

Character Links 5

Curriculum

Photo courtesy of National 4-H

Character Links 5

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4-H Character All Stars will implement the Character Links 5 curriculum for the 2018-19 school year. Within the curriculum five character traits are highlighted: Honesty, Respect, Responsibility, Kindness and Citizenship. Each lesson uses literature to help students process the concepts. Lessons are interactive and provide the framework for youth to develop into healthy adults. This curriculum is geared towards third, fourth and fifth grades. Lessons are meant to be done monthly and the order may be switched around to coordinate with school's current character programs. SDSU Extension 4-H Youth Programs Advisors (YPA's) will train Character All Star (CAS) students prior to starting series at a time that works for CAS schedule's by going through power points on **Box** "Working with Younger Youth" and "Assembly & Classroom Character Message Preparation". We encourage meeting with school faculty to develop a process and timeline that works best for all involved. Thank you to Karelyn Farrand, former SDSU Extension Character Education Field Specialist, for providing the vision for this project.

Option A:

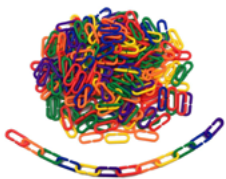
4-H Character All Stars lead opening assembly with grades selected. YPA and/or school counselor conduct five lessons. 4-H Character All Stars then come back for a finale assembly and highlight what was learned. Assembly sample scripts included. Conduct pre and post surveys.

Option B:

4-H Character All Stars and 4-H Youth Program Advisor and/or school counselor conduct lessons in series with classroom(s) selected. Conduct finale in sixth lesson. Conduct pre and post surveys.

Supply List

- Print Character All Star promotion flyers to hang in school, classroom, around town. Template can be found in Box. Flyer includes picture of CAS and their character message.
- Create the CAS flyer in Box. Find the blank template and add your CAS's picture and character mantra. Blank templates are in PowerPoint add your CAS's pictures to and their character mantras.
- Order chain links from Amazon.



(You will need 6 chain links per child. One given out each time a lesson is conducted.)

- Optional: Twister Game Board for finale assembly

Lesson 1 Honesty:

- Print and laminate letter cards that spell HONESTY and Mt. Rushmore picture.
- Utilize character trait chart.
- 2 decks of playing cards
- Optional: Make or find black top hats for your CAS students to wear into the classroom.

Other Literature that could be utilized.

- *The Empty Pot* – Demi
- *Knots on a Counting Rope* – Bill Martin Jr. and John Archambault
- *The Hating Book* – Charlotte Zolotow
- *The Honest-to-Goodness Truth* – Patricia McKissack

Lesson 2 Respect:

- Print and laminate letter cards that spell RESPECT.
- Print and laminate wind and sun cards. You can attach to popsicle sticks or headbands for your CAS to use as props.
- Have CAS bring a coat.
- Print word find for each student.

Other Literature that could be utilized.

- *The Sneeches* – Dr. Seuss

- *Arthur's Nose* – Marc Brown
- *So What* – Miriam Cohen
- *I'm Terrific* – Marjorie Weinman Sharmat

Lesson 3 Responsibility:

- Print and laminate the letter cards that spell RESPONSIBILITY.
- Story can be found at your local library *I Just Forgot* – By Mercer Mayer
- Strips of paper for chore chain activity
- Tape or stapler
- Print and laminate stick figures
- Dry Erase Markers

Other Literature that could be utilized.

- *Horton Hatches the Egg* – Dr. Seuss
- *Shoeshine Girl* – C. Bulla
- *Stone Fox* – J. Gardiner
- *The Paperboy* – Dav Pilkey

Lesson 4 Kindness:

- Print and laminate the letter cards that spell KINDNESS.
- Print kindness chart for classroom.
- Red heart stickers for chart and dove chocolate for youth when you return for the following lesson.

Other Literature that could be utilized.

- *Be Kind* – Miller, Pat Zietlow
- *Now One Foot, Now the Other* – Tomie de Paola
- *I Walk with Vanessa* – Kerascoet
- *See You Tomorrow, Charles* – Mirriam Cohen

Lesson 5 Citizenship:

- Print and laminate letter cards that spell CITIZENSHIP.
- Print worksheet for each student.
- Utilize Youtube Red Skelton video.

Other Literature that could be utilized.

- *Horton Hears a Who* – Dr. Seuss
- *Swimmy* – Leo Lionni
- *This is America – The American Spirit in Places and People* – Don Robb
- *She's Wearing a Dead Bird on Her Head* – Kathryn Lesky

Character vs. Trait	Honesty	Respect	Responsibility	Kindness	Citizenship	

**Supply List**

- Print and laminate letter cards that spell HONESTY and Mt. Rushmore picture.
- Utilize character trait chart.
- 2 decks of playing cards
- Optional: Make or find black top hats for your CAS students to wear into the classroom.

Other Literature that could be utilized

- *The Empty Pot* – Demi
- *Knots on a Counting Rope* – Bill Martin Jr. and John Archambault
- *The Hating Book* – Charlotte Zolotow
- *The Honest-to-Goodness Truth* – Patricia McKissack

Lesson 1 – Honesty

Grades: 3-5

Introduce yourself and your Character All Stars. *YPA: Hand classroom teacher a copy of the Character All Star Flyer, if they don't have one yet. "These contain the CAS pictures and their character paragraph."*

First have four students come up, set them in teams of two and see if they can unscramble the letters to form the link "HONESTY" they will be discussing today. See who can get it first. (Prizes can be given to all participants if you would like) *letter cards should be printed and laminated.*

What is Honesty?

Honesty is telling the truth and acting truthfully. Honesty is being a good friend and not hiding things, twisting words to get another into trouble, or taking something without asking. Friendships are built on honesty and trust.

Who do you know that is honest? *Wait for responses... teacher, mom, dad, grandparent, etc...*

I'm going to share with you about the honesty of one of the United States' great Presidents. Reference *Mt. Rushmore picture. Can the kids name those Presidents?* (George Washington, Thomas Jefferson, Teddy Roosevelt, and Abraham Lincoln. I'm going to tell you a story about Abe Lincoln.)

Abe Lincoln could not endure the thought of cheating anyone, even if it had not been done on purpose. When Abe was 22 he worked in a grocery store of sorts. One day a woman came in and bought several things amounting to just over \$2. She paid Abe the money and went away satisfied. That night, after going over the sales of the day, Abe found that he had charged the woman six and 1/4th cents too much! Even though it was late, he finished closing the store and returned the money to the woman. She lived more than two miles away, but that didn't matter to Abraham Lincoln. When he returned the money to the astonished woman he walked back to the village with a long step and a light heart.



How do you think he felt after returning the money?

How do you feel when you do the right thing?

Happy, accomplished, good, cheerful

Give me some examples of where you might see someone cheating?

School work, games, sports, tests

Activity: Grab a deck of cards and play a simple game like war. Play one round by mixing up the cards and deal normally. Have fun and get excited. Let them win a few times or as time allows. Now switch decks and put all the face cards in your hand. Explain that this IS cheating. Ask children “Was the game fun when I cheated? Why?”

There are many stories of Abe doing things like the story I read you. Abraham got the nickname Honest Abe and it stuck. One of his slogans when he ran for President of the United States was “I cannot tell a lie!”

His honesty and integrity won him the election.

**Read the story out loud- The Sultan and the Seeds**

Optional: Utilize pages 9-10 for storytelling purposes.

