



# Character at Work



# Table of Contents

<b>Activities Resource Overview</b> .....	2
<b>Trustworthiness</b> .....	6
Trustworthiness in Action.....	8
What is Trustworthy? .....	10
True Blue Trust Game .....	12
<b>Respect</b> .....	15
What Are You Doing?.....	17
Say What?.....	19
Respect Work Game .....	21
Weighty Question Game.....	22
<b>Responsibility</b> .....	26
You're in Charge.....	28
Acting Responsible at Work .....	30
Skits .....	32
<b>Fairness</b> .....	36
Fairness in Action .....	38
A Fair Solution .....	41
Tower Building .....	43
<b>Caring</b> .....	45
Caring at Work.....	47
Caring Communication .....	48
Prescriptions for Caring.....	50
<b>Citizenship</b> .....	54
Cooperation is Key to Citizenship.....	56
Bending the Rules.....	60
Flag Activity .....	63
<b>Ethical Decision-Making</b> .....	64
Learning by Example .....	67
Ethical Decision-Making .....	68
Reflection .....	71
Building The Golden Gate Bridge.....	72
<b>Character at Work Evaluation</b> .....	73

# Character At Work Publication

## Instructor's Notes

When employers are asked to name the biggest problems they face with their employees, most will say it is not a lack of technical skills. Most people who successfully maneuver the hiring process come to work with the appropriate education and technical skills or are capable of being trained on the job.

What many employees do not come to work with are appropriate employability skills. These employability skills directly related to the *Six Pillars of Character* of the CHARACTER COUNTS!<sup>SM</sup> framework. These pillars include: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Failure to practice these six pillars in the work setting is one of the biggest reasons people lose their jobs.

The *Six Pillars of Character* are a set of core values that were agreed upon by consensus of the CHARACTER COUNTS!<sup>SM</sup> Coalition, a diverse group of educators, ethicists, and leaders of nonprofit organizations. Since 1993, the CHARACTER COUNTS!<sup>SM</sup> Coalition has grown to a partnership of over 400 members. Pennsylvania 4-H is a member of the Coalition. Over 450 cities, counties, school districts and chambers of commerce have endorsed CHARACTER COUNTS!<sup>SM</sup> and the *Six Pillars of Character*.

### The Six Pillars of Character

The CHARACTER COUNTS!<sup>SM</sup> framework is based on the belief that certain values are inherently superior to others and must be ranked above personal preferences. The goal of character education is to build in the young people the attitudes, traits, instincts and predispositions toward doing what is right because it is right, not because it is advantageous. A person with good character has a code of values which guide his or her choices. Decisions are based on the *Six Pillars of Character*.

<b>TRUSTWORTHINESS</b>	Honesty, Promise-keeping, Integrity, Loyalty
<b>RESPECT</b>	Autonomy, Courtesy, Privacy, Tolerance, Acceptance of Differences
<b>RESPONSIBILITY</b>	Accountability, Self-restraint, Excellence
<b>FAIRNESS</b>	Procedural Fairness, Impartiality, Consistency, Equity, Equality, Due Process
<b>CARING</b>	Compassion, Consideration, Giving, Sharing, Kindness, Loving
<b>CITIZENSHIP</b>	Law Abiding, Community Service, Protection of the Environment

When confronted with a decision, the person with good character will filter their alternatives through the six pillars of character. Is the decision trustworthy, respectful, responsible, fair, caring and an act of good citizenship? If the answer is yes, it is likely a good decision.

All decisions are not so easy and clear cut. Sometimes, we are confronted with a decision that is caught between two pillars. Do we maintain the sworn confidence of our best friend, or do we

admit to our boss that our best friend stole from the cash register? In this decision loyalty is juxtaposed against honesty. There is no decision that will honor both pillars of character. Therefore, we must make the decision that will result in the most good for the most people. Although it may be difficult, telling the truth to our boss will be most helpful to everyone in the long run. Others will not be punished for actions they did not commit and our friend may avoid a much bigger problem later by learning a lesson from the current situation.

### **This Activity Guide**

Character is not hereditary, nor does it develop automatically, it must be consciously developed. Young people need practice making decisions of good character. This activity resource has been designed to enhance the CHARACTER COUNTS!<sup>SM</sup> 4-H program materials. The activities provide work related hands-on experiences to give youth practice making decisions related to employment and opportunities to discuss the impact of those decisions. Youth will be challenged to consider how each of the six pillars can impact them and those around them while on the job. The activities are designed for youth ages 12-15. Youth in this age period vary widely in their capabilities, interests and maturity. Select the activities that are most relevant for the age group with which you are working.

### **Teaching Notes**

The activity resource provides work related hands-on learning experiences to be used to engage youth ages 12-15. Youth in this age period vary widely in their capabilities, interests and maturity. Activities need to be selected that accommodate the groups learning pace and abilities. Educators need to be sensitive of the groups learning capabilities. Adapting the activities to meet a group's learning needs and speed is encouraged.

### **References**

- Character Becomes You.* (2000). Texas Cooperative Extension. Austin: Texas A & M University.
- Character Education.* (1998). The Master Teacher, Inc. Manhattan, KS: Leadership Lane.
- CHARACTER COUNTS!* (1999). Josephson Institute. Marina del Rey, CA: Josephson Institute.
- Covey, Sean. (1998). *The 7 Habits of Highly Effective Teens.* New York: Simon & Schister.
- Exercising Character 4-H Project* (1995). South Dakota Cooperative Extension. Brookings: South Dakota State University.
- Focus On Character.* (1997). Illinois Cooperative Extension, Champaign, University of Illinois.
- Character at Work.* (1999). Colorado Cooperative Extension, Fort Collins: Colorado State University.
- Showing Character.* (1999). Louisiana Cooperative Extension Baton Rouge: Louisiana State University.

# Character at Work: An Activity Resource

## **Contributors:**

*Natalie M. Ferry*, Coordinator of Special Program Initiatives, Cooperative Extension

*Patreese D. Ingram*, Assistant Professor, Agriculture and Extension Education

*Deborah A. Dietrich*, 4-H and Youth Extension Agent, Penn State Cooperative Extension in Berks County.

Original illustrations by Thomas Laird, Penn State.

