EXPLORE

Personal Development
Character

texas4-h.tamu.edu

EXPLORE

TEXAS 4-H PERSONAL DEVELOPMENT

Description
The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H meetings.

Purpose
Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?
4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H
Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge
"To Make the Best Better!"

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.
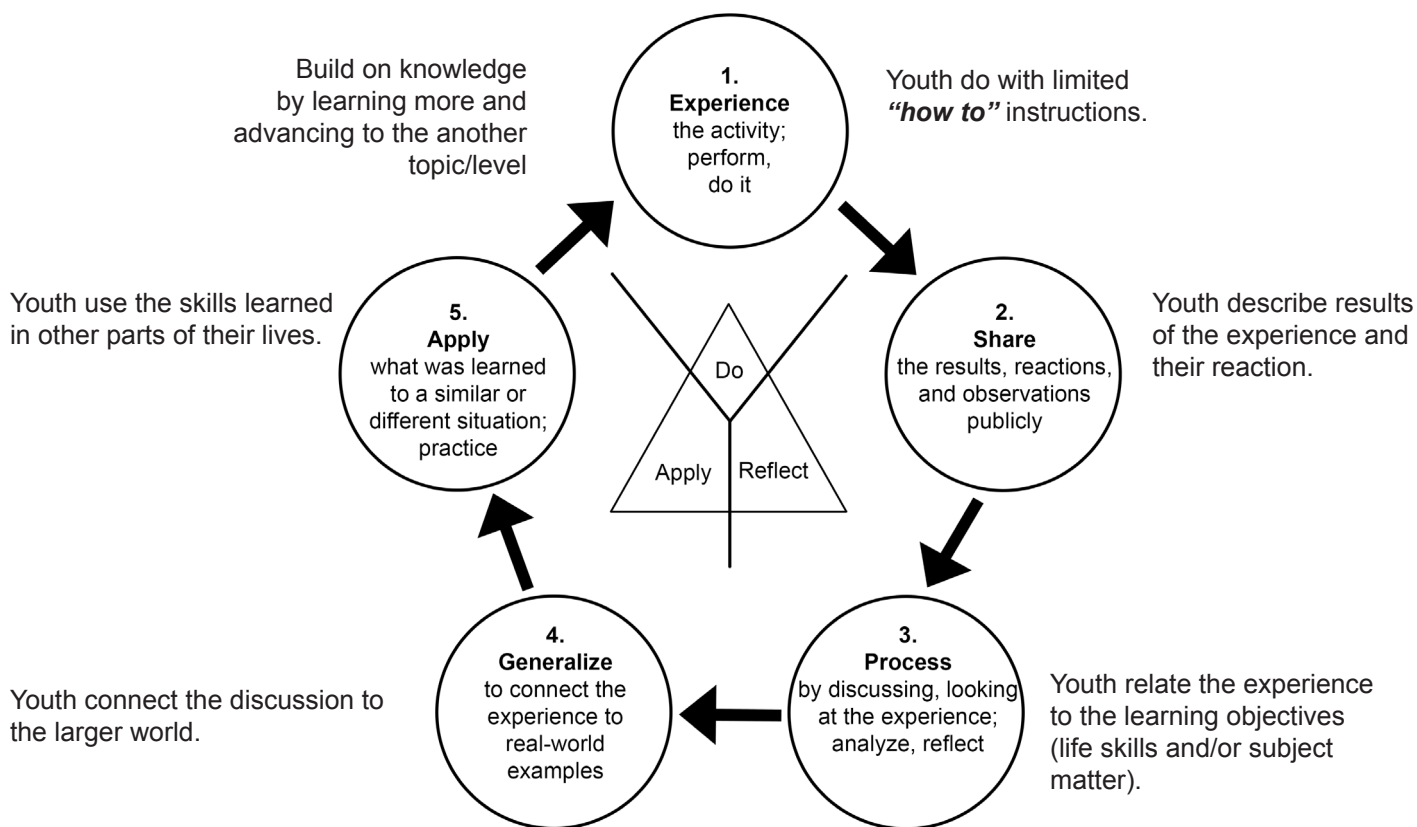
Participating in 4-H
4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.

