding the example he is setting and the image for the 4-H program, and voice his dissatisfaction for what he sees happening with the feeding and care of Susie's lambs being done by Joe Ellis.

4. Confront Joe Ellis—let him know he is not doing the right thing and ask him to correct this situation by returning Susie's lambs to her home and under her care. Clarify his concerns regarding the violation of rules and guidelines that govern the 4-H program and livestock shows.

5. Confront Joe Ellis—let him know he is not doing the right thing and ask him to correct this situation by returning Susie's lambs to her home and under her care. Clarify his concerns regarding the violation of rules and guidelines that govern the 4-H program and livestock shows. Also, indicate he will be notifying the County Extension Office and Assistant General Manager of the Houston Livestock Show.

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The Texas A&M AgriLife Extension Service

and our faculty and staff

wishes to express our sincere appreciation to

Michael Josephson,

the Josephson Institute of Ethics,

and the CHARACTER COUNTS!^{SM} Coalition

for their great work and interest in building character

in the lives of America's families.

We appreciate the use of these materials and

urge our workshop participants to comply

with the copyright requirements stated

on the following pages.

Character Counts!ˢᴹ Six Pillars
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