## **Questions or comments about this resource should be directed to:**

Dr. Natalie Ferry  
Penn State Cooperative Extension  
401 Agricultural Administration Bldg.  
University Park, PA 16802  
Phone: 814-863-3439  
Fax: 814-863-7776  
E-mail: [nmf3@psu.edu](mailto:nmf3@psu.edu)

Dr. Patreese Ingram  
Department of Agricultural  
and Extension Education  
430 Agricultural Administration Bldg.  
University Park, PA 16802  
Phone: 814-863-7439  
Fax: 814-863-4753  
E-mail: [pdi1@psu.edu](mailto:pdi1@psu.edu)

*Penn State College of Agricultural Sciences research, extension, and resident education programs are funded in part by Pennsylvania counties, the Commonwealth of Pennsylvania, and the U.S. Department of Agriculture.*

*Issued in furtherance of Cooperative Extension Work, Acts of Congress May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture and the Pennsylvania Legislature. T. R. Alter, Director of Cooperative Extension, The Pennsylvania State University.*

*This publication is available in alternative media on request.*

*The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff, or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801, Tel 814-865-4700/V, 814-863-1150/TTY.*

# TRUSTWORTHINESS

# Trustworthiness

## What is Trustworthiness?

Trustworthiness is about telling the truth, honesty, doing what you say you will do, and being loyal so that people will trust and believe in you. Trustworthy people tell the truth, and do not steal or cheat. A person who is trustworthy will do the right thing even when it is a hard choice. Lastly, a trustworthy person will be loyal and stand by their family, friends, beliefs and country.

## Trustworthiness Do's and Don'ts

### Trustworthiness Do's

#### DO...

- ...live by the Golden Rule
- ...be honest
- ...tell the truth and nothing but the truth
- ...do not take what does not belong to you
- ...follow the rules
- ...keep your promises, and honor your word and commitment
- ...return what you borrow
- ...be reliable—do what you say you'll do
- ...build a good reputation on integrity
- ...be loyal—stand by your family, friends, and country
- ...have the courage to do the right thing
- ...stand up for your beliefs

### Trustworthiness Don'ts:

- ...lose heart if you fail or don't get what you want
- ...lie, cheat or steal
- ...let your friends hurt themselves
- ...be sneaky, or tricky
- ...spread gossip about others
- ...ask someone to do something that is wrong

### Trustworthiness Quote:

*"If you tell the truth you don't have to remember what you said."* — Carl Rueben



# Trustworthiness in Action

## Trustworthiness

### Objective:

Youth will evaluate the trust an employer would have for various employees with differing behaviors.

### Steps to Follow:

1. Write the quote on the board or a flip chart. *“Character is revealed by how we behave when we are sure we won’t be found out.”* – Thomas Babington MaCaulay. Discuss with the group what they think the quote means. Stress key points that define trustworthiness:
  - Honesty
  - Integrity
  - Promise Keeping
  - Loyalty
2. Relate these key points to the workplace by providing examples. For example, integrity means walking your talk, matching your actions to what you say. It means doing the right thing even when it is not easy.
3. Divide the group into teams. Provide each team with one of the Trustworthiness situations found on the next page. Ask each team to answer the following questions about each situation”
4. Would you like working in this situation? Explain why, or why not.
5. Do you think the employer would be happy with these employees?
6. What possible actions do you think the employer may take?
7. If you worked here what would you do?

After the teams have finished their analysis, ask the whole group to review their responses and discuss other ideas group members may have. Reinforce how trustworthiness impacts many areas of a workplace and its productivity.

# Trustworthiness Situations

Frank takes credit for the work others do. He seems to need to be in the spotlight all the time. When the manager notices that something has been done, Frank right away takes credit for doing it. It really makes others angry. They don't want to be saying all the time; "I did that, not Frank." If it is not taking direct credit, he makes it sound like he did all the work and you just stood by watching him.

Everyone has been taking just a few french fries to eat when they walk by the fryer. It seems like so little, just two or three fries. They are so little, and as big as the company is, who would miss a few french fries? Mary just doesn't think it is right, so she doesn't take fries to eat. Everyone has started calling her "Miss Goodie Two Shoes," or "Chicken."

Alice promised that she would work on Sundays. Now her mother is upset that she is missing church so frequently. She hadn't thought about how upset her mother would be. She just wanted to get the job. She thought that maybe she would not get assigned on every Sunday, or that she could change her working schedule.

Ed likes his job at the local garage. He likes working on car engines. His employer has been good to him and lets him even do work on his own car. However, recently many of Ed's friends have been asking him to do small repairs on their cars in his free time at the garage.

# What is Trustworthy?

## Trustworthiness

### Objective:

Youth will evaluate a difficult trust situation and identify appropriate actions.

### Steps to Follow:

1. As a group, define what trustworthiness means. Webster defines it as the state of confidence or dependability. As a group, brainstorm what kind of behaviors one expects from someone who is trustworthy? List these on the board or a flip chart.
2. Distribute the “*What To Do?*” situation to teams. Ask each team to decide what would be the most trustworthy action to take and what would they think their friends would do in response to the situation. Take notes on the board, or flip chart, listing the actions under two columns: **What is Trustworthy** and **What My Friends Would Do**. After all groups have reported, ask the group to compare and discuss the various suggested actions. Summarize the actions that would illustrate trustworthiness and talk about how hard these actions may be to carry through.

# What to Do?

Mary Jo counted her money drawer and it was short \$5.00. She counted it again thinking she had made a mistake. It still came up \$5.00 short. She only left her drawer in charge of another clerk to go to the rest room once in the evening. It was a busy evening, but she has never had her drawer come up short before in the two years she has worked at the store. She thought about putting \$5.00 in the drawer to make it correct, but is unsure about doing this. Five dollars isn't really that much when you think about all she has earned in two years. She thought about the person who took over for her. She really doesn't know her because she is a new employee. She has always prided herself on being accurate and careful with her money drawer. She has received several awards for being an outstanding employee for her accuracy and customer service. What is she to do?



# True Blue Trust Game

## Trustworthiness

### Object:

Youth will learn how to be trustworthy at work.

### Steps to Follow:

1. Copy the True Blue Trust Game cards onto heavy card stock and cut apart. Blue and red bingo chips are also needed for this game. If they are unavailable you can keep score on a sheet of paper.
2. Mix-up the game cards. Each person draws from the top of the deck. Players earn or lose blue spots according to the instructions on the card they drew. Players can go “in the red” for negative points. The winner of the game is the player who has accumulated the most blue spots. This game can be ended whenever needed once each player has had at least one turn.
3. As a variation, before or during the game, the leader could walk around the room and give everyone a blue spot. The idea is that people will usually *give* you some trust and make you *earn* the rest.
4. Wrap-up the game by utilizing the following discussion questions:
  - What kind of things do you get to do when your parents (teachers, 4-H leaders) trust you?
  - Did you earn enough trust in the game to get the privileges you wanted?
  - Trust is hard to earn but easy to lose. Why is that?
  - What was difficult about earning the blue trust spots?
  - What was difficult about keeping them?
  - How does this relate to real life?
  - Today, you lost and gained trust with the “luck of the draw.” How does this differ from how you lose or gain trust in real life?
  - What is one thing you are going to do today to build your boss’s (or parent’s, teacher’s, or 4-H leader’s) trust in you?

