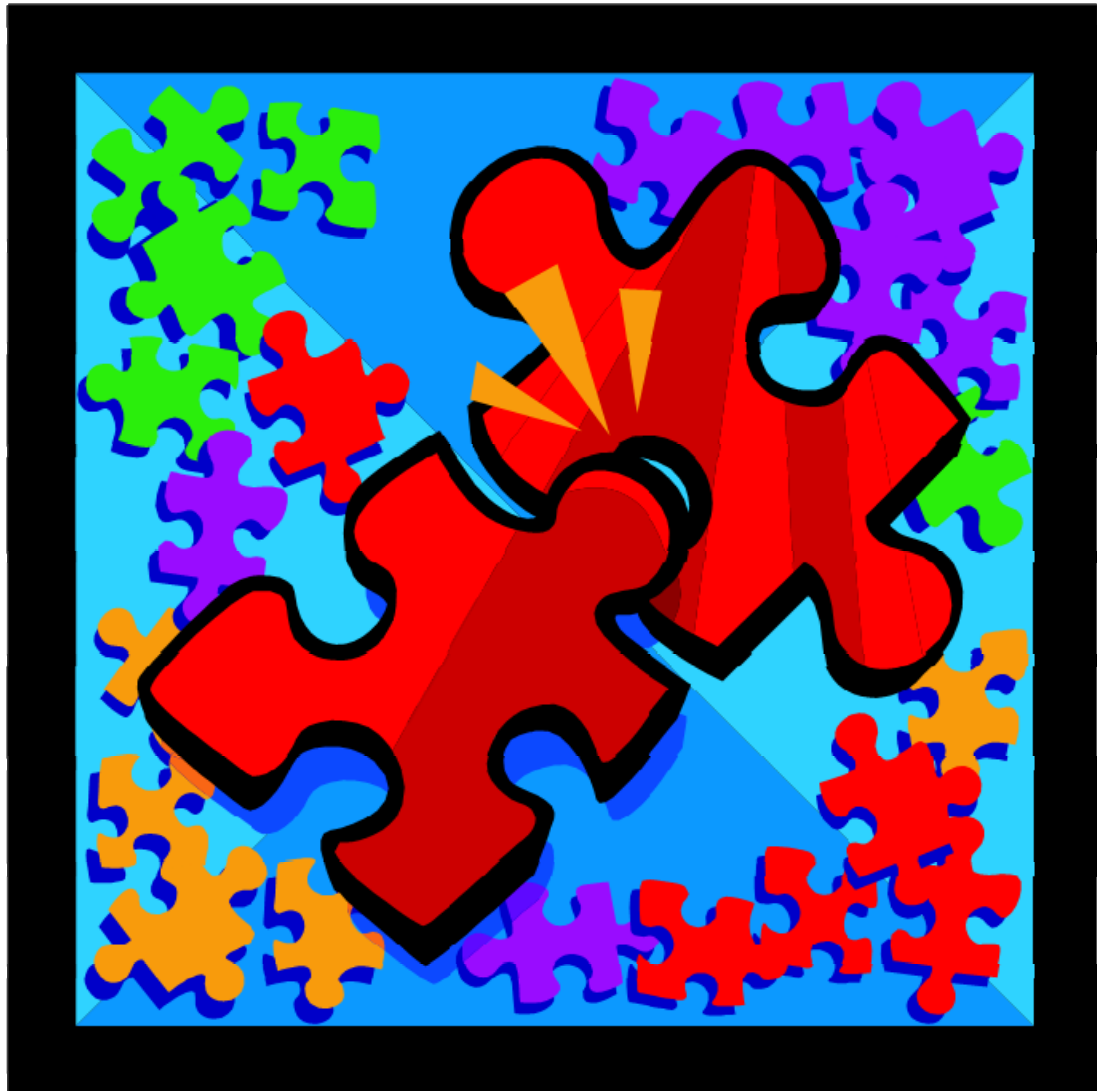


# CHARACTER

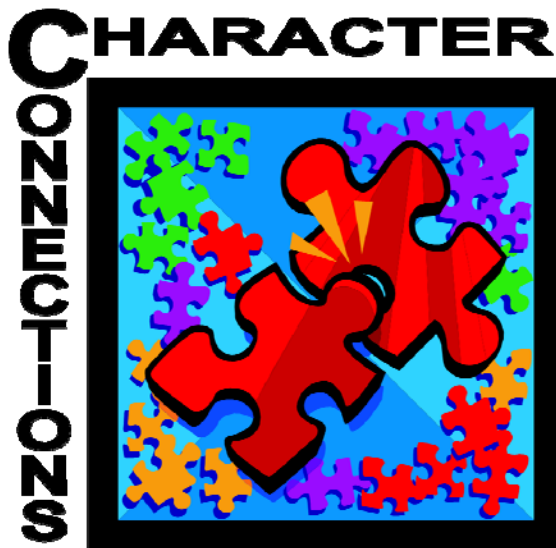
SO MUCH SO



Curriculum Supplement  
for 4-H Project Materials



18 USC 707



## Welcome to "Character Connections"

### Curriculum Supplement for 4-H Project Materials

As a Missouri 4-H volunteer project leader you now have the opportunity to help Missouri's young people not only learn and develop new skills but also learn what it means to be a person of good character. Good character is not hereditary or automatic. It must be developed by example and practice. One way or another, young people pick up the values that

constitute their character. Character education is primarily a parent's responsibility, but everybody interacting with youth has an important supporting role. That's why Missouri 4H became part of the CHARACTER COUNTS!<sup>SM</sup> Coalition enabling us to bring character education to the more than 100,000 young people touched by Missouri 4-H each year.

Missouri 4-H has partnered with the Josephson Institute of Ethics to provide character education through their CHARACTER COUNTS!<sup>SM</sup> program. CHARACTER COUNTS! is a nationally recognized, nonprofit, nonsectarian character education system that reaches five million youth daily through an alliance of schools and community service organizations known as the CHARACTER COUNTS! Coalition. The CHARACTER COUNTS! framework is built upon the Six Pillars of Character<sup>SM</sup>: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These pillars are the foundation of the moral standards you can help develop in your 4-H participants.

Integrating the CHARACTER COUNTS! framework helps enrich 4-H programming. Through adult role modeling and deliberate discussions of how projects relate to character 4-H'ers consciously learn to be caring, responsible citizens, will that will serve them well throughout their lives.