An old sultan prided himself on having established a kingdom that was just, and he wanted his successor to continue that legacy. So he gathered his nine sons and gave each one a single seed, saying, "I want each of you to plant and nurture your seed. In one year I will judge the results of your efforts and choose the next sultan." Within months the sons were bragging about how well their seeds had grown – all but Pal, who was unable to produce any growth at all. After a year, the sultan examined each pot and was amazed at the array of beautiful plants. When he came to Pal's lifeless pot he asked what happened. Pal replied humbly, "As hard as I tried, my seed did not grow. I think I was chosen to serve rather than lead." "My son," the sultan said, "you have been chosen to serve, and you shall do so by leading this kingdom as its next sultan. You alone among your brothers are a man of honor. All the seeds I gave last year were dead." He then banished his other eight sons for dishonoring his name.

Put blank grid up on the power point or print for each student or draw grid on white board.

After reading the story – discuss and fill in the grid.

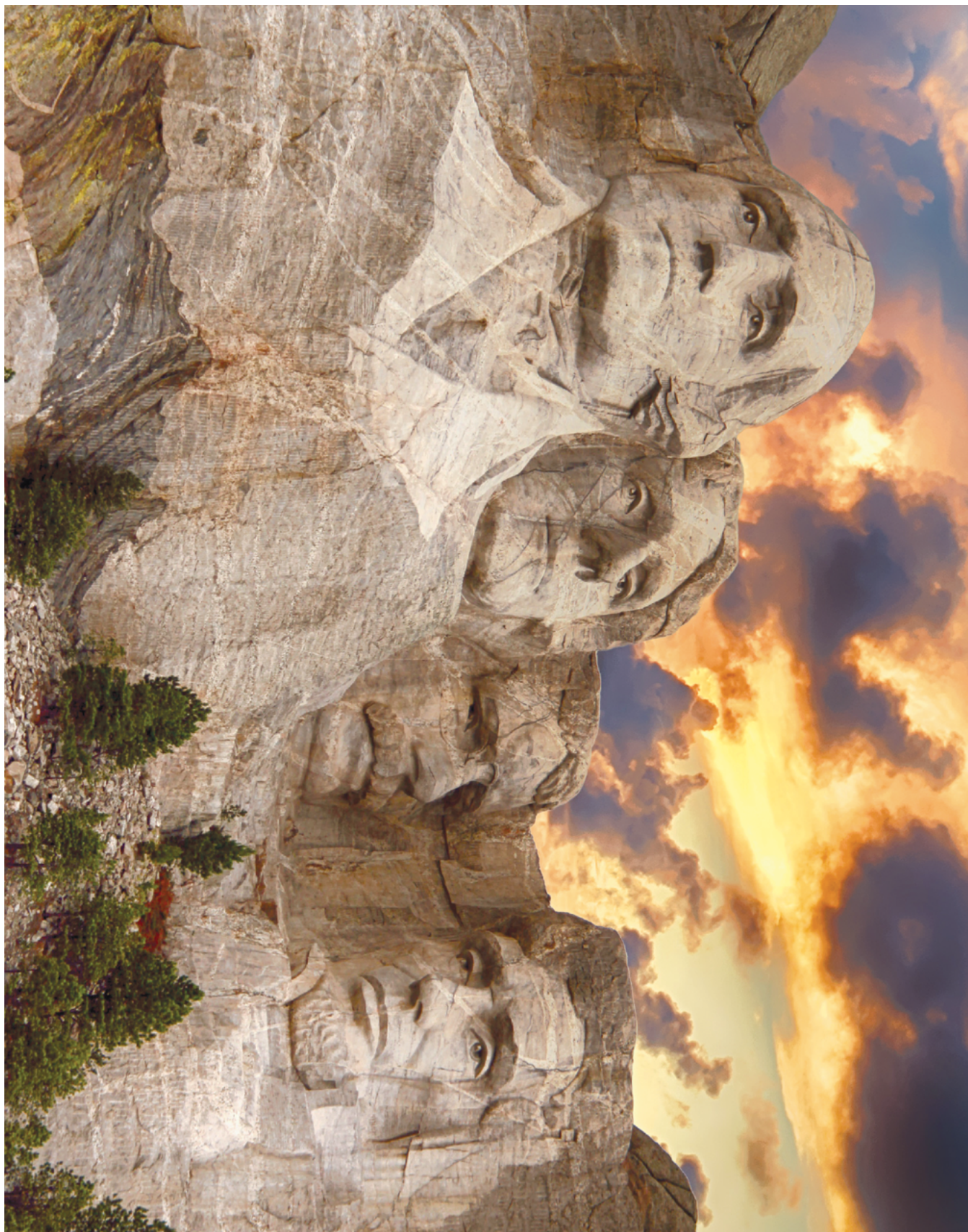
Does anyone have a real life story of how being honest has effected them?

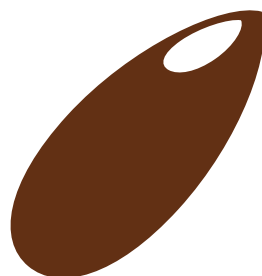
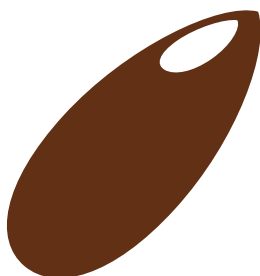
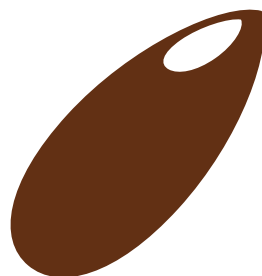
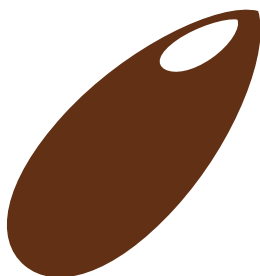
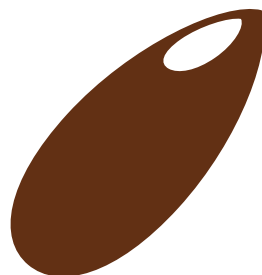
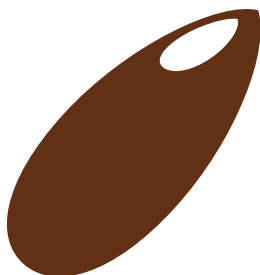
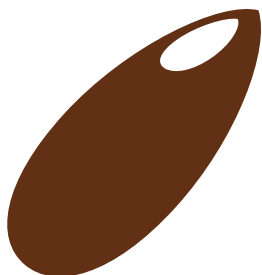
Students?

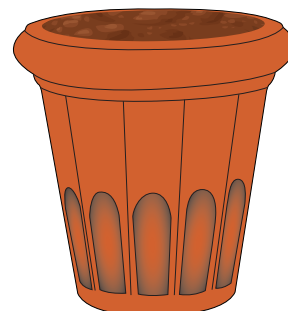
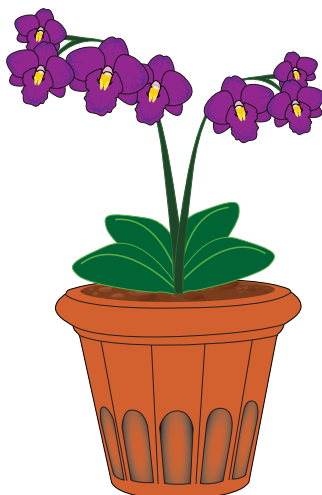
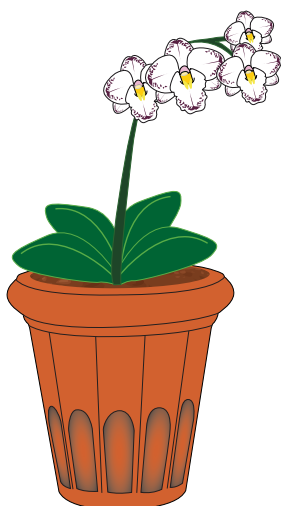
Have Character All Stars or YPA share a personal story.