Adapted from Exercising Character (1995). South Dakota Cooperative Extension, South Dakota State University.

## True Blue Trust Game

<p>Think of something you could do at work to...</p> <p><b>Earn 1 True Blue Trust Spot</b></p>	<p>Think of something you have done to...</p> <p><b>Lose 2 True Blue Trust Spots</b></p>	<p>Tell why it is important for you to be trusted at work.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>
<p>Think of something you could do at work to...</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>You found \$20 in the aisle at the supermarket where you work. You turned it in to the customer service desk along with information on which aisle you found it in.</p> <p><b>Earn 2 Blue Trust Spots</b></p>	<p>You really wanted to go to the mall with friends, but you kept your promise to baby-sit your neighbor's kids.</p> <p><b>Earn 2 Blue Trust Spots</b></p>
<p>Your grades are almost high enough to apply for a summer job at the city park. You know they never check grades, so you lie about yours.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>You borrowed \$5 from a co-worker. He has forgotten about it and so have you.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>You said you cleaned the bathrooms at work, but it really you just sprayed air freshener in there.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>
<p>You asked a friend to lie about your being sick so you could go to a football game instead of working your shift.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>Describe one great way to show loyalty at work.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>	<p>Describe one good way to show integrity at work.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>

## True Blue Trust Game

<p>Describe one way to show honesty at work.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>	<p>Describe one way to show promise keeping at work.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>	<p>Name one way you have actually earned your boss's trust.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>
<p>The customer gave you \$20 too much to pay for her groceries because 2 bills were stuck together. She didn't realize it. You give it back.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>	<p>You saw the schedule for prom weekend. You told your co-workers who was going to have to work before your supervisor got a chance.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>You didn't feel like working today so you called in sick even though you are as healthy as ever.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>
<p>A co-worker pleads with you to keep her drug use a secret. Your suspecting boss wants to get her help and asks you to verify his concerns. You do, but your co-worker gets very angry with you.</p> <p><b>Earn 3 True Blue Trust Spots</b></p>	<p>Your boss made an unfair, rude statement about a co-worker's family and ethnic background. You stood up at work and politely corrected the supervisor.</p> <p><b>Earn 3 True Blue Trust Spots</b></p>	<p>A co-worker offered you a cigarette while you were both on break. You refused.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>
<p>A co-worker offers you \$25 to lie about him being on a school field trip when he is supposed to be in school.</p> <p><b>Earn 2 True Blue Trust Spots</b></p>	<p>You are filling out your time sheet. You worked a day when your supervisor was not around. You add an hour to the time sheet.</p> <p><b>Lose 3 True Blue Trust Spots</b></p>	<p>You are filling out your time sheet for a day you worked when your supervisor was not in. You left early to go to a doctor's appointment. You do not put that hour on your time sheet.</p> <p><b>Earn 3 True Blue Trust Spots</b></p>

# RESPECT

# Respect

## What is Respect?

Respect is showing others that they are appreciated for who they are and not for what possessions they have, or how much money they have, or if they have the coolest games. Being respectful means that we are kind, polite, and treat others the way we would like to be treated. A respectful person would not force someone to do something that he or she did not want to do. A respectful person will think before they act.

## Respect Do's and Don'ts

### Respect Do's

#### DO...

- ...live by the Golden Rule
- ...be kind and polite
- ...use good manners
- ...accept others without prejudices
- ...resolve disagreements without fighting
- ...listen to parents and teachers
- ...listen to others and consider their point of view
- ...leave others property alone unless you have permission
- ...respect your body, and take care of yourself

### Respect Don'ts

#### DON'T...

- ...insult, abuse, hurt or put down anyone
- ...take advantage of others
- ...use people to get what you want
- ...make unwanted comments about a person

## Respect Quote:

*"Treat others as you would have them treat you."* — THE GOLDEN RULE



# What Are You Doing?

## Respect

### Objective:

Youth will learn ways to evaluate intolerant behaviors they may find in the workplace and identify respectful reactions.

### Steps to Follow:

1. Individually or in pairs, youth should fill out the “What are you doing?” worksheet.
2. As a group, discuss the reactions to the questions on the worksheet.

# What Are You Doing?

Fred always comes to work late. He never says, “I’m sorry I’m late.” He just seems to think you don’t mind filling in for him until he arrives. At first you, and the others on the shift, thought it was going to happen just a few times. But now it is getting worse. Instead of being just 5 or 10 minutes late, it is getting to be 10 to 20 minutes late. It causes your entire shift to have to work harder to cover for him. A few of the others are threatening to tell the manager.

- How is his behavior disrespectful?
- How can you respond respectfully?
- Why is Fred late all of the time?
- Do you think the manger knows he is coming in late all the time?
- Does Fred feel like he is a part of your working shift? Do co-workers talk with him and include him in the activities?
- How can you help your co-workers respond respectfully?

# Say What?

## Respect

### Objective:

Youth will critique sayings for the level of respect expressed.

### Steps to Follow:

1. Write on the board, or a flip chart, the sayings:
  - “Respect is earned”*
  - “Treat others as you would have them treat you”*
  - “It’s a matter of common courtesy”*
  - “Always showing consideration”*
  - “Treat others the way they have treated you”*
2. In groups, discuss and critique the meaning of each saying. As a whole, have the groups report their conclusions. Make a few brief notes on the board, or flip chart, for each group’s response. NOTE: Not all of these sayings are ethical.
3. Distribute the “Say What?” handout sheet. Review the directions asking each person to write in each bubble what they would think would be said in the presented situation. After each person has completed their response, let each group decide which are the respectful comments group members would like to receive. Talk with the group about which are realistic comments, which are not and why.

# Say What?

**Directions:**

In the bubbles below, write what you think would be said in the following situation. After you finish, put a star next to those comments that you think would realistically be said in the situation. Put a check next to the respectful comments.

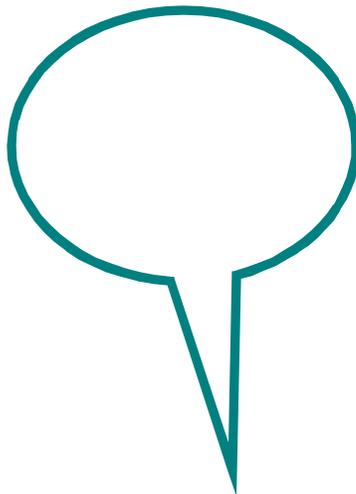
**Situation:**

Mary Jane is always on time and tries her best to do whatever the manager tells her to do. Ann appears to be continually making mistakes and never volunteers to help others. Everyone working on the shift makes comments about Ann's behavior behind her back. Mary Jane tries not to side with the others because she thinks they are just picking on Ann. Mary Jane thinks that the shift manager notices what the others are saying.