The following curriculum has been developed for you, the Missouri 4-H project leader, to help your 4-H participants make the "Character Connections" to their 4-H projects. Within the curriculum supplement you will find information about teaching young people in informal settings, how young people best learn, and the Experiential Model for Education, or the 4-H motto "Learn by Doing". You will also find information about each of the Six Pillars of Character and how these pillars are displayed through each 4-H project area. Finally, you will find individual "Character Connections" activities that have been written specifically for your 4-Hers. These all include information about how each of the Six Pillars of Character relates to each 4-H project area, activity ideas that relate to the activities in the project literature and discussion questions to help your 4-Hers think about the activities and make the "Character Connection."

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Experiential Education and Learning Styles  
Model of Experiential Learning  
Ages and Stages of Youth Development  
Techniques for Teaching Youth in Informal Settings

## Project Area “Character Connections”

<b>Aerospace</b>	<b>Horticulture</b>
<b>Arts and Crafts</b>	Entomology
Clothing	Gardening
Crochet	Soybeans
Knitting	<b>Healthy Living</b>
Quilting	Bicycle Adventures
Visual Arts	Health
<b>Citizenship</b>	Lifetime Sports
<b>Companion Animals</b>	Sport Fishing
Amphibians and Reptiles	<b>Industrial Technology</b>
Cats	Electricity
Dogs	Small Engines
Horse	Welding
Veterinary Sciences	Woodworking
<b>Environmental Sciences</b>	<b>Production Livestock</b>
Conservation	Beef
Forestry	Goats (Meat and Dairy)
Geology	Poultry
Wildlife	Rabbits
<b>Financial Champions</b>	Sheep
Entrepreneurship	Swine
<b>Foods/Nutrition</b>	<b>Outdoor Adventures</b>
Breads	<b>Photography</b>
Cake Decorating	<b>Theater Arts</b>
Fantastic Foods	
Food Preservation	
International Foods	
Meats	

# **Character Connections**

## **CHARACTER COUNTS!<sup>SM</sup>**

### **The Six Pillars of Character<sup>SM</sup>**

The Josephson Institute of Ethics developed the Six Pillars of Character to provide educators six simple words to use in teaching character education to their students.