Give each student one chain link (blue) to attach to the first one you gave them at the assembly portion if applicable. *This is your honesty chain link. Let this serve as a reminder to be honest, and be a good friend. Be someone that we can count on to do the right thing! Please keep your chain link in your desk and have it when we come back.*

CAS: Thank the teacher, or administration for letting you come spend time in the classroom today.









Lesson 2 - Respect

Grades: 3-5

To Begin the lesson, first REVIEW and briefly discuss the previous Character 5 links you have covered in the classroom. They are: HONESTY

First have four students come up, set them in teams of two and see if they can unscramble the letters to form the link they will be discussing today. See who can get it first. (Prizes can be given to all participants if you would like).

What is respect? We hear it all of the time – What does it mean?

A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

We are going to read and act out a story and then we will discuss how we saw RESPECT being modeled in this story: Before we begin I will need 3 volunteers. 1) The North Wind 2) The Sun 3) Student walking and wearing a coat.

Items needed for this skit: Take 5 minutes to prepare them while the other students complete a CHARACTER 5 LINK Word Find. (Print off before class). Sun and wind graphics may be put on popsicle sticks or headbands for story telling.

Read the story out loud slowly while the students act it out.

- Print off the picture of the WIND & the SUN – laminate them so as to keep them in good condition.
- Provide a warm coat for the student to wear.
- One may choose to use their “blowing breath” or a hair dryer – to display the wind.

Supply List

- Print and laminate letter cards that spell RESPECT.
- Print and laminate wind and sun cards. You can attach to popsicle sticks or headbands for your CAS to use as props.
- Have CAS bring a coat.
- Print word find for each student.

Other Literature that could be utilized

- *The Sneeches* – Dr. Seuss
- *Arthur’s Nose* – Marc Brown
- *So What* – Miriam Cohen
- *I’m Terrific* – Marjorie Weinman Sharmat

**The North Wind and The Sun**

The North Wind boasted of great strength. The Sun argued that there was great power in gentleness.

"We shall have a contest," said the Sun.

Far below, a man traveled a winding road. He was wearing a warm winter coat.

"As a test of strength," said the Sun, "Let us see which of us can take the coat off of that man."

"It will be quite simple for me to force him to remove his coat," bragged the Wind.

The Wind blew so hard, the birds clung to the trees. The world was filled with dust and leaves. But the harder the wind blew down the road, the tighter the shivering man clung to his coat.

Then, the Sun came out from behind a cloud. Sun warmed the air and the frosty ground. The man on the road unbuttoned his coat.

The sun grew slowly brighter and brighter.

Soon the man felt so hot, he took off his coat and sat down in a shady spot.

"How did you do that?" said the Wind.

"It was easy," said the Sun, "I lit the day. Through gentleness I got my way."

After reading the story – discuss:

Who represented RESPECT in this story?

How was RESPECT shown and known in the story?

Who can come up with a "real life" story of what RESPECT might look like in school or at home?

Example: When walking through a crowded hallway or waiting in line, think about being gentle like the sun. Not shoving through or budding to get to the head of the line. The leader can use the Sun & Wind picture cards to demonstrate the differences in the real life situations.

**Moldy Attitudes**

You will need a piece of stale bread, a re-sealable freezer bag, a water sprayer, water and dust. *(Bring with you a piece of bread you have already let mold for a couple days).*

Send teams on a dust hunt in the classroom. Give them a slice of bread and have them gather dust and put on the slice of bread. The dust represents the selfishness and pride.

Spritz the bread with warm water so the slice is damp and place in an airtight bag.

After you have successfully grown mold, take some time to discuss how disrespect- the mold "spoils" relationships "the bread". Hint: You may want to use a fresh made bread that doesn't have preservatives in it.

Compare a fresh slice of bread to the moldy slice.

Discuss how bad attitudes can cause people to treat others with disrespect. If we are too proud, we might think we are better than others and treat people poorly. If we consider other people valuable, then we treat them with kindness and respect.

Questions:

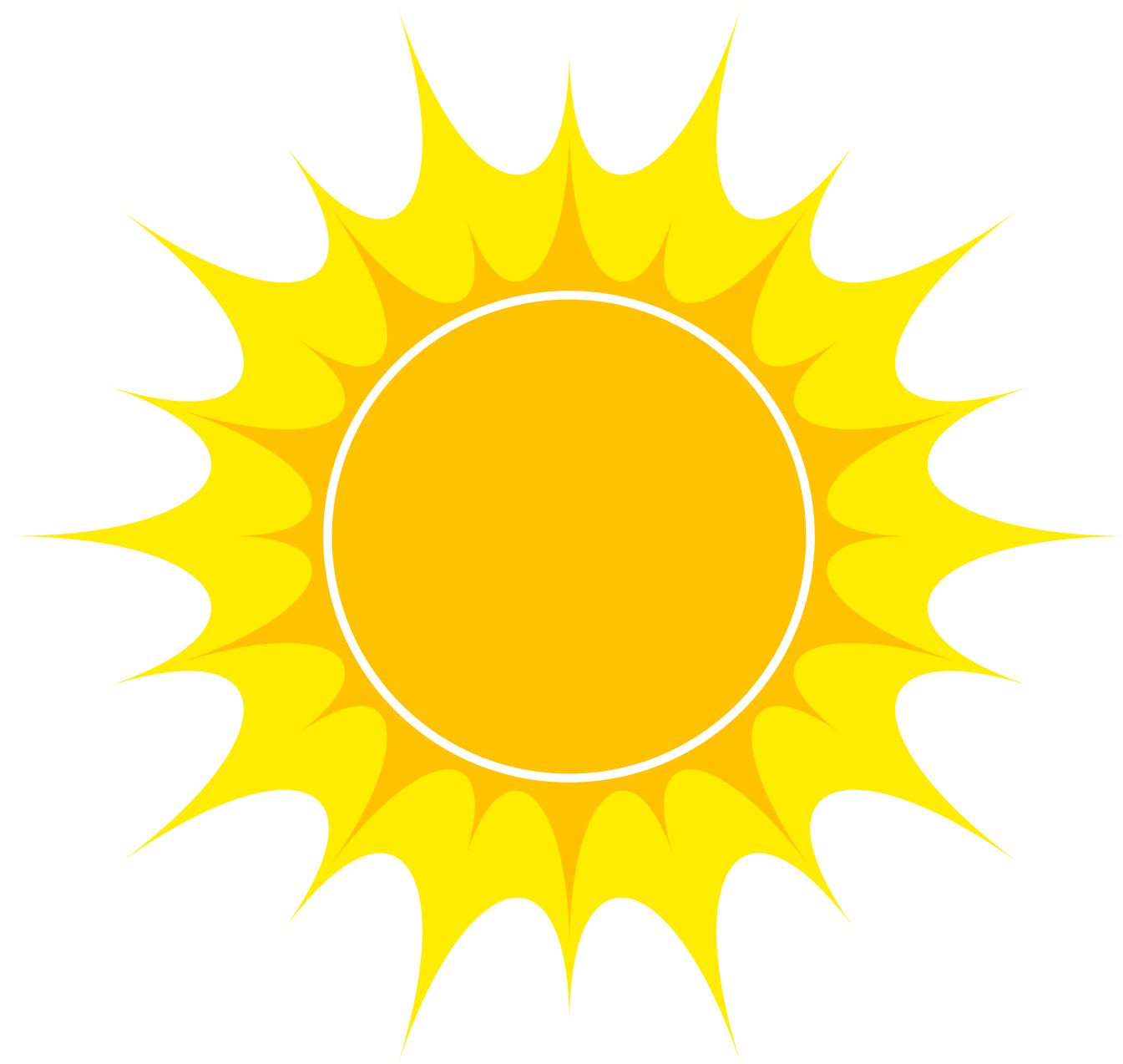
Which slice of bread would you want to eat?