**MARY JANE**



**CO-WORKERS**



**MANAGER**



# Respect Work Game

## Respect

### Objective:

Youth will learn ways to show respect in the workplace.

### Steps to Follow:

1. Ask for five volunteers to role-play being an employer and four employees in the Workplace Respect Game. The individual playing the employer is the contestant who is to choose the respectful employee. The other three volunteers are employees who role play different types of employees. The employer can ask these two questions:

If you were to work for me, how would you show me respect?"

How could I show you respect?

The employees are prompted before the game to express certain characteristics:

- Employee who is disrespectful and doesn't show respect for the workplace or fellow employees.
  - Employee who has poor work habits such as showing up late and taking extra long breaks.
  - Employee who is too shy to ask questions and help when overwhelmed with work.
  - Employee who is respectful and polite.
2. After the questions are asked and the game is over, the employer selects who they would want working for them and who showed respect. As a group, talk about the characteristics of the individual employees. Who was/was not respectful? How can one handle disrespectful people?

Adapted from Character Becomes You. (2000). Texas Cooperative Extension. Texas A&M University.

# Weighty Questions Game

## Respect

### Objective:

Students will be able to develop respectful responses to difficult situations.

### Steps to Follow:

1. Review with youth the Respect Do's and Don'ts. Remind them that it is very important to be respectful at work even when you are annoyed with a customer, supervisor or co-worker. Disrespectful behavior with a boss is called insubordination and is a frequent cause for firing an employee.
2. This activity requires youth to come up with "Heavy Answers" to "Weighty Questions." Each team of 2 to 4 youth should have a set of at least 6 "Weighty Questions." The number of questions should be the same for each team, with the same amount of poundage. The number of "Weighty Questions" should be based on the amount of time you have to complete this activity.
3. Each team should thoroughly discuss their "Weighty Questions" and determine what their "Heavy Answer" would be.
4. With the group leaders facilitation, each team presents their "Weighty Questions" and "Heavy Answers" to the other teams. The other teams vote as to whether the "Heavy Answer" was respectful. Remind those voting that they must be respectful as well or their team will lose points.
5. The winner of the game is the team with the most "pounds."
6. Note to facilitator – Sometimes it is difficult to determine the most correct response to a situation. Some situations will have several respectful responses each with their own pros and cons. This might make it difficult to award "pounds." When the group seems stuck, it might help to redirect the conversation and ask the team which is answering to tell the rest of the group what would not be a respectful response. Often times it is easier to know what you should not do than what you should do!

Adapted from Exercising Character (1995). South Dakota Cooperative Extension, South Dakota State University.

## Weighty Questions

<p><b>50 pounds</b></p> <p>A co-worker (at a fast food restaurant) drops a tray of food before getting it to the customer waiting at the counter. The customer appears annoyed and some of your other co-workers are laughing at the co-worker who had the accident. How do you show respect?</p>	<p><b>50 pounds</b></p> <p>A co-worker makes a major mistake at work. Your other co-workers call him “stupid.” How can you show respect when no one else does?</p>	<p><b>100 pounds</b></p> <p>Your co-worker asks you to review some work he is new at doing. He hasn’t done a very good job. How do you treat her with respect in this situation?</p>
<p><b>100 pounds</b></p> <p>You are working at the cash register next to a co-worker who can be rude sometimes. She has just finished waiting on a customer with an unusual hairstyle and a nose ring. While the customer is just walking away, she says, “Did you see that? How weird can someone get!” How do you respond to your co-worker?</p>	<p><b>50 pounds</b></p> <p>Your co-workers are making fun of your supervisor’s appearance behind her back. You want them to like you, but you know that’s not right. What do you say?</p>	<p><b>50 pounds</b></p> <p>A co-worker is upset about a personal problem and has been crying and needs to be alone to regain composure. What do you do?</p>
<p><b>100 pounds</b></p> <p>You have a co-worker who doesn’t have enough money to buy new sneakers. The other workers are making fun of her. What do you do to show respect for that person?</p>	<p><b>25 pounds</b></p> <p>You accidentally burp. What do you do to show respect to those around you?</p>	<p><b>25 pounds</b></p> <p>A co-worker approaches you with uncomplimentary jokes about an ethnic group. How do you respond?</p>
<p><b>25 pounds</b></p> <p>Your older sister has a job interview as a bank teller. She’s in jeans and a sweatshirt. What will you tell her?</p>	<p><b>25 pounds</b></p> <p>A co-worker chews gum, with her mouth open, while waiting on customers. What will you say?</p>	<p><b>100 pounds</b></p> <p>You have a new co-worker who doesn’t speak English very well. The other employees are making fun of him. What do you do to be respectful to the new employee?</p>

## Weighty Questions

<p style="text-align: center;"><b>100 pounds</b></p> <p>You have a co-worker who likes to gossip about others while you are on break together. How do you respond?</p>	<p style="text-align: center;"><b>100 pounds</b></p> <p>You have a co-worker who is having a personal problem and is on a private phone call while they should be working. How do you respond respectfully?</p>	<p style="text-align: center;"><b>25 pounds</b></p> <p>You sit down in the break room with some co-workers. You have a bag of chocolate chip cookies. What do you do out of respect to others?</p>
<p style="text-align: center;"><b>50 pounds</b></p> <p>You are out back on your break and a coworker starts to smoke. Cigarette smoke bothers you. How will you respond respectfully to your co-worker?</p>	<p style="text-align: center;"><b>100 pounds</b></p> <p>The cashier next to you never smiles or says “You’re welcome” to the customers. How would you give him advice on being more respectful? What advice would you give him?</p>	<p style="text-align: center;"><b>25 pounds</b></p> <p>You interrupted your boss while she was giving you some instructions. What will you say?</p>
<p style="text-align: center;"><b>100 pounds</b></p> <p>Your boss has some office supplies in her desk drawer. You are sure she has the item you need to complete your task. She’s not in sight now. How do you show respect for her (and her privacy)?</p>	<p style="text-align: center;"><b>50 pounds</b></p> <p>There is a dress code where you work that prohibits wearing shirts with spaghetti straps. That’s what you wore to work today. What will you do?</p>	<p style="text-align: center;"><b>100 pounds</b></p> <p>You work very hard at your job, even staying late some times. The boss never says, “Thanks,” though, for your extra effort. What do you do?</p>
<p style="text-align: center;"><b>50 pounds</b></p> <p>A customer is being really rude and demanding. What do you do?</p>	<p style="text-align: center;"><b>25 pounds</b></p> <p>A customer is upset to find the vase she bought yesterday was broken in the box when she got home and unwrapped it. How do you respond?</p>	<p style="text-align: center;"><b>25 pounds</b></p> <p>A customer was disappointed that the watch he bought does not work. How do you respond?</p>