4-H "Learning by Doing" Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT
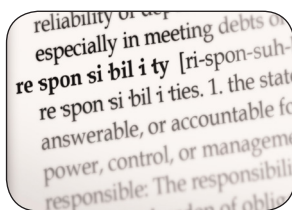### Introduction of the topic, overview and exploration of content, and review of objectives

Build on knowledge by learning more and advancing to the another topic/level

1. Experience the activity; perform, do it

Youth do with limited *"how to"* instructions.

Youth use the skills learned in other parts of their lives.

5. Apply what was learned to a similar or different situation; practice

Do

Apply | Reflect

2. Share the results, reactions, and observations publicly

Youth describe results of the experience and their reaction.

Youth connect the discussion to the larger world.

4. Generalize to connect the experience to real-world examples

3. Process by discussing, looking at the experience; analyze, reflect

Youth relate the experience to the learning objectives (life skills and/or subject matter).

Developed by:
Kelli Lehmann
Meredith Miller

EXPLORE
Personal Development

Trustworthiness

TIME:
30 minutes

MATERIALS NEEDED:
- Flat objects such as articles of clothing
- Paper in large pieces
- Balls of different sizes
- Blindfolds – enough for half of the participants in the group

OBJECTIVES:
- Demonstrate the importance of communication and trust in relationships.
- Understand the choices we make all have consequences.
- Recognize trustworthiness is a vital component to one's character.

EXPLORE THE CONTENT:
The six pillars of character are: trustworthiness, respect, responsibility, fairness, caring, and citizenship. **Trust, the focus of this activity, affects all aspects of one's life including personal and work relationships.**

Trustworthiness, the first pillar of character, teaches youth to be loyal, honest and reliable and to act with integrity.

Definitions to honesty, integrity, reliability and loyalty – all aspects of being a trustworthy individual include:
- Honesty: the quality of being fair and truthful.
- Integrity: the quality of being honest and fair with strong positive values that guide your actions
- Reliability: the quality or state of being fit or worthy of being trusted or relied on
- Loyalty: a feeling of strong support for someone or something

Discussion:
What does being trustworthy mean to you? Have the youth give their own definition first, then discuss the following concepts.

Being trustworthy means:
- One cannot deceive, or lead someone to believe, something that isn't true.
- Being a person of your word and following through with what you say you are going to do.
- Standing up for the right thing, even when it may not be the most popular choice.
- Being loyal. Standing by your family and friends.
- Having a good reputation and making sure others know you stand for positive thoughts and actions.

Additional Thoughts:
Being honest means always telling the truth, even if it means you might get into trouble or face a negative consequence. Once you tell a lie, it is hard for you to gain one's trust back.

Having integrity means that you will be fair and act on your values even when it may not help you achieve or do something you or others would like to do.

Being reliable means you are a person of your word and you will do what you say you're going to do. Reliable individuals know friends and others will always be able to count on them.

Loyalty means that you will stick by your friends and family and not follow peer pressure or trends just to fit in.

DO:
Activity 1: Blindfold Partner
Preparation:
* Conduct activity in a flat open space with no obstacles.
* Prepare a "minefield" by placing objects around the room without participants watching.

Facilitator note: Be mindful of the emotional welfare of participants. If you are unsure of the youth in your audience, it may be best to ask for volunteers to be blindfolded and partner them with youth who didn't volunteer.

Rules:
* Have youth pair into partners.
* Blindfold one person in each pair.
* The person blindfolded must make their way through the minefield by relying on verbal instructions provided by their partner.

Activity Reflection:
* How did you choose who needed to be blindfolded?
* How did it feel to be blindfolded?
* How did it feel to give the instructions? Were the instructions clear?
* Did the blindfolded person listen to you?