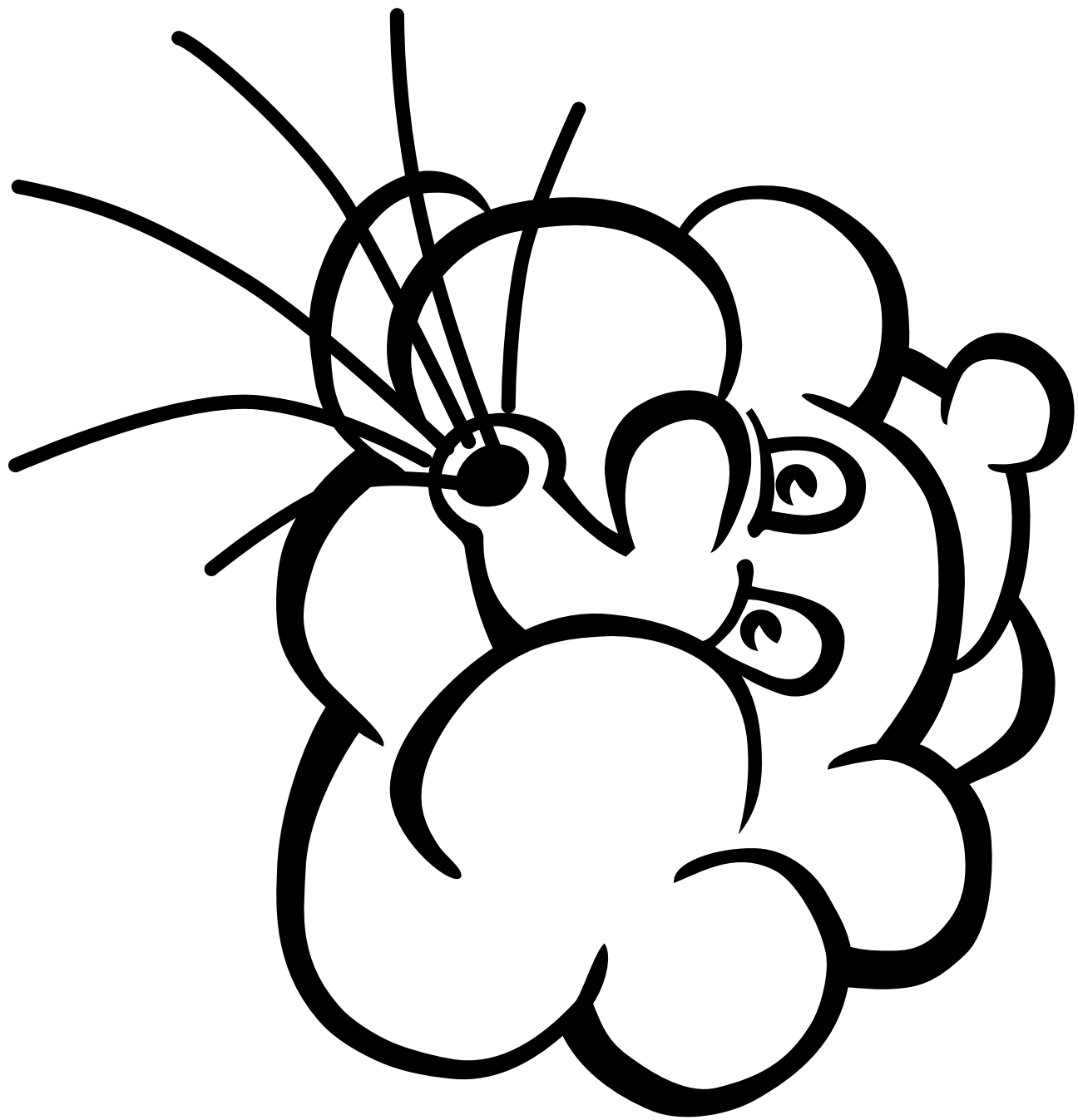
If you are thinking only of yourself, what will you do when someone pushes you by mistake?

Who would you rather be around- someone who treats you with respect and values you or someone who always wants the best for themselves?

Pass out one (yellow) chain link to the students. *Respect is the link to having people value your opinion. Actions are louder than words. Doing your chores, homework, taking care of things. Let this link serve as a reminder to be respectful.*

CAS – *thank teacher for their classroom time, we will see you next time!*







South Dakota Character Links 5 Word Find:

p h u l g l i n k e n s w r t v f l w q s c x z a b g u l o l h l
 r o f t h b e w q s c v j k u l l k n h p k t v w r f t h o l t w
 e n d i v e r s i t y u q s a x c v g r e d p o k j n u y t c s u
 s e e k a n d f i n d w o r d s h a v e f u n y o u c a n d o i t
 p s c i t i z e n s h i p o o l e g m n g f w q s s z v n s l c m
 e t e r u t a r e t i l o r e s p o n s i b i l i t y w e g s r l
 c y i r c a h b c w d l t e c h a r a c t e r s u m y d f v h l j
 t l e a r n y u o l p j l g v e f r k i n d n e s s f q w s x v d

Honesty
Literature

Responsibility
Citizenship

Character
Respect

Link
Kindness

Diversity
Learn

Secret Sentence: _____

South Dakota Character Links 5 Word Find:

p h u l g l i n k e n s w r t v f l w q s c x z a b g u l o l h l
 r o f t h b e w q s c v j k u l l k n h p k t v w r f t h o l t w
 e n d i v e r s i t y u q s a x c v g r e d p o k j n u y t c s u
 s e e k a n d f i n d w o r d s h a v e f u n y o u c a n d o i t
 p s c i t i z e n s h i p o o l e g m n g f w q s s z v n s l c m
 e t e r u t a r e t i l o r e s p o n s i b i l i t y w e g s r l
 c y i r c a h b c w d l t e c h a r a c t e r s u m y d f v h l j
 t l e a r n y u o l p j l g v e f r k i n d n e s s f q w s x v d

Honesty
Literature

Responsibility
Citizenship

Character
Respect

Link
Kindness

Diversity
Learn

Secret Sentence: _____

**Supply List**

- Print and laminate the letter cards that spell RESPONSIBILITY.
- Story can be found at your local library *I Just Forgot* – By Mercer Mayer
- Strips of paper for chore chain activity
- Tape or stapler
- Print and laminate stick figures
- Dry Erase Markers

Other Literature that could be utilized

- *Horton Hatches the Egg* – Dr. Seuss
- *Shoeshine Girl* – C. Bulla
- *Stone Fox* – J. Gardiner
- *The Paperboy* – Dav Pilkey

Lesson 3 - Responsibility

Grades: 3-5

Begin the lesson with reviewing and briefly discussing the previous Character links you covered in the classroom: HONESTY and RESPECT. Have students unscramble letter cards for RESPONSIBILITY.