## Weighty Questions

<p style="text-align: center;"><b>50 pounds</b></p> <p>A customer is leaving the store with several large bags of merchandise. Several customers have gone through the door without holding it open for her. What will you do?</p>	<p style="text-align: center;"><b>100 pounds</b></p> <p>A customer seems confused about what she wants to order from the menu at a fast food restaurant. The other customers in line are getting impatient. What will you do?</p>	<p style="text-align: center;"><b>100 pounds</b></p> <p>Your supervisor just had to reprimand a co-worker about his work. Now you need to ask your supervisor for Saturday off. What do you do?</p>
<p style="text-align: center;"><b>50 pounds</b></p> <p>You have a co-worker who is very sloppy at his work, always leaving a mess for others to clean-up. How do you address the situation respectfully?</p>		

# RESPONSIBILITY

# Responsibility

## What is responsibility?

Being responsible starts with doing what you say you will do. Taking care of pets, younger brothers or sisters, or even plants your neighbor asked you to watch are all ways of showing responsibility. Every day you make choices which you are responsible for. Some are what to wear, whether or not to actually go to school once you leave your house, and whether or not you do your class work, or homework. Being responsible means that we do whatever the right thing is. By that, we mean you should do your homework, should go to school each day, and should take proper care of whatever you have previously agreed to take care of.

## Responsibility Do's and Don'ts

### Responsibility Do's

#### DO...

- ...live by the Golden Rule
- ...do what you are supposed to do
- ...finish your work before you play
- ...take responsibility for the results of what you do and don't do
- ...be reliable! Always do your job
- ...think before you act!!
- ...fix your own mistakes
- ...do your best
- ...keep trying
- ...stick to your duties even if they are hard
- ...help others

### Responsibility Don'ts

#### DON'T...

- ...blame anyone else for your mistakes
- ...take credit for things you didn't do
- ...don't give up
- ...play before you finish your work
- ...leave messes for someone else to clean up

### Responsibility Quote:

*"If you are not part of the solution, you are part of the problem. The price of greatness is responsibility."* — Winston Churchill

# You're In Charge

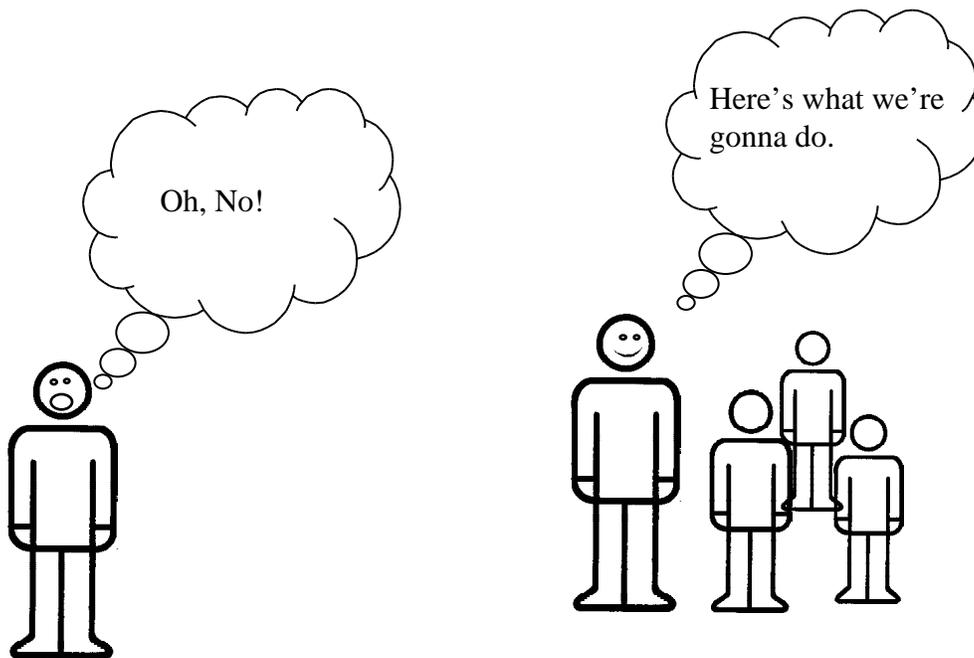
## Responsibility

### Objective:

Youth will learn to enhance their responsibility by choosing their responses to situations rather than reacting to them.

### Steps to Follow:

1. As a group, define what it means to be proactive and reactive. Ask the youth for examples of persons being proactive and reactive.
2. Reactive behavior is making decisions after the situation occurred.
3. Proactive behavior is making decisions before the situation occurs.
4. Distribute the "You're in Charge" handout to each group member. Review the handout's directions with the group.
5. Ask group members to count up how many proactive and reactive statements they correctly identified. As a group, talk about how thinking in a proactive way directs your behavior in a more responsible manner.



# You're in Charge

**Directions:** Read the following statements. Decide whether each one uses proactive or reactive language and write a P or an R on the blank. Change any statements that are reactive to proactive one's.

1. I try to do my best in every job I do. \_\_\_\_\_
2. I'm not responsible for my actions. \_\_\_\_\_
3. That's just the way I am. \_\_\_\_\_
4. Doing a good job is important to me. \_\_\_\_\_
5. The manager's directions are important. \_\_\_\_\_
6. Pulling my weight at work is important. \_\_\_\_\_
7. It's OK to let talking with friends interfere with working. \_\_\_\_\_
8. I expect to be accurate at work. \_\_\_\_\_
9. My friends make me late to work. \_\_\_\_\_
10. There's nothing I can do about my friend taking food from work. \_\_\_\_\_
11. I want to work harder, but I can't. \_\_\_\_\_
12. Sometimes I am too rushed to look good when I go to work. \_\_\_\_\_
13. I'd like to work some overtime, but my favorite TV show is after work. \_\_\_\_\_
14. I get lots of constructive comments from my supervisor. \_\_\_\_\_
15. Having a good work record now is important. \_\_\_\_\_

# Acting Responsible at Work

## Responsibility

### Objective:

Youth will recognize the importance of thinking about the consequences of their decisions as a part of acting responsibly.