Trustworthiness  
Respect  
Responsibility  
Fairness  
Caring  
Citizenship

The six pillars are key words that encompass what the CHARACTER COUNTS! Coalition considers important traits of a person of good character. Missouri 4-H agrees that these six pillars can be used as traits 4-H members strive to achieve through their projects, service learning and community service activities. Provided for you is an explanation of what a person of character can do to ensure they are exhibiting each pillar.

## A Person of Character Is...

Trustworthiness	Respect	Responsibility
<p><b>Integrity</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Stand up for your beliefs, follow your conscience, and remain honorable and upright.</li> <li>✓ Live by your principles no matter what others say.</li> <li>✓ Have the courage to do what is right and to try new things even when it is hard or costly.</li> </ul> <p><b>Honesty</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Tell the truth and nothing but the truth.</li> <li>✓ Be sincere.</li> <li>✓ Be forthright and candid.</li> </ul> <p><b>Reliability</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Keep your promises</li> <li>✓ Honor your word and commitments.</li> <li>✓ Be dependable.</li> <li>✓ Do what you are supposed to do.</li> <li>✓ Return what you borrow.</li> <li>✓ Pay your debts and be on time.</li> </ul> <p><b>Loyalty</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Stand by and protect your family, friends, school and country.</li> <li>✓ Be a good friend.</li> <li>✓ Look out for those who care about you.</li> <li>✓ Keep secrets of those who trust you.</li> </ul>	<p><b>Golden Rule</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Treat others the way you want to be treated.</li> <li>✓ Respect the dignity, privacy and freedom of all individuals.</li> <li>✓ Value and honor all people, no matter what they can do for you or to you.</li> <li>✓ Respect others' property - take good care of property you are allowed to use and don't take or use property without permission.</li> <li>✓ Respect the autonomy of others - tell them what they should know to make good choices about their own lives.</li> </ul> <p><b>Tolerance and Acceptance</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have.</li> <li>✓ Be tolerant, respectful, and accepting of those who are different from you.</li> <li>✓ Listen to others and try to understand their points of view.</li> </ul> <p><b>Nonviolence</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Resolve disagreements, respond to insults, and deal with anger peacefully and without violence.</li> </ul> <p><b>Courtesy</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Use good manners.</li> <li>✓ Be courteous, polite and civil</li> </ul>	<p><b>Duty</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Know and do your duty.</li> <li>✓ Acknowledge and meet your legal and moral obligations.</li> </ul> <p><b>Accountability</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Accept responsibility for the consequences for your choices, not only for what you do but what you don't do.</li> <li>✓ Think about consequences on yourself and others before you act.</li> <li>✓ Think long-term.</li> <li>✓ Do what you can do to make things better.</li> <li>✓ Set a good example.</li> </ul> <p><b>Pursue Excellence</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Give your best effort.</li> <li>✓ Persevere.</li> <li>✓ Don't quit.</li> <li>✓ Be prepared.</li> <li>✓ Be diligent.</li> <li>✓ Work hard.</li> <li>✓ Make all you do worthy of pride.</li> </ul> <p><b>Self-Control</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Take charge of your own life.</li> <li>✓ Set realistic goals.</li> <li>✓ Keep a positive outlook.</li> <li>✓ Be prudent and self-disciplined with your health, emotions, time and money.</li> <li>✓ Be rational - act out of reason, not anger, revenge or fear.</li> <li>✓ Know the difference between what you have a right to do and what is right to do.</li> <li>✓ Be self-reliant - manage your life so you are not dependent on others.</li> <li>✓ Pay your own way whenever you can.</li> </ul>