Definition: (noun) Responsibility - What does it mean?

The state or fact of having a duty to deal with something; the state or fact of being accountable; or the opportunity or ability to act independently and make decisions with authorization.

Explain we are going to read and act out a story and then we will discuss how we saw RESPONSIBILITY being modeled in the story.

I'm going to read a story relating to responsibility. Instruct the students to imagine if they find themselves in these predicaments.

READ (This book can be found at your local library along with other literature options.)

I Just Forgot – by Mercer Mayer



Story Debrief Questions:

- Sometimes the character just forgets! What are some of the things he forgets to do?
- Have you ever forgotten to do things you were supposed to do? What happened when you forgot? How did you feel?
- How can you remember what you are supposed to do? Is there anything that will help you remember things?
- The character NEVER forgets to give his mom a goodnight kiss. Why do you think he always remembers to do that? Are there things that you ALWAYS remember to do? What helps you remember them?

To expand on our reading about responsibility, (pick one or both activities, depending your time) for the students to complete.

Activity 1: Chore Chain

We are only as strong as our weakest link. Make a “Chore Chain” to test that motto.

Supplies Needed:

- Skinny Strips of paper
- Stapler

Steps:

1. Have students write down one or more of their chores they have in school on a skinny strip of paper.
2. Staple strips together, end to end, to create the link for the chain.
3. Ask students to imagine how strong this class chain is when everybody shows responsibility by giving their best effort and doing what they’re supposed to do.
4. Pair up student to talk about how this ideal makes their classroom work better.
5. Then tear out one of the middle links from the chain and read it aloud: “Uh oh, looks like Jimmy forgot to feed his hamster.”
6. As the two halves of the chain fall to the ground, encourage students to reflect on how the strength of the chain was compromised when one of the chores was forgotten.
7. Break the chain a few more time to represent other forgotten chores, then have students brain storm ways to help each other remember to take their responsibility seriously and get their chores done.



Finally, institute class jobs so students can practice taking responsibility. Here are some suggestions for jobs that students generally love to do:

- Serve as a cafeteria monitor
- Be a peer tutor
- Be a line leader
- Be the caboose
- Be a watt watcher and turn off the lights in an empty room
- Help with recycling
- Be the paparazzi and take pictures
- Be the technology engineer
- Shadow the custodian
- Read to a younger student
- Be in charge of recess equipment
- Feed the class pet
- Water classroom plants
- Be the messenger
- Choose the story
- Read to another class

Activity 2: What's At Stake?

This engaging activity will have them think who might be a stakeholder in the decision.

Supplies Needed:

- Scenario cards
- People Figures – Cut out and laminate
- Dry Erase Marker – Use to write down answers and easily wipe off.

Steps:

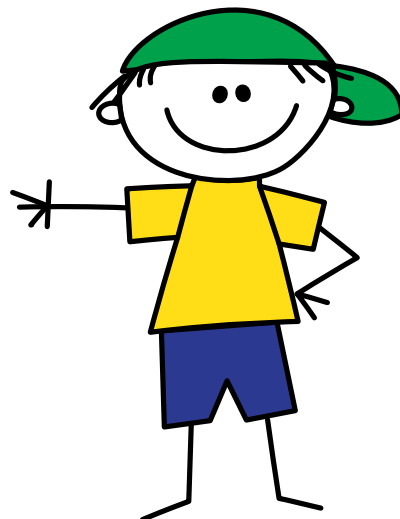
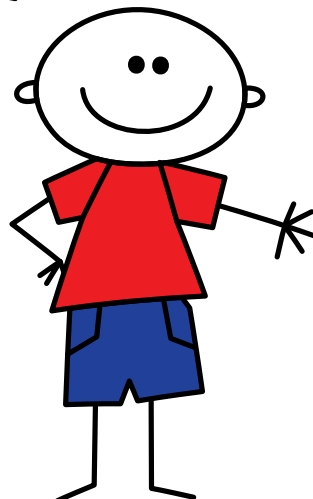
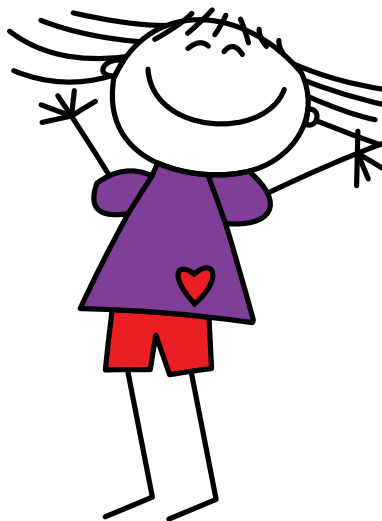
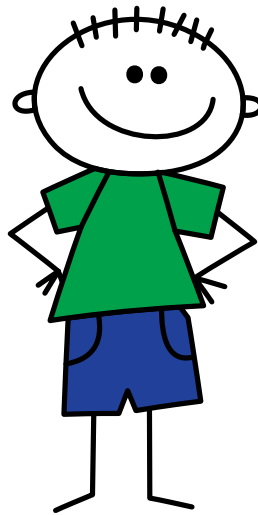
1. Give students a simple scenario and ask them to stand after they think of someone who might be a stakeholder in the decision. (Use the people figures to write down answers from students.)
2. For example, *who are the stakeholders if you show up late to pitch a baseball game?*
3. Expect answers to include the catcher, backup pitcher, teammates, umpire, coaches, parents, fans, other teams, concession manger, and so forth.

Once students see this visual representation of how many people have a stake in their decisions, they start to understand the importance of thinking things through and not making decisions randomly.

Pass out chain link (green). Remember to stop to give yourself time to think. Look at all your options. Think about the consequences of each option. Decide what's best for the most people involved.



Who are the stakeholders if you show up late for school?	Who are the stakeholders if you forget to feed the dog?
Who are the stakeholders if you show up late for school play?	Who are the stakeholders if you forget your band music?
Who are the stakeholders if you show up late for the basketball game?	Who are the stakeholders if you forget to return something you borrowed from a friend?



**Supply List**

- Print and laminate the letter cards that spell KINDNESS.
- Print kindness chart for classroom.
- Red heart stickers for chart and dove chocolate for youth when you return for the following lesson.
- board, nail, and hammer

Other Literature that could be utilized

- *Be Kind* – Miller, Pat Zietlow
- *Now One Foot, Now the Other* – Tomie de Paola
- *I Walk with Vanessa* – Kerascoet
- *See You Tomorrow, Charles* – Mirriam Cohen

Lesson 4 - Kindness

Grades: 3-5

To begin the lesson, first review and briefly discuss the previous Character 5 links you have covered in the classroom, HONESTY, RESPECT and RESPONSIBILITY.

First have four students come up, set them in teams of two and see if they can unscramble the letters to form the link they will be discussing today. See who can get it first. (Prizes can be given to all participants if you would like)

Definition: noun: KINDNESS – It is a common word.

What do you think it means?

The quality of being friendly, generous, and considerate. Kindness starts in the heart.

We are going to read the story and then we will discuss how we saw KINDNESS being modeled in this story: Before we begin I will need 3 volunteers.



Items needed for this skit: Take a couple of minutes to prepare them.

**Print off the story, one for each youth participating.*

Read the story out loud slowly while the students act it out.

