

Character / Ethics

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Region: East **Circle which primary base program it addresses - 4-H**

Section 1. Relevance

Relevance is included to provide the reason the educational program should be developed to address the identified issue. Within the relevance section, there are several questions that must be addressed. This section will seek to address these.

Where did this issue surface?

Sources where issue surfaced:

Texas Community Futures Forum

What is the issue/problem?

Historically, character education and ethics were taught in the home environment, but this has changed as demographics have changed. Our agency is poised to reach youth and has the opportunity to shape ethical young people who will have values as contributing adults.

Problem size and scope? (How many people does it affect? How wide spread?)

The shift in society's expectation of young people has changed and youth are more disrespectful as a result and lack manners. This problem is widespread among all youth in Texas.

Problem severity? (How serious is this issue?) *Medium*

There are many issues affecting kids, especially teenagers and adolescents, however, many good kids exist.

Target Audience? (Who does the problem impact and how many?)

4-H age youth - probably 30% of 4-H members ages 11-14

What are some general characteristics of the audience this program targets? How will you market this program to others?

Ages 11-14 (grades 5-8) rural and urban youth

Section 2. Response

State the goal of the program.

To instill positive character and ethics

State the outcome objectives.

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on..... >ethics and character
<i>Skills</i>	develop skills.... >necessary to make sound ethical decisions
<i>Attitude</i>	change their attitudes pertaining to... >importance of exhibiting character
<i>Behavior Change</i>	adopt.... >the six pillars of character and manners in their daily lives
<i>New Technology</i>	adopt....
<i>Best Practice</i>	adopt

Program Design.

Topic (Subject Matter) **	Strategy to Deliver Content (Method)	Existing Resource(s)	Contact Person(s) (Includes CEA's Specialists, Commodity Reps)
Ethics in youth livestock projects		Quality Counts (notebook and CD http://qualitycounts.tamu.edu)	Kevin Chilek Vet TAHC
Character Education		Character Counts www.characterworks.com www.character-education.info	TBD DARE Agents Agents
Ethics in Competition		Josephson-Character Sports segment	4-H specialist Community Leaders Coaches

Section 3. Results

Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
<i>Knowledge</i>	1. List the six pillars of character. 2. List one example of someone who shows respect. 3. How does this person show respect? Questions like 2 and 3 for each pillar (Who, Why, How)
<i>Skills</i>	1. Create a situation and have them choose from multiple choice answers of which one is correct and ethical. 2. Maybe use 6-10 scenarios of which each has one correct, ethical answer.
<i>Attitude</i>	1. This can be measured through a teacher survey and ask them if they have noticed a positive change in attitude as a result. Measures - >treatment of others >cooperation >conduct >etc.
<i>Behavior Change</i>	1. Measure number of disciplinary referrals at school. 2. Measure number of kids in alternative school pre/post activity and long-term. 3. Include in teacher survey for teacher input. This one is difficult for degree of accuracy and duration of child development.
<i>Attitude</i>	1. This can be measured through a teacher survey and ask them if they have noticed a positive change in attitude as a result. Measures - >treatment of others >cooperation >conduct >etc

******IDEA: At completion of activity, ask this:**

My character has been affected by (circle all that apply) or please rank as to how these have affecter your character.

- Parents**
- Teacher**
- Character Education Program**
- Church Youth Group**
- Classmates**

This is the link to the Quality Counts knowledge based evaluation instrument:

Character Education Teacher Interview Evaluation (Austin County)

Due to your students participation, did you notice a difference in their interpersonal relationship with others?

YES

NO

Please explain your answer.

Did you notice the showing more respect to others?

YES

NO

Please explain your answer.

Do you see them practicing the "Golden Rule?"

YES

NO

Please explain your answer.

Did the students exhibit a greater sense of responsibility because of their participation?

YES

NO

Please explain your answer.

Do the students show more expressions of gratitude?

YES

NO

Please explain your answer.

Have they shown the courage to do the right thing?

YES

NO

Please explain your answer.

Overall, did you see a change in their character?

YES

NO

Please explain your answer.