### Steps to Follow:

1. With the group, create an Action Trail about how to be on time for work. Place the goal at the end of a long line drawn on the board or flip chart. Brainstorm with the youth for a list of all of the possible things that could happen between the time one would get out of school and to work on time. Possible suggestions would be: a friend asking them to do something special, stopping by the mall, having sports practice that runs late, or having transportation trouble. Put each suggestion on the line between the end of leaving school and being to work on time.
2. Distribute the “Acting Responsible” handout and review the directions with the group. After the youth have completed their individual response, ask each group to select the interfering act that the most students responded to on their handout. Review each of the handout’s questions. Talk about how students may have reacted differently based on their decisions. If time permits, review the second most frequently selected intervening situation.
3. Summarize by having the group discuss how decisions influence one’s behavior and how one’s decision process influences the outcome of one’s reacting responsibly.

# Acting Responsible

**Directions:** Select one of the identified “possible things that could happen on your way to work” situations. Describe the situation as you see it. Next respond to each of the sections in question 2 and then complete the remaining questions.

1. Describe the situation as you see it. \_\_\_\_\_

---

2. List all possible choices  
you can make

List all positive outcomes  
for each choice

List all negative outcomes  
for each choice

3. What would you do in this situation? \_\_\_\_\_

---

4. What do you think the outcome would be? \_\_\_\_\_

---

5. Do you think this choice is acting responsible and why? \_\_\_\_\_

---

# Skits

## Responsibility

### Objective:

Students will distinguish between responsible and irresponsible behavior by performing skits. They will also consider the consequences of such behavior.

### Steps to Follow:

1. Discuss responsible behavior at work. Emphasize that being responsible at work doesn't just mean showing up. It also means doing your best, being self-reliant (not having to always wait for instructions about what to do next), and accepting the consequences of our action or inaction (not passing the buck).
2. Select team members and give each team one of the 5 skits to perform for the group. Some of the skits are scripted and others allow for the youth to develop their own script. The youth might want to expand the scripted skits to include more excuses, etc. They might want to include reactions to the irresponsible behavior. If they choose to add that, remind them that they should be respectful. Just because someone else is irresponsible does not mean you respond with disrespect.
3. Conduct a discussion at the end of each skit. Some suggested questions include:
  - What is "wrong" in this skit?
  - Who was being irresponsible?
  - Who was being responsible?
  - What do you think the consequences will be?
  - As a teen, how does it make you feel when an adult is irresponsible?
  - Why do you think adults generalize that teens are irresponsible?
  - Why should a boss or supervisor be responsible?
  - How do you think the supervisor got that position?
  - All of these skits focused on irresponsible behavior at work. Can you give other examples of someone who was irresponsible on the job?
  - How might these skits be rewritten to emphasize responsible behavior?
  - Are some excuses valid?
  - Is it the boss' job to tell you what to do all the time?
  - When you are not able to come in to work for your shift, what should you do? Is it okay for your parents to call in for you?
  - Does your attitude towards work have anything to do with responsibility?
  - Why is it important to be responsible at work even if you don't plan to work at McDonald's for the rest of your life, or even after the summer is over?
  - Should you discuss your personal life with co-workers in front of customers? Why? Why not?
  - Was it easy or hard for you to come up with the script for irresponsible behavior?

Adapted from *Exercising Character* (1995). South Dakota Cooperative Extension, South Dakota State University.

## **Responsibility Skit #1**

**This skit has 4 characters: a football coach, and 3 players.**

- Player #1**     Where is Coach Myers? The game starts in five minutes.
- Player #2**     Here he comes now.
- Coach**         How's it going guys?
- Player #3**     We're fine, but we haven't warmed up and don't know the line-up.
- Coach**         You don't need to warm up. Line-up? Oh I forgot to work on that. Just use the same line-up as last game.
- Player #1**     What plays are we using tonight?
- Coach**         Plays? Oh, err, I didn't have time to decide that either. Where is my play book anyway? I think I left that at home.
- Player #2**     Coach, the game is just about to start. This is going to be a tough team to beat. Any words of encouragement for us?
- Coach**         Sure, just go out there and beat.... What team do we play tonight?
- Player #3**     (Shaking his head) I think something is wrong here!
- 

## **Responsibility Skit #2**

**This skit has 3 characters: a teacher and 2 students.**

- Lauren**        Where is Mrs. Jones? She's five minutes late for class.
- Mrs. Jones**    (Slowly walking in) Hi class. Sorry, I was late. I just got lost in the conversation I was having with Mr. Kauffman in the faculty lunch room. Open your textbook to page....
- Ryan**          Aren't we having our chapter 5 test today? We have been studying all week for it.
- Mrs. Jones**    Test? Oh, I forgot. I don't have one ready. We'll do that tomorrow.
- Lauren**        I think something is very wrong here.

### **Responsibility Skit #3**

**This skit has 2 characters: The President of the United States and his Administrative Assistant (secretary).**

(The phone is ringing...)

**President** Hello, this is the President.

**Secretary** Mr. President, the Queen of England is on the phone. Her country has just been bombed by France.

**President** It will have to wait. I was just on my way out the door for lunch with the First Lady.

**Secretary** When will you call her back?

**President** Maybe late this afternoon. I have game of golf planned for 2 p.m.

**Secretary** I think something is very wrong here.

---

### **Responsibility Skit #4**

**This skit has 2 participants: an employee and his/her employer.**

**Mr. Hardworker** Mrs. Bossman, I'm done for the week and ready for my paycheck. I really am glad it is pay day. Both of my kids have outgrown their shoes, and the washing machine broke yesterday. The repair bill is pretty big. I am really glad this paycheck includes 6 hours of overtime.

**Mrs. Bossman** Paycheck? Oh wow! Is it Friday already? I don't have a paycheck ready for you. I needed this week's receipts (income) to pay for my new car. It's really nice. Do you want to see it?

**Mr. Hardworker** A new car?! That's not fair!! I need my paycheck.

**Mrs. Bossman** You are right, it's not fair, I should have gotten my new car sooner. My neighbor bought one last spring.

**Mr. Hardworker** Something is really wrong here!

## **Responsibility Skit #5**

Select 5 participants to present this skit: Mrs. Smith, who is the supervisor, and 4 student workers. Mrs. Smith is trying to develop the work schedule for next week. All of the students were supposed to turn in their requests to work, or not work, on certain days to Mrs. Smith as soon as they got to work. Mrs. Smith is irritated because only 2 of the workers turned them in. The others have made up a variety of excuses. The 2 who did turn in their requests are going to leave work soon and be home for the weekend. They would like to know what their schedules are for next week.