Activity 2: Blind Trust Drive
1. Participants choose a partner for this activity who is approximately the same height.
2. One person stands in front, arms extended like they are holding onto the steering wheel of a car (the driver).
3. Their partner stands behind them, with their hands on the shoulders of the person in front (the backseat driver).
4. The 'blind' driver now closes their eyes, while the sighted 'backseat' driver safely steers them around the playing area.
   Remember, this is not a demolition derby or bumper cars, and a facilitator may act as the local law enforcement officer if necessary!
5. Halfway through the activity, partners switch roles, and continue.
6. At the completion of the activity, partners provide feedback to their backseat drivers, and tell them what they liked about working with their partner, or what they would change about the guidance offered during the activity.
Activity adapted from work of Dr. Jim Cain

REFLECT:
* Did you trust your partner to give you correct instruction?
* Did your trust of the other person affect how much you allowed him/her to lead you?
* How were honesty, integrity, reliability and loyalty demonstrated in this activity?

APPLY:
* When have you or someone else shown integrity in school or at home?
* Can you think of when you or someone else stuck by friends and family even though it was not easy?
* How does trustworthiness apply to or affect the relationships in your life?
* How might learning to be a better listener and communicator influence trustworthiness?
* Being reliable means you are a person of your word. What does the phrase you must always be "a man or woman of your word" mean?

- Give some examples of how trustworthiness is shown by you and others in your everyday life.

REFERENCES:

- Cain, J. (n.d.). Exploring the Five Stages of Group Formation Using Adventure Based and Active-Learning Techniques. Retrieved May 19, 2016, from http://www.teamworkandteamplay.com/resources/resource_5stages.pdf
- Ladd, L., Bading, C., Hall, W., & Howard, J. (2015). Character Becomes You! College Station, TX: Texas A&M AgriLife Extension.
- Making Ethical Decisions: The Six Pillars of Character - Josephson Institute of Ethics: Training, Consulting, Keynote Speaking. (n.d.). Retrieved May 19, 2016, from http://josephsoninstitute.org/med/med-2sixpillars/
- (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/reliability
- (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/integrity
- (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/honesty
- (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/loyalty

Respectacles

EXPLORE THE CONTENT:
Respect is the second pillar of character.
The Golden Rule: TREAT OTHERS AS YOU WANT TO BE TREATED is an example of receiving and showing respect

What does Respect mean?
• Respect, according to the Merriam-Webster dictionary, means "a feeling of admiring someone or something that is good, valuable, important, etc."
• Being respectful means treating others the way you would want to be treated. Listening to others ideas and thoughts before giving your own opinion is being respectful.

What is Disrespect?
• One of the most common forms of disrespect is when others pick on people who might think, look or act different than them.
• Bullying is also a form of disrespect.

Respect for others means .....
    Treating others how you would like to be treated, or the Golden Rule and being considerate of other thoughts, beliefs, and feelings. Respectful individuals deal with issues peacefully without getting angered and saying or doing things that cause hurt to others.

Relationships are not limited to just romantic relationships, but relationships with your classmates, friends, and family. Think about how you can show respect in each of these relationships. Respecting your relationships can mean that we don't talk bad about anyone or tolerate anyone who does.

Respect for self means .....
    Having good manners, using good language and making decisions leading to positive consequences.

Respect for your environment means....
    Respect for your classroom, house, parks, and earth by doing your part to leave the world a better place.

Respect for different cultures means.....
    Trying to understand or appreciate someone's culture or past experiences without making judgements and assuming they are wrong for their beliefs.

TIME:
30 minutes

MATERIALS NEEDED:
• Pipe cleaners (5 per participant)
• R-E-S-P-E-C-T vocal by Aretha Franklin (mp3 or CD)

OBJECTIVES:
• Define RESPECT.
• Identify characteristics of respect for self, others, environments, etc.
• Demonstrate Actions showing respect.

DO:
Activity 1: R-E-S-P-E-C-T by Aretha Franklin
Play a portion of RESPECT by Aretha Franklin for the group. Ask if they have ever heard that song?

Discuss the different types of respect by allowing particpants to brainstorm answers (Brainstorming means all answers are welcomed and accepted without judgement or comment – this is a great example of demonstrating respect).