HERE IS ANOTHER EXAMPLE OF A BEFORE AND AFTER CHARACTER EDUCATION PROGRAM EVALUATION.

**TEXAN'S BUILDING CHARACTER
YOUTH EVALUATION
BEFORE**

For each of the sentences below, circle the ONE number that best describes you BEFORE you learned anything about character.

Never
1

Sometimes
2

Always
3

STATEMENTS	BEFORE		
Complete my obligations and follow through with my promises.	1	2	3
Show respect to others.	1	2	3
Apply the Golden Rule to my life.	1	2	3
Take responsibility for my own actions.	1	2	3
Play by the rules to be fair.	1	2	3
Set goals for myself to achieve.	1	2	3

Play by the rules to be fair.	1	2	3
Set goals for myself to achieve.	1	2	3
Listen to everyone's opinions.	1	2	3
Accept others for who they are.	1	2	3
Make ethical decisions.	1	2	3
Cooperate with others.	1	2	3
Get along with others.	1	2	3
Apply new ideas to be an effective leader.	1	2	3
Care for others.	1	2	3
Being a good neighbor and work for the common good.	1	2	3
Help others in need.	1	2	3

**THIS IS A RETROSPECTIVE POST EXAMPLE
WILSON COUNTY
TEXAN'S BUILDING CHARACTER**

Your help is needed in providing vital feedback on the activity you have just completed. This information is important because your answers will serve as a guide for making changes to improve this activity. Please take a moment to complete this survey by indicating whether your habits have changed as a result of your experience. Thank you for your support of this activity and the Texas 4-H and Youth Development Program.

For each of the practices listed below, in the LEFT column, circle the ONE number that best reflects you before the Character Education Series. Then, in the RIGHT column, circle the ONE number that you think best reflects the students' attitudes (as a class) after the Character Education Series.

Never
1

Seldom
2

Sometimes
3

Often
4

Always
5

STATEMENTS	<u>BEFORE</u> Character Education					<u>AFTER</u> Character Education				
Complete my obligations and follow through with my promises.	1	2	3	4	5	1	2	3	4	5
Show respect to others.	1	2	3	4	5	1	2	3	4	5
Apply the Golden Rule to my life.	1	2	3	4	5	1	2	3	4	5
Take responsibility for my own actions.	1	2	3	4	5	1	2	3	4	5
Play by the rules to be fair.	1	2	3	4	5	1	2	3	4	5
Set goals for myself to achieve.	1	2	3	4	5	1	2	3	4	5
Listen to everyone's opinions.	1	2	3	4	5	1	2	3	4	5
Accept others for who they are.	1	2	3	4	5	1	2	3	4	5
Make ethical decisions.	1	2	3	4	5	1	2	3	4	5
Cooperate with others.	1	2	3	4	5	1	2	3	4	5
Get along with others.	1	2	3	4	5	1	2	3	4	5
Apply new ideas to be an effective leader.	1	2	3	4	5	1	2	3	4	5
Care for others.	1	2	3	4	5	1	2	3	4	5
Being a good neighbor and work for the common good.	1	2	3	4	5	1	2	3	4	5
Help others in need.	1	2	3	4	5	1	2	3	4	5

Please list the six pillars of character below.

Interpretation. The last step in the process is interpreting the results to our stakeholders. List internal and external stakeholders that would be interested in the results of this educational program. Do not forget to think about other state agencies and groups that would be interested in these outcomes.

Internal to Extension Stakeholders	External Stakeholders
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<p>Better promotion of skills attained through newsletters and news articles when giving results.</p> <p>Number of dollars saved as a result of keeping kids out of trouble - show number of decreases in crime, juvenile delinquency, etc.</p>	<p>Statistics must be used to show that productive citizens will be a result of the program (vandalism, crime, etc.)</p> <p>Workforce, Chamber of Commerce, employees</p> <p>Major corporations to support financially with the privatization of 4-H.</p>
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Additional Resources. What additional resources are needed to address this issue? In other words, what is needed to design innovative programs that will impact our audiences? Use the space below or the back if needed.

- >4-H Clover
- >Ways to expand on Character as a project
- >Provide ideas for activities or lessons