Some ideas to consider as you write this skit are:

- How do you think Mrs. Smith is feeling?
  - What kind of excuses do teens usually give for not taking care of their responsibility?
  - How do you think the 2 teens who handed in their schedules feel?
  - What are the consequences of Mrs. Smith's behavior?
- 

## **Responsibility Skit #6**

Select participants to present this skit: 2 cashiers, 2 customers and a supervisor. Co-workers, Tina and Nicole, are having a conversation at the cash registers at a local discount store. There are customers in each line. Their conversation is about what Tina did last night. She went to a party with a boy, and there was drinking. It sounds like it was a wild night. Nicole is impressed at all the fun Tina had. The customers and the supervisor have their own reactions to the conversation.

Some ideas to consider as you write this skit are:

- How do you think the customers felt as they listened to Tina and Nicole's conversation?
- Did they complain to the supervisor, or did the supervisor hear the conversation as well?
- Do you think a customer who has small children with her would react differently than a customer who is a parent of teenagers? How would an elderly customer react?
- What will the supervisor do about this?
- What would be an irresponsible response to Tina's story from Nicole? What would be a responsible response?
- What should be the consequences for Tina and Nicole?

# FAIRNESS

# Fairness

## What is Fairness?

Fairness is playing by the rules, sharing, taking turns, and listening to what others have to say. Fairness is also giving each person the amount of time, energy, and respect that he deserves. A fair person knows what is best, and most important. The most important reward he can receive is the feeling he gets inside when he does his best to treat others fairly.

## Fairness Do's and Don'ts

### Fairness Do's

#### DO...

- ...live by the Golden Rule
- ...know and follow the rules
- ...take turns
- ...share with others
- ...do not blame others carelessly
- ...be fair and just
- ...treat people equally and equitably
- ...get all the facts before making a judgment
- ...make judgments without favoritism

### Fairness Don'ts

#### DON'T...

- ...take more than your share
- ...take advantage of others
- ...blame others without just cause

### Fairness Quote:

*"Don't judge someone until you have walked a mile in i*



# Fairness in Action

## Fairness

### Objective:

Youth will identify ways to handle difficult work situations in a fair manner.

### Steps to Follow:

1. Put the following statement on the board, or a flip chart: “All virtue is summed up in dealing justly.” (Aristotle) As a group, discuss what this quote means. Ask the group to think of examples in today’s world that illustrate “dealing justly.”
2. Distribute the “Fairness in Action” handouts. Review the directions with the group. After completing the handouts, use them as a discussion tool to come to a group decision about what would be the “fair action” to take to address the situation.
3. Ask members of the group to role-play how they would put the group’s decision into action. As a group, critique the role-play and make suggestions to strengthen the interaction.

# Fairness in Action

**Directions:** Read the situation. Answer the questions.

Your best friend, Linda, got a job working at your workplace. She was hired because the manager thinks you are a good worker and she is your friend. Linda has been working about a month now. She spends a lot of her time talking to the other workers. The manager has frequently spoken to her about how this interferes with getting the job done. He has also started not treating you as nice as he did before Linda came to work. You asked several weeks ago to have the weekend of homecoming off. Today he came to you and told you that he was scheduling you to work that weekend, yet Linda was given the weekend off.

1. Make a list of all of the things you could do.

2. What would you do? Why?

# Fairness in Action

**Directions:** Read the situation. Answer the questions.

You are an employer who for budget reasons has to let go of one employee. What is fair?

- Able, your newest employee who is young and unmarried is your best producer. He gets more work done effectively than any other employee.
- Nettie is a competent worker of four years, a single mother with three small children at home. She needs the job the most.
- Old ham has worked for the company the longest, for 18 years and is two years away from a pension.
- Try hard is a good producer with a terrific attitude and the hardest worker you have.
- Nepo, a competent employee is the son of one of the owners of the company.

1. Make a list of all of the things you could do.

2. What would you do? Why?

# A Fair Solution

## Fairness

### Objective:

Youth will identify ways to fairly deal with a conflict situation.

### Steps to Follow:

1. Identify the steps to handle a conflict situation.
  - Identify the problem
  - Define the reasons for the problem
  - Describe the feelings of each person involved
  - Identify solutions that both parties would accept
  - Talk about the solutions with the parties together to find a fair and acceptable action plan
  - Put the plan into action
2. Write the steps on the board or flip chart. Transfer the following situation on the following page onto a large index card.
3. Introduce the work situation by distributing cards to smaller teams of youth. Ask each team to use the situation and apply the conflict resolution process. Provide a flip chart, or large paper and markers for the teams to record their answers.
4. Bring the teams back into the larger group. As a group, discuss and define a response for each of the steps in the conflict resolution process. Decide as a group what would be the fair way to resolve the problem.

# A Fair Solution

Mrs. Wallace, the store owner, has discovered that someone has been stealing money from the cash drawers after they have been counted and tallied for each shift. She has told the entire staff that if the person comes to her, and is honest, she will not take any legal action against them. Everyone thinks it has to be one of the managers. No one knows what to do because they are afraid they will be blamed. What do the employees do? What is the fair action to take?

# Tower Building

## Fairness

### Objective:

Students will understand fairness as a result of participating in an activity that is unfair by design.

### Steps to Follow:

1. Set up work stations each with a different set of supplies and instructions using the 5 options on the next page. These options can be modified. Remember this activity is unfair by design. Each group should have different supplies and some should have different amounts of time to complete their work.
2. Allow each team to complete their work. You may want to walk around the room and take note of the challenges and successes each group is experiencing so you can incorporate those experiences into the wrap-up discussions.
3. Judge the towers. Even though you told them to build the tallest tower they could, don't name the tallest the winner. Use some other criteria such as prettiest, most creative, shortest, widest, used the most materials, stays standing the longest, etc.
4. Conduct a wrap-up discussion that helps the youth explore issues of fairness as it relates to work and this activity. Use these questions as a guide:
  - Was it fair for me to change my criteria for judging the towers after you had completed the work? How did that make you feel? Does that ever happen on the job? How can you prevent that from happening "on the job"?
  - Was it fair that some teams had different supplies and a different amount of time to complete their work? What would have been fairer? Does that ever happen "on the job"?
  - Is it fair to ask all employees to complete the same tasks even if they have different skills?
  - Should there be a minimum level of skills that employees should possess before being considered for hiring?
  - How do you think it feels to be asked to complete a task without the necessary skills?
  - What are some of the different types of skills employees bring to a job at \_\_\_\_\_ ? (fill in the blank with a place where teens typically find employment such as fast food restaurant, mini-mart, retail store)
  - Should everyone get the same pay for the same job? Or should pay be based on how well you perform? What is fair?