Activity 2: Respectacles
1. Ask the group what glasses were called in the "old days." They should be able to tell you spectacles. If possible, have a picture of old spectacles to share with the group.
2. Give each participant 5 pipe cleaners. (Let them be creative and pick their colors.)
3. Instruct participants to use two pipe cleaners to create two circles.
4. Use one pipe cleaner to connect the two circles. Use the other two to create the sides of the spectacles.
5. Ask for volunteers to explain why they used certain colors, etc.
6. Play the song again and allow the youth to dance and have fun while wearing their respectacles.

REFLECT:
1. What is your definition of respect?
2. What types of respect have we talked about?
3. How can we respect ourselves? Others? Our spaces? Our environment?

APPLY:
1. Why is respect important in how you treat others and how they treat you?
2. Often times we use the phrase "Don't judge until you've walked a mile in their shoes." What do you think that means? How can you respect someone by withholding judgement?
3. What can we do to show more tolerance of others opinions?
4. When have you stood up for someone when they were being talked bad about?
5. What are examples of areas of your everyday life where you can show that you are a respectful person?
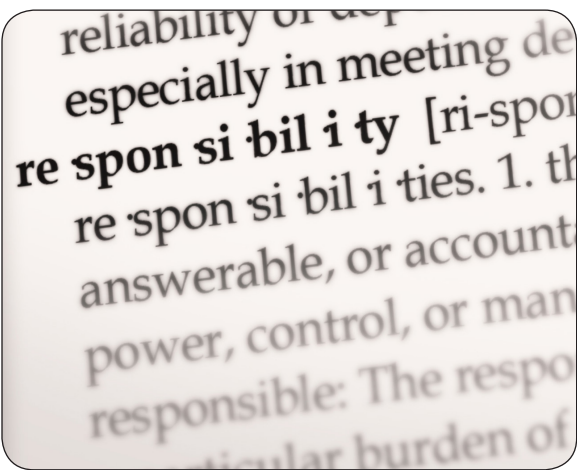
REFERENCES:
* Ladd, L., Bading, C., Hall, W., & Howard, J. (2015). Character Becomes You! College Station, TX: Texas A&M AgriLife Extension
* (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/respect

TREAT OTHERS the way *you* want to be TREATED

Responsibility

TIME:
45 minutes

MATERIALS NEEDED:
- Straws – 20 per each group of 4-6 participants
- Rubber bands – 2 per group of 4-6 participants
- Raw eggs – 1 per group of 4-6 participants
- Drop cloth
- Ladder
- Tape – 12 inches per group of 4-6 participants
- Large sheet of plain white drawing paper – per each group of 4-6 participants
- Crayons, markers, pencils to divide among groups of 4-6 participants

OBJECTIVES:
- Define responsibility and identify why is it important.
- Explore the consequences of irresponsible behavior.
- Learn aspects of responsibility helpful in solving problems.

EXPLORE THE CONTENT:
Responsibility is the pillar of character in which one has the most control.

Responsibility is defined as: "1. The state of being the person who caused something to happen; 2. A duty or task that you are required and expected to do; 3. Something that you should do because it is morally right, legally required, etc."

Responsibility can take on many forms in a person's life. We must first be responsible for ourselves through our words, thoughts, actions, and outcomes of circumstances that are within our control.

In many ways we are responsible for our own destiny through the reactions we have and the decisions we make.

Being a responsible person can also mean that you have done a job or task to the best of your ability and you always strive to be the best person possible.

Discuss:
What are some things you are responsible for? What are some things your parents are responsible for? What are some characteristics of a responsible person? (Ask group to brainstorm first)
- Being reliable. Doing what you say you are going to do.
- Completing tasks assigned to you and not waiting for someone to do them for you.
- Owning it! Being responsible for things you do or say and apologizing if you hurt someone or their feelings.
- Thinking about our words and actions beforehand and making sure they don't have negative consequences.