## A Person of Character Is...

Fairness	Caring	Citizenship
<p><b>Justice</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Be fair and just.</li> <li>✓ Treat people equally.</li> <li>✓ Make decisions without favoritism or prejudice.</li> <li>✓ In imposing punishment, be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient).</li> </ul> <p><b>Openness</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Be open-minded and impartial - consider what people have to say before you decide.</li> <li>✓ Be careful - get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another).</li> </ul>	<p><b>Concern for Others</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Be compassionate and empathic.</li> <li>✓ Be kind, loving and considerate.</li> <li>✓ Be thankful and express gratitude for what people do for you.</li> <li>✓ Forgive others for their shortcomings.</li> </ul> <p><b>Charity</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Be charitable and altruistic – give money, time, support and comfort without strings for the sake of making someone else's life better, not for praise or gratitude.</li> <li>✓ Help people in need.</li> </ul>	<p><b>Do Your Share</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Be a good citizen and a good neighbor.</li> <li>✓ Care about and pursue the common good.</li> <li>✓ Be a volunteer - help your school and community be better, cleaner and safer.</li> <li>✓ Protect the environment by conserving resources, reducing pollution and cleaning up after yourself.</li> <li>✓ Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes.</li> </ul> <p><b>Respect Authority and the Law</b> <i>Do</i></p> <ul style="list-style-type: none"> <li>✓ Play by the rules.</li> <li>✓ Obey parents, teachers, coaches and others who have been given authority.</li> <li>✓ Observe just laws.</li> </ul>



## Character Connections

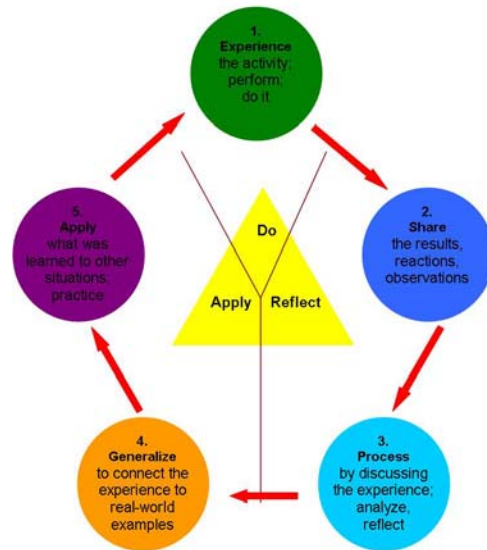
### Experiential Learning Model "Learn by Doing"

Project materials developed for 4-H provide activities for young people based on the Experiential Learning Model for education. It is from this learn-by-doing model that each of the Character Connections has been developed. Experiential learning means that your role as an adult leader is to facilitate learning. A

**facilitator** is responsible for supporting and encouraging participants to learn in their own way and in their own time. It is also important for you to help the participants focus on what they, individually, hope to learn from the project area.

Each activity in experiential education requires you as the facilitator to help young people get the most out of their experience. You may have to guide your participants in decision making and help them set goals for their projects. The more you can step aside and facilitate, the more learning will occur. You will notice that each of the activities is designed to help 4-Hers connect the activities with other areas of their life. This encourages them to think about what is happening in the world around them and how good character relates to their lives.

## Experiential Learning Model



### **Experience: Hands-on step.**

- Youth do their project before being shown or told how to do it.
- Leaders watch. Do not rob youth of the discovery experience.

### **Share: What**

- What did you do?
- What happened?
- What did it feel like to do (whatever)?
- How did you share your project with others?

### **Process:** Identify what was most important (the life skill) about project work.

- What did you learn about yourself by doing this project?

### **Generalize: So What**

- What did the experience mean to you personally?
- To your everyday life?
- Where have you faced similar challenges?

### **Apply: Now What**

This step emphasizes the life skill practiced rather than the subject matter skill.

- How can you use what you learned in other situations?

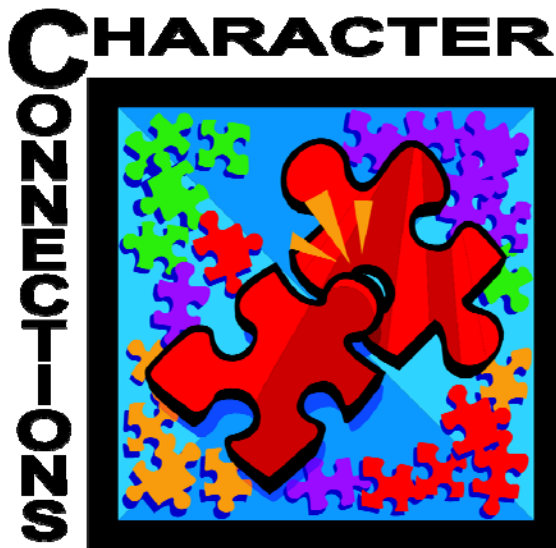


With the Experiential Learning Model it is still important to remember that people learn in different ways. We call these **Learning Styles**. Each of your participants will use different techniques to learn, each of which they have developed based on how they best learn. Provided is an explanation of four learning styles:

**Auditory:** These learners prefer group discussions and oral lectures. They can remember what is said more easily than what they do or see. Help these 4-Hers by reading project materials out loud and providing verbal clues as to what their next step should be. Have these learners talk through their thoughts with others, as they often learn a great deal from hearing their peer's thoughts.

**Visual:** These participants learn best by looking at illustrations, charts and diagrams. They often use drawings and notes to help them remember important details. Help these 4-Hers by pointing out the charts and graphs in the project materials and writing out steps and questions on large sheets of paper.

**Kinesthetic:** These learners use physical involvement to aid in their learning processes. They often enjoy role play and experimenting to help them remember what is being discussed. These 4-Hers will want to jump in and try each of the projects; having the opportunity to try something multiple times in order to get it right is important for these learners. Help them learn by giving them multiple opportunities to experiment and allowing them to physically be involved in each part of the project meeting. They will use feeling and texture to complete their projects so use hands on activities to help them learn.



# Character Connections

## Ages and Stages of Youth Development

When working with 4-Hers it is important to remember that each age group is at a different developmental stage. Young people’s abilities, interests and needs change dramatically over the 10 years they are involved in the 4-H program. As a project leader you can focus participant’s attention on

character education by planning activities around how age groups best learn and think.

### Early Childhood Ages 8-12

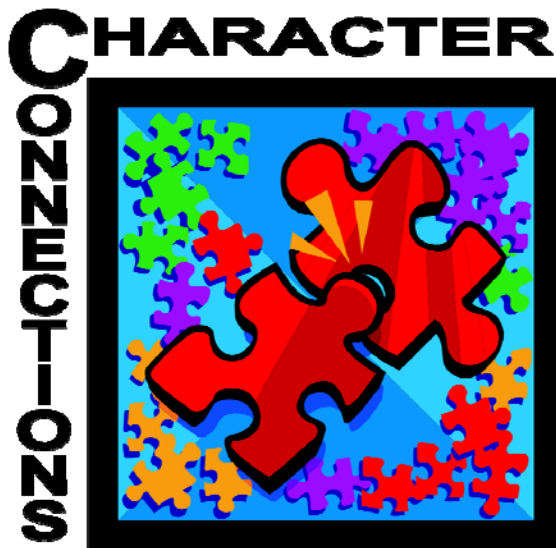
Characteristics	What this means for the Adult Leader	Application in Character Connections
Period of slow, steady growth	Provide many opportunities to practice skills	Allow 4-Hers to plan many small activities to work up to larger ideas they may have. Show caring and compassion when youth get frustrated trying to perfect skills.
Learning how to be friends with others, may have several “best friends”	Small group activities are effective for practicing social skills. Allow time for individual attention.	Plan activities that require 4-Hers to think about caring for others, particularly those who aren’t their “best friends.”
Beginning to experience empathy for others but are still selfish	Make-believe and role-play activities help children to understand how others might think and feel.	Talk about empathy and the importance of respecting and caring about people who are different from themselves.
Easily motivated and eager to try something new, but have short attention spans	Plan a wide variety of activities that take a short time to complete.	Use activities that show character traits simply.
More interested in doing activities rather than completing them	Focus activities on the process rather than the product	Talk about the importance of follow through as it relates to Trustworthiness and Responsibility
Sensitive to criticism	Find ways to give positive encouragement and assistance. Plan activities that encourage completion rather than competition	Focus on the Reflection portion of the activities, playing up the good feelings 4-Hers felt from doing the activities

