

Issue: Character Education

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

Section 1. Relevance

Where did this issue surface?

Texas Community Futures Forum
County Committees
Specialist(s)

What is the issue/problem?

Downward trend in the ethical decision making among our youth and an increased need for positive role models and an affirmation of education toward good decision making.

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

Youth 5-18 and adults in contact with youth are also an audience

Problem severity? (How serious is this issue?)

Medium

Description:

In 10 years, there was a 13% increase in lying, 7% increase in stealing and 3% increase in cheating based on a survey of 12,000.

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

Pre-K thru 5th grade secondary audience of adults in contact with youth/parents

What are some general characteristics of the audience this program targets?

Target audience are still interested in pleasing adults, still impressionable and willing to go any direction. They are in school, immobile, and receptive to positive reinforcement. Adult/parent audience are in contact with youth, interested in those youth and/or in a youth serving roll.

Section 2. Response

State the goal of the program.

Increased capacity of youth ages 5-11 to make decisions that impact themselves and those around them in a positive way

State the outcome objectives. These are the objectives that describe the intended results of a program (e.g. attitudes, knowledge, skills, adoption of practice/technology, change of behavior).

Client Change	At the end of this program, will....
<i>Knowledge</i>	increase knowledge on.... The positive aspects of the 6 pillars of character

<i>Skills</i>	develop skills.... Ability to work through the 6 pillars to make good decisions
<i>Attitude</i>	change their attitudes pertaining to... Value the needs of others and value the impact of your decisions on others
<i>Behavior Change</i>	adopt.... decisions on a consistent basis; demonstrate use of the 6 pillars/ethical decision making models. Make a demonstrative change on ethical
<i>New Technology</i>	adopt.... N/A
<i>Best Practice</i>	adopt
	N/A

Program Design

Topic (Subject Matter)	Existing Resource(s)	Contact Person(s)
6 Pillars of character	Good Ideas I & II, Texas Edition of Good Ideas, Pizza Boxes from Character Counts, Victory with Honor, Newsletter Honor Above All, Real World Game, Idea Bin	
Decision Making		
Choices		

Section 3. Results

The last section deals with evaluation of this program. The evaluation content should mirror the objectives that are outlined in section two. Please try and list some specific questions that should be asked to the target audience to determine if the intended change took place. List as many potential questions as possible. The goal here is to create a question bank for each client change level so that the educator can review these questions to see if any of them are relevant to their program. If they are, then they can use them to measure change in their program.

Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
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<i>Knowledge</i>	
<i>Skills</i>	
<i>Attitude</i>	
Client Change Level	Sample Questions (Review the objectives section to help place questions or statements in the space below)
<i>Behavior Change</i>	

<i>New Technology</i>	
<i>Best Practice</i>	

Economic Indicators. Are there economic indicators that can be measured concerning this issue?

Please list them 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

**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 Sometimes Always
1 2 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
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

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

Now circle the ONE number that you think best describes you now that you have learned about character.

Never Sometimes Always
1 2 3

STATEMENTS	AFTER		
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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
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 **Seldom** **Sometimes** **Often** **Always**
1 **2** **3** **4** **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
Better promotion of skills attained through newsletters and news articles when giving results.	Statistics must be used to show that productive citizens will be a result of the program (vandalism, crime, etc.)
Number of dollars saved as a result of keeping kids out of trouble - show number of decreases in crime, juvenile delinquency, etc.	Workforce, Chamber of Commerce, employees
	Major corporations to support financially with the privatization of 4-H.

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.