What do the following quotes mean to you? (Distribute to small groups of participants and have them discuss and share with the larger group)
Quotes:
- "You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of." – Jim Rohn
- "The time is always right to do what is right." – Martin Luther King, Jr.
- "Living with integrity means: Not settling for less than what you know you deserve in your relationships. Asking for what you want and need from others. Speaking your truth, even

though it might create conflict or tension. Behaving in ways that are in harmony with your personal values. Making choices based on what you believe, and not what others believe." - Barbara De Angelis

- "When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself." – Louis Nizer
- "Never point a finger where you never lent a hand." – Robert Brault
- "There are two primary choices in life: to accept conditions as they exist, or accept responsibility for changing them." – Denis Waitley

DO:

Activity 1:
Divide the participants into groups of 4-6 individuals.
Ask the participants to draw a responsible person. (You will see many different versions, and some may draw themselves.)
Ask a few to share and explain how their drawing represents a responsible person.
Discuss with the participants traits that describe a responsible person.

Activity 2:
- Stay in the same groups of 4-6 individuals. Give each group the following items; (In one group give them all to one individual, in the other groups – distribute the items among the group members)
  - One egg,
  - 20 straws,
  - Two rubber bands
  - 12 inches of tape
- Explain that each group has the same materials and will be given 7 minutes to devise a plan to "cradle" their egg to keep from breaking as it drops from the ladder.
- Remind the group, they are responsible for this egg and they don't want anything to happen to it, as if it were their sibling or pet.
- Watch and observe the groups work to create their cradle.
- Let each group drop their egg from the cradle.
- Ask one individual from each group to discuss their plan and the strategy and different responsibilities of the group members.

REFLECT:

- How was your cradle designed to succeed?
- Whose egg broke when it fell from the ladder? Why?
- Did your group work as a team?
- Was there a difference in how teams approached this activity based on whether the items were given to one team member or distributed among the team members?
- Did one individual become the leader and were others willing to follow?
- If your group shared responsibility how did they go about it?
- What was different in a group with shared responsibility from one which had a strong leader?
- How did the distribution of responsibility affect the energy of the group?

APPLY:

- How can you apply what you have learned about responsibility to decisions you will make and actions you will take in your lifetime? Describe times when you have shared responsibility with others or taken on the entire task yourself?
- What are some situations that would require individual responsibility or others that require group responsibility?

- How could being a responsible individual or group contribute to future success?

REFERENCES:

- Ladd, L., Bading, C., Hall, W., & Howard, J. (2015). Character Becomes You! College Station, TX: Texas A&M AgriLife Extension.
- (n.d.). Retrieved May 18, 2016, from http://www.merriam-webster.com/dictionary/responsibility

That's Not Fair!

EXPLORE THE CONTENT:

Fairness is a challenging character issue because each person or community may define it differently. This discussion allows youth to talk about how individuals and communities apply standards of fairness. It should prompt conversations and perceptions that you can build upon.

DO:

Split the group into two teams according to some characteristic that you identify but do not share verbally with the group. Keep the criteria for dividing the group very general such as hair or eye color, male/female, grade in school, etc. to avoid hurting a particular person.

Give both teams the written directions to an activity you have selected. Make sure one team has more complete directions than the other team by leaving out an important piece of information.

Give teams time to work on their project or game and observe conflicts that arise.

Once either a team has completed all, or part of the task, STOP the activity and discuss how you can make it fair for everyone.

REFLECT:

- Were the instructions clear?
- Did you succeed at the task or activity you were given? If so, what helped you to succeed? If not, why not?
- How could this activity have been made fair for everyone?
- Discuss the impact of the criteria used for dividing the group on influencing the success or failure of the group.
- Should/can we make things fair for everyone?
- What is the difference between fair and equal? Can/should things always be fair? Can things always be equal?

APPLY:

- Give an example of the impact certain traits and or skills can have on a person or team's success.
- What do these traits have to do with fairness?
- If the old saying, life isn't fair, is true, how do we create our own success?

REFERENCES:

- Character Becomes You Educational Activity Book

TIME:

45 minutes to one hour with a fairness exercise taking 15 minutes.