You're Better Than That

- Student 1: Todd was an angry nine-year-old being raised by his mom after his dad abandoned the family. Not knowing how to handle his anger, she sent him for the summer to live with his grandparents on a farm.
- Student 2: When Todd screamed at his grandmother, his granddad immediately pulled him outside where he showed him a two-by-four, a box of two-inch nails and a big hammer. He told Todd that every time he lost his temper he would be sent outside and that he couldn't return until he pounded a big two-inch nail all the way into the two-by-four.
- Student 3: After about a dozen trips to the "nail shed" Todd began to control his temper more and pound less. After a solid week of self-control, he proudly announced that he had learned his lesson.
- Student 1: His grandma said, "Not yet," and she took him to the shed. She told him to pull out all the nails he had pounded in. After two hours Todd told his grandma he was finished.
- Student 2: She smiled and put her arm around him as they surveyed the bent nails and the holes in the two-by-four. Then she said: "Your temper may have helped you pound in those nails, but it didn't change anything, did it? Pulling out the nails didn't do much good either. It's like saying you're sorry. Sorry doesn't fix the holes. "
- Student 3: "Here's the thing, Todd. Anger makes holes that sorry can't fix. You can't do much about old holes, but you can stop making new ones. Remember, every time you do something mean and nasty you're putting a hole somewhere, in someone. That's what your dad did to you. Please don't do that to anyone else. You are better than that."



After reading the story – discuss: *Who represented KINDNESS in this story?*

How was KINDNESS shown and known in the story?

Since K “I” NDNESS starts in the heart it starts with “I” or me.

Who can come up with a “real life” story of what KINDNESS might look like in school or at home?

Now talk about the random acts of kindness challenge and how you want to implement it in their classroom.

At the end of the class you will hand out a piece of the chain link (red) that represents kindness.

ACTS OF KINDNESS CHALLENGE

Challenge students in class to meet a goal to try to do kind things for others regularly. A challenge can motivate and excite kids into completing a task and create a positive habit. In this case, the task would be to recognize when others do something nice for them unexpectedly, or to attempt to surprise others with random acts of kindness.

Give them goals: You could give them a goal to meet, perhaps 5 acts per week, and a checklist or calendar to help them keep track. When they’ve completed the checklist or calendar, they could add a star to a classroom chart, or a shape cutout to a classroom bulletin board dedicated to the challenge. The things your kids do randomly for each other might be to sharpen a friend’s dull pencils, take a classmate’s trash for them at lunchtime, or send an anonymous note of encouragement to a peer who needs it.

The Compliment Experiment: Make a point to give a compliment to each child during the day, without the other children noticing. At the end of the day, tell the students that you held an experiment all day, that you gave each child a compliment during the day, just to see if attitudes were improved throughout the day. Tell them you noticed a change in the atmosphere of the classroom for the better, and that showing kindness can do that. Encourage them to show kindness to others throughout the day themselves and see what a difference THEY can make.

I would suggest using stickers throughout the week/month so that they can see what they have accomplished. If they have five stickers, give a larger prize like candy. See chart on the next page.

*If you see a kind act that is done, put a sticker next to their name.
"Be the good you want to see in the world."*

[illegible]

**Supply List**

- Print and laminate letter cards that spell CITIZENSHIP.
- Print worksheet for each student.
- Utilize YouTube Red Skelton video.

Other Literature that could be utilized

- *Horton Hears a Who* – Dr. Seuss
- *Swimmy* – Leo Lionni
- *This is America – The American Spirit in Places and People* – Don Robb
- *She's Wearing a Dead Bird on Her Head* – Kathryn Lesky

Lesson 5 - Citizenship

Grades: 3-5

Things to bring for lesson: a flag, map of United States (might be one in their classroom), copies of page 28 – one for each student.

Welcome, begin the lesson with a review of the previous Character 5 links you have covered in the classroom, HONESTY, RESPECT, RESPONSIBILITY, and KINDNESS.

Have students unscramble letter cards for CITIZENSHIP.

Ask Class:

1. *Who can tell me what they think citizenship is?*
(call on 5 kids)
2. *What does it mean to be a good citizen?*
(call on 5 kids)

What is Citizenship? The status of being a citizen, membership in a community, the quality of an individual's response to membership in a community.

Who is a Citizen? An inhabitant of a city or town, a native or naturalized person who owes allegiance to a government and is entitled to protection from it.

Today we are going to talk about citizenship and its importance to all of us.

Ask Class:

1. *Did your class say the Pledge of Allegiance this morning before class started?*
2. *Where else do we say the Pledge of Allegiance?*
Examples: Boy Scouts, Girl Scouts, 4-H clubs
3. *When we say the Pledge of Allegiance do we know what we are really saying?*

When a man by the name of Red Skelton was young and in school, his teacher explained to him what the Pledge of Allegiance means. Red felt this helped him better understand what they were saying each morning.

To help us learn about what being a citizen and citizenship is, we are going to learn the same lesson that Red did when he was in school.



Write words on board as you go. Ask kids: *How does the Pledge of Allegiance start?*

I pledge allegiance —

I = me

Pledge = dedicate all my worldly goods to give without self-pity or to give everything I own without feeling sorry for myself

Allegiance = my love and devotion to something

—to the flag, of the United States of America —

to the flag = our flag, bring a flag to hold up or point to the one in the room

United = all of us, we are all together

States = all the 50 states

so United States = all of us who live in all the 50 states

— and to the Republic —

Republic = means we live in a country where we all get to vote for people to represent us in the government.

—for which it stands; one nation; under God, indivisible —

Indivisible = incapable of being divided, we can't be separated

— with liberty and justice for all.

Liberty = Freedom, the right to live one's own life without threats or fear

Justice = principle of dealing fairly with others, treat everyone fairly

for all = all of us, it's as much your country as it is mine.

Option 2: Utilize the YouTube video of Red Skelton reciting the Pledge of Allegiance and the meaning of the words. <https://www.youtube.com/watch?v=TZBTyTWOZCM> - Red Skelton's Pledge of Allegiance (4:20 mins. in length)

Now that we have it all written and we know more of its meaning, let's say it all together.

Next time you say the Pledge of Allegiance I hope you remember the meaning.

Review some of the key points:

How the Pledge of Allegiance is for all of us?

How it talks about each of us?

How it talks about the flag and how freedom is everyone's job?

How it talks about how we all come together from all 50 states to be one nation?

How we can't be divided?

How we can live in the United States without having to be afraid?

How everyone needs to treat everyone fairly?

How the United States is just as much your country as it is mine?



To help us remember today's lesson we brought an activity for us.

Option 1: Remind them what you learned today. Hand out worksheet p 28.

Ask Class:

What's on this sheet?

What are some symbols that we could add to our Pledge of Allegiance to help us remember citizenship and the meaning of the Pledge of Allegiance?

Examples: Flag, Bald Eagle, U.S. Capitol, Mt. Rushmore, Military Personnel, George Washington, and others they mention.

Option 2: Community Service Project

If you select option 2, visit with the teacher and school administration staff to inform them of the potential community service project you may do. It may be best if you have a project in mind you can offer to the class to take on as their own. Ideas: picking up trash in a nearby park, helping at the food pantry, cleaning the gym after a ball game, collecting pop tabs, etc.

1. Pick a class project to show others in the community you care and promote good citizenship.

Wrap Up: Hand out (purple) chain link. Have everyone link their chains together and see how big your circle is. You all have talents to give to this world. Your links make you—YOU!! Develop your character. Be honest. Be respectful. Be responsible. Be kind. Be a good citizen!