## Early Teenage Ages 13-15

<b>Characteristics</b>	<b>What this means for the Adult Leader</b>	<b>Application in Character Connections</b>
Enjoy group activities and cooperation. Feel loyal to group or club.	Emphasize group learning experiences and form groups to plan activities together	Allow groups to work together to plan activities. Have 4-Hers split up the work load themselves for group activities
Admire and imitate older boys and girls. Need guidance from adults to stay on task and to perform at their best.	Encourage experiences with and mentoring by older youth. Work closely with this group and enlist older youth to help.	Encourage older 4-Hers to provide learning experiences for younger members. Explain how sharing knowledge with others is a sign of a caring, responsible individual.
Interests often change rapidly. Do best with small pieces of information	Allow for many brief learning experiences and give simple directions	Shorten activities so 4-Hers get the most out of the experiences and enjoy learning about character
Interested in sports and active games	Encourage active, fun learning experiences	Encourage young people to include sports and games to activities. Focus on rule setting and making sure everyone participates fairly
Beginning to think more abstractly and hypothetically. Starting to understand cause and effect relationships	Ask questions that encourage predicting and problem solving. Provide supervision without interference	Talk about citizenship and the importance of how their actions affect the community

## Older Teens Ages 16-19

<b>Characteristics</b>	<b>What this means for adult leaders</b>	<b>Application in Character Connections</b>
Often want adult leadership roles.	Provide opportunities for teens to plan their own programs.	Talk about responsibility and the importance of being trustworthy in leadership roles
Reach high levels of abstract thinking and problem solving.	Put youth in real life problem-solving situations. Allow them to make decisions and fully discover their ideas	Help 4-Hers understand the importance of having empathy for others
Developing community consciousness and concern for the well-being of others.	Encourage civic projects that are a service to others.	Promote being good citizens of their community by engaging in service learning and community service activities
Increasing self-knowledge; personal philosophy begins to emerge.	Allow time and plan activities for youth to explore and express their own philosophies	Present information about good character and allow the 4-Hers to develop their own opinions
Gaining independence and developing firm individual identity	Give teens responsibility and expect them to follow through. Provide opportunities that help teens explore their identity, values and beliefs.	Hold teens accountable for their actions. Encourage self-reliance and the importance of having consequences for choices



## Character Connections

### Techniques for Teaching Young People in Informal Settings

There are many teaching techniques that promote learning in informal learning settings. These techniques can all be used to encourage individual growth and promote learning through different means.

**Questioning:** Each Character Connection includes a Reflect section to help 4-Hers think about their experience. Asking young people questions keeps them involved in the activity and helps them to analyze what they have done. Ask open-ended questions to allow a variety of responses and elicit thoughts from many 4-Hers. Try not to give young people answers to questions right away as asking questions of leaders is often a way to avoid critical thinking.

**Group Discussion:** Much like questioning, group discussions allow 4-Hers to discuss their ideas with their peers. Many young people fear disapproval from their peers so ensure that each person has a chance to speak, but force no one to verbally participate. Group discussions often bring activities in a new direction as participants start to focus on how the activity relates to their community and lives.

**Lecture:** Defined as a literal transmission of information this method of teaching should be used only for short amounts of time. Lecture enables you, the leader, to give the entire group of participants important information all at once. This is best used for explaining the activity to the group before transitioning into a more interactive method of teaching.

**Journaling:** This allows 4-Hers to record their feelings at the time of the activity. Each Character Connection includes an Apply section that encourages members to think about how the activity relates to other areas of their lives. Use journaling to help 4-Hers record their thoughts about the activity and any further steps they would like to take to continue the experience.

**Group Meetings:** This method uses General Consent or Roberts Rules of Order to conduct an activity in a group situation. This small group meeting allows each participant to have an important role in group governing and helps 4-Hers understand the importance of responsibility and trustworthiness. This method allows young people to feel independent of their adult leaders. This gives them the feeling that they are planning and implementing activities, giving them ownership over the activity.

**Demonstration:** This method is used to show learners how something works and the procedures they need to follow to complete the project. Demonstration allows you, the leader, to show 4-Hers how to complete the project and the reason for each step in the process. This is particularly useful for projects that each member is completing. This method is also used in 4-H to help members practice public speaking skills. Use this method in your project group to help members prepare for formal demonstrations by practicing in front of their peers.