MATERIALS NEEDED:

- Any short and simple activity that a group can complete as a team such as one of the following:
- Legos or other materials used to build a structure
- Art supplies like pipe cleaners or clay to create a sculpture or object
- Materials to build a project such as a pinecone birdfeeder from peanut butter and seeds or a birdfeeder from a 1-liter plastic bottle
- Cards, puzzles or some simple game to play or complete

OBJECTIVES:

Participants will be able to:

- Develop skills to demonstrate empathy for others.
- Develop skills demonstrating good sportsmanship.

Character Party

EXPLORE THE CONTENT:
How you conduct yourself and the actions you take when around others, whether through social media or in-person, says a lot about how much you care about those around you. This trait is often called empathy and is the ability to understand or share the feeling of another.

DO:
Activity 1
Tell the participants that you are having a party and pass out the invitations. The invitations say either, "I am having a costume party and you are invited" OR "I am having a party and you are not invited."

Make sure the INVITED and NOT INVITED invitations are interspersed.

Have the participants move to the poster in the room that matches their invitation.

The "you are invited" group puts on their costumes and proceeds to have a party while the "you are not invited" group watches.

The adult and teacher watch the reaction of the groups and end the activity at an appropriate time

REFLECT:
- How did those "NOT INVITED" feel while watching the party but not participating?
- How did the INVITED feel?
- How did those INVITED feel about those NOT INVITED?
- Did some of your friends not get invited to the party? How did that make you feel?

APPLY:
- Do people ever bring invitations to school and hand them only to select people or publish on social media when others are not invited?
- How might this make the INVITED and NOT INVITED feel?
- What is a better way to invite friends to an event that does not involve everyone?
- Does being INVITED and NOT INVITED happen in real life? What are some examples?

TIME:
45 minutes

MATERIALS NEEDED:
- Costumes – such as party hats, noise makers or clothing
- 2 posters – 1 with the words INVITED and the other with the words NOT INVITED
- Invitations – 1 per participant with INVITED or NOT INVITED on them
- Slips of paper 3 inches long x 1-inch wide – at least 1 per person
- Stapler or glue

OBJECTIVES:
Participants will be able to:
- Define caring and empathy.
- Recognize the effects of one's actions.
- Identify actions that demonstrate caring or empathy for others.

Activity 2
- Give each a slip of paper and ask them to write on it one way they can be more caring.
- Make a paper chain with all of the slips of paper. Hang it in the room to remind everyone to be more caring.

REFLECT:
- Was it hard or easy to think of examples?
- How could you demonstrate caring or empathy in your family, school or community?

APPLY:
- What can you do to make sure people know you care about them in ways beyond being inclusive?
- How might the trait of caring or empathy affect your own and others' everyday life?

REFERENCES:
- Character Becomes You Educational Activity Book

Youth Reaching Out to Seniors

EXPLORE THE CONTENT:

In today's world, it's common for family members to live far apart – some people even live thousands of miles from their family members. This distance creates limited opportunities for youth and older people to have meaningful interaction. The generations are often divided emotionally, physically, and socially while missing exciting opportunities to learn and share. This may result in growing tensions if the young don't understand the old and the old fear the young, Programs like "Reaching Out to Seniors" can bridge the gap between long distance grandparents and grandchildren. These programs provide opportunities for youth to interact and learn from seniors as well as for seniors to enjoy meaningful experiences and relationships with youth.

DO:

Make arrangements for 4-H youth to visit a retirement center. They may want to consider bringing small animals the residents can touch. Or, have the youth give a short presentation to the residents on what 4-H means to them and to ask the adults to share their own experiences with 4-H and Extension.

An additional program could be for youth to plan a party for seniors at a local Senior Citizens Center. Youth facilitate games and activities, decorations and snacks to make the seniors feel special and recognize them for all that they have done in the community.

REFLECT:
- How did connecting with the seniors make you feel?
- How did you impact the seniors?
- What did you learn about seniors that you didn't know before?
- What did you learn about planning an event for others? i.e. diet, activities, organization, etc.