*I pledge allegiance
to the flag of the
United States of America,
and to the republic
for which it stands,
one nation under God,
indivisible, with liberty
and justice for all.*



Assembly Script Template: Kickoff

Youth Program Advisor – Opens with brief introduction of 4-H Character All Stars. Tell our audience three things you'd like them to know about you. You are a big deal you know!

CAS 1:

CAS 2:

YPA: And what would you like to talk to these fine folks about today?

CAS 1: CHARACTER.

CAS 2: Fun! I have the perfect game for that! It is called who is who!

CAS 1: WHO IS WHAT? (look confused)

CAS 2: Trust me – this will be fun – ready?

*If CAS 2 is comfortable have them wear a cape of sorts for CHARACTER! And to add humor.

CAS 2 begins to hold up pictures of characters for CAS 2 & the group to guess. (Power puff girls, Mickey Mouse, Superman)

CAS 1: Wait a minute! That is not the kind of CHARACTER I was thinking we would talk about.

CAS 2: It wasn't. Well, so enlighten us...

CAS 1: Today we had agreed to talk about CHARACTER as in moral excellence, a person marked by notable traits – you know, someone such as yourself. =)

CAS 2: Whoa! Now you wait a minute! A who and a what?

CAS 1: Silly – today, we want to talk to these fine folks about the 5 CHARACTER LINKS – (hold up a hand of five) & (also show them the LINKS)

CAS 2: Oh yes, that is right! Should we tell them the 5 Character links or have them guess?

CAS 1: They seemed to enjoy the guessing game of your pictures, so yes, let's try that! They are a brilliant crowd! But let's make sure that they understand we are looking for raised hands to call on otherwise it might get a bit chaotic. Can we do that folks?

CAS 2: We will need 2 trustworthy students to come up to help hold our Character posters after the guessing has been done. Call on 2. (with great excitement, pulls out folder with more pictures for them to guess) Holds up #1:

CAS 1: (Calls on a student, let them try to guess and help them by giving clues – for example – starts with a ____.) They do NOT need to come forward – you can go to them.

CAS 1 & 2: (continue to go back and forth with pictures and calling on students until they have guessed them all)

*Also – have the 2 volunteers LINK the pictures and traits together so that they start to understand that they ALL work together!

CAS 1:(When all done – say) You were right! They ARE A SMART GROUP!

CAS 2: So, what else can we tell them about the Character 5 Links?

Each CAS 1 & 2 take turns reading your poster Character Maxim:

CAS 2: I would like to “test” them a bit further beyond pictures if we can...do you think they are up for the challenge??? (teachers – what do you think?) Students – are you ready?!

CAS 1: They are totally able and ready – RIGHT?! (CAS works to get the group excited)

CAS 2: Ok, so we will be looking for raised hands of those who would like to come forward to pick one of our cards and answer the question.

*Call forward 2 students to help pick out a card and answer a Character Question. Cards are pre-picked, but let them choose. Return students to their seats.

End: Have them stay sitting and LINK arms with one another. They can stay in their places. Say: “Just like all of the Character Traits are linked together, so it is with your student body & in your classroom – TOGETHER we can encourage, support and show one another what CHARACTER looks like!

Before the official end, have them participate in the following: Shout: “We have character here at _____!” Again, have them stand. Say again & strike a fun pose.

(CAS should participate. Be the energy and role model)

Assembly Script Template: Finale

This script is designed for the Character All Stars to be able to gather the group of students together after all lessons have been taught and let it serve as a fun “game show style” to review what they have learned. The students actually get to teach the Character All Stars what they have learned in their classroom time together while discussing the Character Links 5.

*YPA or the teacher will provide the Twister game to display up front for students. Have students bring all their links to the assembly.

CAS explains how this will work:

Decide before the assembly date HOW you would like to call students forward, some suggestions might be:

- Use classroom sticks with their name or number and only allow them to come forward one time.
- Ask for respectfully raised hands to call on a student to come forward. (caution – keep this in control, for example, once a student has been called upon and brought forward ask the audience to put their hands down and listen respectfully to the question and the answer. Otherwise, students will pay more attention to getting called on then engaging in the game and experience.
- If there are a lot of students, like the whole grade, then I work with teachers to call upon students from their classrooms and rotate the classroom I pick by drawing out the teacher’s name, letting them choose, or the CAS, and then when all teachers names are called, I put the names back in and start back over.

*Whichever way that you choose MAKE IT CLEAR to the group before you start.

CAS announce: Today we will be playing a Character Links 5 Game Show – using questions that will correlate to the Twister board, colors and Character Links. So, for example, when it is your turn to come forward, you will get to spin the Twister game board which will help us determine which Character Link 5 question we will ask. If you get a red then we will have you go stand on a red circle. If you get the answer correct then we will have you place a “LINK” on the circle as you gently step off. If you need help with the answer we will call on someone to help you. (Remember, we want this to be fun and not a stressful or condemning like style of learning, so keep it flowing and fun and lighthearted.

Colors coordinate with Twister – game pieces – no need to tell them this, unless you would like to remind them. Otherwise it may be more of a challenge if they do not know.

Begin the game and have fun!

Character All Stars: Decide before the assembly who will read the questions and who will be in charge of the scorekeeping.

Explain to the students that most questions will be worth 25 points each and that as a group if they get at least 350 points they will each receive their OFFICIAL Character Link 5 bracelet and another special something. (This will be either Smarties because they are so smart or Skittles – the colors are similar to our Character Link 5 lessons.)

*After each student correctly answers a question, they will place a “LINK” picture on that spot so that the Leaders will know how many questions are left, etc. And once that circle has a link then it cannot be stepped on again. And so on and so forth.

In preparation for the Assembly please remember to do the following:

- Print off and cut cards for guessing questions & Chain Links – 4 pages of 6 = 24. (cover all)
- Set up Twister on floor with Purple circles. (adjust game spinner board if one has an older version without the “purple options.” Cover some slots with purple paper along with the last row of circles on the game board.
- Decide on how CAS will choose students to participate. (see options/suggestions above)
- Purchase the Smarties or Skittles for end of the game hand out.
- Be ready to distribute the links for each student or if they already have all of their links, then be prepared to give them the “Grand Finale” orange one to represent the “blending of colors = the concept of LINKING the traits together as we have been discussing and teaching.

Questions for RESPECT: **Yellow Circles** (25 points each)

Q: What was the story that we acted out in class to demonstrate RESPECT?

A: The Sun and The Wind

Q: Who in the story showed RESPECT? (How?)

A: The sun – through gentleness the sun got its way and warmed up the sky and was able to have the person remove their cape/coat.

Q: What did the moldy bread have to do with RESEPECT?

A: It represented our attitudes and if we are disrespectful then people do not really want to be a part of being around us – much like the moldy bread.

Q: What is one way that YOU can show RESPECT either at school or home?

A: Answers can obviously vary. Leaders determine if appropriate. One can encourage the student to “tell me more,” if they feel they would like to stretch the student to a deeper answer.

Bonus: What is one way that you can show respect AT HOME?

A: Answers will vary. Be accepting of answers as all home situations vary and may look different.

Questions for RESPONSIBILITY: **Green Circles** (25 points each)

Q: We worked together to talk about what happens when someone decides not to take care of their responsibilities – what can happen?

A: Answers can be and vary – it affects other people, it can cause more work for others, a mess can build up, damage can be done or if we forget to feed a pet they can get sick, etc.

Q: The story, “I Forgot,” discussed many ways that the young student kept forgetting to do things that they were responsible for – what is one way YOU can remember to take care of your responsibilities?

A: Answers can be and vary – Write a note to remember, set an alarm on a phone, make a list and check them off when done, etc.

Q: We discussed steps to take and helping you make informed and responsible choices – which one of the following is not a step we discussed:

- A. Stop and give yourself time to think.
- B. Look at all of your options.
- C. Think about the consequences of each option.
- D. Do whatever you feel like doing that day.
- E. Decide what is best for the most people involved.

A: D – if we do only what we “feel” like doing then a lot of things might not get done and that can affect a lot of people.

Q: True or False – the “weakest link in the chain” tends to be the one who does not take care of their responsibilities?

A: True – it can break down the strength of the class, the group, a family. Etc.

Bonus: How can you show that you are a RESPONSIBLE student here at _____?

A: Answers will vary – again, if you would like them to elaborate or “go deeper,” then ask them to tell you more.

Questions for Kindness: *Red Circles*

(25 points each)

Q: What Character Link 5 trait did we discuss that starts with the letter K?

A: Kindness

Q: What did the story of the nails and the holes left in the 2x4 have to do with KINDNESS?

A: Anger/and the students temper helped pound in the nails, but when one chooses to be unkind it leaves holes somewhere in someone. We can make the choice to be kind and not worry about leaving holes in someone or something.

Q: What is one you can show others kindness through a "Random Act of Kindness?"

A: Answers may vary – some examples might be – pick up something that someone dropped, open a door for someone, let a classmate go before you in line, etc.

Q: Where does KINDNESS start?

A: KINDNESS starts in the HEART and with ME. (hint could be – say the word kindness with emphasis on the I. "k I ndness")

Questions for CITIZENSHIP: *Purple Circles*

(25 points each, *10 points each for questions with card definitions)

Q: What is the one Character Link that has the letter z in it and what does it mean?

A: CITIZENSHIP – being a member in a community and our response to that membership. As a citizen we dwell in that city and owe allegiance to a government who helps to protect us.

***Q:** In class we went over the Pledge of Allegiance – call on a partner to help you answer this question: What do the words PLEDGE and ALLEGIANCE mean? Match up the words and definitions correctly. Allow the students to read them LOUDLY for the others if they would like. 10 points each (use cards here)

A: Pledge – a dedication of our goods and self to give without feeling sorry for myself.

A: Allegiance – my love and devotion to something.

Q: In being a good citizen and saying the Pledge, what and who are we pledging to?

A: The "Flag" – which represents, the United States of America – all 50 states together, all people in our country.

Q: As part of a "Republic," that means that we live in a country where as a citizen we get to _____> Do what?

A: VOTE for people to represent us in government.

***Q:** For this one we will call two people up to help us define LIBERTY & JUSTICE. (print off and see cards) 10 points each

When the two have come forward then ask them to work together with the cards to match up which word matches the correct definition.

A: Liberty – FREEDOM, the right to live one's own life without threats or fear.

A: Justice – principle of dealing fairly with others.

Questions for HONESTY: *Blue Circles*

(25 points each, *10 point questions with numbers/details)

Q: Which President, that we discussed, was known for their HONESTY?

A: Abraham Lincoln – Honest Abe

Q: How did the Honest Abe demonstrate HONESTY?

A: He walked to a customer's house to return money that was accidentally overcharged.

Q: True or False – When we are dishonest or lie to others it can result in others not trusting us and affect our relationships?

A: True

Q: With the story of the Sultan & his sons, Pal chose to be honest, how did he choose to be honest and what was the result for him?

A: He was honest before his father in that he told him the truth about working hard to get the seeds to grow, but they did not. His father told him that he would be the next one to lead the people because he was the only son that told the truth. The seeds he had given them were dead and the sons went out and bought new ones, while Pal chose the harder path and told the truth.

***Questions on details and numbers:** 10 points each

How many miles, total, did Abraham Lincoln walk to return the money?

4

How many sons did the Sultan have?

9

AT THE END: Remember to hand out the chain links at the end but as you are doing so, remind them of the colors, which one it represents and consider adding a bit about what the colors “mean.” Suggestions are below. Orange is the grand finale chain link. Remind them the purpose of the “links” is that they all, like we all, work together for character to be a success at school, in our relationships and our lives! ***Hand out the orange link to all the students and create a giant linked circle with all their links.***

CAS Students stand in the middle and read the following:

- **Blue** – Honesty – Heart of securing trust in relationships, a true blue friend
- **Yellow** – Respect – Warmth of the sun = gentleness = sign and show of respect
- **Green** – Responsibility – Life and Growth and common association with this color is money = ALL of which we want to be responsible with!
- **Red** – Kindness – Depth, caring, confidence and intelligence.
- **Purple** – Citizenship – Royalty, Power & Success in our communities and our world
- **Orange** – BLEND OF COLORS = take some heart and warmth and you get orange. A “linking together if you will!” It is also known for its representation of JOY, DETERMINATION and Harvest – that is what we sow into the hearts of others we will “reap” see growth in them and in others!

You are the link to a great future!

Character All Stars

Youth Participants – Pretest

<https://casparticipantpretest.questionpro.com>

You are invited to take a survey that describes how you feel about yourself. There are no right or wrong answers, so please answer honestly. Your answers are important and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

What are the first 2 letters of your mom's name? _____

What month were you born? _____

How many brothers and sisters do you have? _____

Please put an X in the box that best describes your answer to the question.

Questions	Yes	Usually	Not Really	No
Do you try to learn from your mistakes?				
Before making a decision, do you stop and think about your choices?				
Do you think about how your choices affect others?				
Do you show respect for others' ideas?				
Do you treat others the way you want to be treated?				
Do you think about other people's feelings before you say something?				
Do you follow the rules even if no one is watching?				
Do you get along with others who are different from you?				
Do you like to learn about people who are different from you?				

Character All Stars

Youth Participants – Post-test

<https://casparticipantposttest.questionpro.com>

You are invited to take a survey that describes how you feel about yourself. There are no right or wrong answers, so please answer honestly. Your answers are important and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

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Do you show respect for others' ideas?				
Do you treat others the way you want to be treated?				
Do you think about other people's feelings before you say something?				
Do you follow the rules even if no one is watching?				
Do you get along with others who are different from you?				
Do you like to learn about people who are different from you?				

Character All Stars

Youth Leaders – Pretest

<https://casleaderspretest.questionpro.com>

You are invited to take a survey that describes how you feel about yourself. There are no right or wrong answers, so please answer honestly. Your answers are important and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

What are the first 2 letters of your mom's name? _____

What month were you born? _____

How many brothers and sisters do you have? _____

Please put an X in the box that best describes your answer to the question.

Questions	Yes	Usually	Not Really	No
Do you like to learn new things?				
Are you willing to work hard on something difficult?				
Do you set goals for yourself?				
Do you keep trying until you reach your goals?				
Do you help others reach their goals?				
Are you comfortable working in groups?				
Do you look for ways to involve all members of a group?				
When someone makes you upset, can you still work with them?				
Are you comfortable being a leader?				
Is it easy for you to speak up in a group?				

Character All Stars

Youth Leaders – Post-test

<https://casleadersposttest.questionpro.com>

You are invited to take a survey that describes how you feel about yourself. There are no right or wrong answers, so please answer honestly. Your answers are important and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

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Do you look for ways to involve all members of a group?				
When someone makes you upset, can you still work with them?				
Are you comfortable being a leader?				
Is it easy for you to speak up in a group?				