APPLY:
- How do you think youth will see "old people" in the future?
- How or will you seek out opportunities in the future to connect with older adults?
- What have you learned about reaching out to others that could apply to other situations and age groups?
- How could the skills you learned from planning this activity apply to other events/activities that you or others might want to do?
- What careers paths would allow you to reach out to others and make a positive difference in their lives?

TIME:

2 hours for program planning, event will take 1-3 additional hours.

MATERIALS NEEDED:

Materials needed for presentation and/or specific event being planned.

OBJECTIVES:
- Develop multi-generational friendships.
- Identify the needs of others and demonstrate caring.
- Practice and demonstrate skills related to program development and event management.
- Explore Careers.

REFERENCES:

- Character Becomes You Educational Activity Book
- Chen, N. (1997). Building Bridges - An Intergenerational Program. Journal of Extension, 35(5). Retrieved March 3, 2016, from http://www.joe.org/joe/1997october/iw2.php
- Cohon, D. C. (1985). Survey research as the initial step in developing intergenerational projects. In K. Struntz & S. Reville. Growing together: An Intergenerational Sourcebook. Washington D.C.: AARP.
- DeBord, K., & Flanagan, V. (1994). Bridging the gap: Intergenerational programs. MO: University Extension, University of Missouri.
- Halpern, J. (1987). Helping your aging parents: A practical guide for adult children. New York: Ballantine Books.
- Roybal, E. R. (1985). Commentaries and introduction. In K. Struntz & S. Reville. Growing together: An Intergenerational Sourcebook. Washington D.C.: AARP.

4-H Explore
Project Book Evaluation: Personal Development - Character

1. Please read the statement in the left column of the table below. Bubble in the circles that describe your level of understanding **BEFORE** attending this program. In the section on the far right, bubble in the circles that describe your level of understanding **AFTER** attending this program. You will have two bubbles per row.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
As a result of participating in the Personal Development project lessons and activities…	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
I understand the choices I make all have consequences.	○	○	○	○	○	○	○	○
I understand the importance of communication and trust in relationships.	○	○	○	○	○	○	○	○
I understand trustworthiness is a vital component to one's character.	○	○	○	○	○	○	○	○
I understand trustworthiness is a vital component to one's character.	○	○	○	○	○	○	○	○
I understand what responsibility is and how it's helpful in solving problems.	○	○	○	○	○	○	○	○
I understand the consequences of irresponsible behavior.	○	○	○	○	○	○	○	○
I understand the impact of demonstrating empathy for others.	○	○	○	○	○	○	○	○

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: **As a result of participating in the Personal Development Project lessons and activities…**	Yes	No	Unsure
I can name and identify the six pillars of character.	○	○	○
I will demonstrate actions showing respect.	○	○	○
I plan to exhibit good sportsmanship.	○	○	○
I can identify actions that demonstrate empathy for others.	○	○	○
I can identify needs of others.	○	○	○

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: **As a result of participating in the Personal Development Project lessons and activities…**	Strongly Disagree	Disagree	Agree	Strongly Agree
I am more comfortable working in a team.	○	○	○	○
I am more willing to listen to others.	○	○	○	○
I am more comfortable speaking with others.	○	○	○	○
I am more confident in my abilities as a leader.	○	○	○	○

46886

Please continue on the back.

3. What is the most significant thing you learned in the Personal Development project?

Please tell us about yourself.

Gender: ○ Female   ○ Male

I consider myself to be: ○ African American   ○ White
                               ○ Asian American   ○ Other
                               ○ Native American

I consider myself to be: ○ Hispanic   ○ Non-Hispanic

Grade: ○ 3rd   ○ 5th   ○ 7th   ○ 9th   ○ 11th
           ○ 4th   ○ 6th   ○ 8th   ○ 10th   ○ 12th

Most of the time, you live . . .
○ Farm or ranch   ○ Suburb of city between 50,000
○ Town less than 10,000   ○ Central city/urban center with more than 50,000
○ City between 10,000 - 50,000

Please provide any additional comments below.

46886

Thank you!