## Work Station Options

### Instructions:

Provide each team with the supplies listed for a work station. Tape the work station description on each packet of supplies so that the group also knows what their time limit is. Feel free to modify these options, keeping them deliberately unfair.

<p><b>Work Station #1</b> Supplies: Tape 13 straws 1 pack of index cards 20 sheets of paper Time Limit: You have 5 minutes to build the tallest tower.</p>	<p><b>Work Station #2</b> Supplies: 13 straws 1 pack of index cards ruler 20 sheet of paper Time Limit: You have 5 minutes to build the tallest tower.</p>
<p><b>Work Station #3</b> Supplies: Tape 20 index cards 2 sheets of paper Time Limit: You have 5 minutes to build the tallest tower.</p>	<p><b>Work Station #4</b> Supplies: 10 straws 10 index cards 10 sheets of paper Time Limit: You have 10 minutes to build the tallest tower.</p>
<p><b>Work Station #5</b> Supplies: Tape Paper clips Crayons or markers 20 sheets of paper Time Limit: You have 10 minutes to build the tallest tower.</p>	

Adapted from [Exercising Character](#): A workout guide for teenagers who make character count with other teenagers, South Dakota Sate University, 1995

# CARING

# Caring

## What is Caring?

Caring is putting other people's needs above your wants. Caring is more than just a feeling. Caring is demonstrated by concern for others. Caring people are helpful and kind. They help people and pets, but are also concerned for the environment, plants and animals in the wilderness.

## Caring Do's and Don'ts

### Caring Do's

#### DO...

- ...live by the Golden Rule
- ...show you care about others through kindness, caring, generosity, and compassion
- ...help others
- ...think how every decision, word or action will affect others
- ...always say "please and thank you"
- ...forgive others

### Caring Don'ts

#### DON'T...

- ...be selfish, mean or cruel
- ...be insensitive to the feelings of others
- ...ignore people in need
- ...put yourself above others

## Caring Quote:

*"The only way to have a friend is to be a friend"*



# Caring at Work

## Caring

### Objective:

Youth will identify ways to express appropriate caring for others in the workplace.

### Steps to Follow:

1. Write on the board, or a flip chart, the quote. “It’s nice to be important, but it is more important to be nice” (John Marks Templeton). As a group, discuss the meaning of the quote and how it applies to the workplace.
2. Brainstorm with the group to create a list of ways one can express care at work. Ideas to be included can be:
  - Model good character and work ethics.
  - Live by the Golden Rule.
  - Do your part. Hold yourself accountable for responsibilities.
  - Be thankful and express gratitude to co-workers who help you.
  - Show kindness and consideration.
  - Forgive others for their shortcomings.
  - Show concern for others, for example, your manager, co-workers and customers
  - Consider others when making decisions.
  - Encourage fellow employees.
  - Give people a second chance.
  - See potential in others and encourage them to reach it.
  - Be courteous and respectful to customers and co-workers.
  - Assist a new employee in learning his/her job.
  - Offer to work for someone who needs a day off because of a family matter or illness.
  - During break-time, be willing to listen to a co-worker who may be going through a difficult time.
  - Be willing to help your co-worker who is extremely busy even though that’s not your job.
3. In teams, use the list created by the group to identify opportunities or situations in which the caring actions can be carried out. This step will tie the expressed intentions to direct behaviors. After the teams have created their behavior opportunity lists, ask the whole group to create a master listing including all of the team’s ideas.

# Caring Communication

## Caring

### Objective:

Youth will learn appropriate ways to communicate in a caring manner in the workplace.

### Steps to Follow:

1. Cut the situation slips and place them in a box or container. Using the following quote, introduce the idea that even in the workplace, being able to communicate care can increase one's effectiveness. *"Appreciation is a wonderful thing: it makes what is excellent in others belong to us as well."* - Voltaire. Being able to encourage others and expressing praise is a learned skill. It is a skill that requires good listening and honest comment.
2. As a group identify what are good listening skills:
  - Maintain eye contact
  - Face the other person
  - Be compassionate
  - Nod head or smile when appropriate
  - Let the speaker finish speaking
  - Paraphrase what the speaker says to be sure you understand

List these skills on the board or flip chart.

3. Honest comments about what others do, or can do, to support their belief in themselves and their abilities. Talk with the group about what honest comments are. Ask for examples of compliments they have received that they felt were not honest.
4. Distribute the situation slips by letting teams of two select a slip. Once they have had time to prepare, ask the teams to role-play using good listening skills and giving honest comments in the situation provided. At the end of each role-play, debrief the solution the role-play provided. Ask for other ideas about additional ways the situation could have been handled in a caring manner. Identify the good listening skills used and the honest comments expressed.

# Caring Communication

## Situations

Fred works at a fast food restaurant. His manager tells the workers that speed is the goal, not being nice to customers. How can Fred express caring in this work environment?

Shirley is a waitress in a popular food chain restaurant. She gets good tips all the time. She thinks it's because of how she treats the customers. How can she express caring in this work environment?

Mary Jane works with an individual who is slow at grasping new changes in her job. Some co-workers tease her co-worker which appears to make her work even slower. How can Mary Jane express caring in this work environment?

Helen works with a friend who has trouble speaking smoothly when she is nervous so she doesn't talk much when she is at work. Co-workers have indicated that they believe she thinks she is too good to talk to them. How can Helen express caring in this work environment?

Jim and his best friend have both worked at the local supermarket all summer long. Both tried out for the two assistant manager openings. Jim got the job, but his friend did not. How can Jim express his caring in this work environment?

Every fall at the fast food mart, where Ruth works, new people are hired. It has been the tradition to let the manager do all of the training of these people. All of the long time employees always say, "I had to learn the hard way, let them do the same." How can Ruth express caring in this work environment?

Jason really wants off work to go to the Homecoming football game. He has promised his girl friend that he will be able to take her to the game and dance. He and a co-worker, Bill, whose brother is playing his senior year as quarterback, have also asked for that night off. The manager tells both of them that they are to decide who will have off and let him know. How can Jason and Bill express caring in this work environment?

Ted's co-worker tells him that he has to complete a report tonight or he will get a failing grade for the semester. The co-worker has to work until 10:00 PM. How can Ted express caring in this work environment?

Tonya finds it hard to work with several of her co-workers who are always making off-color jokes. It seems like they think it is fun to get others to react. How can Tonya express caring in this work environment?

Marilyn is often put in charge when the supervisor steps out of the restaurant. When she is in charge everyone slows down and talks a lot with each other. As soon as the manager walks back in they get quiet and speed up. How can Marilyn express caring in this work environment?

# Prescriptions for Caring

## Caring

### Objective:

You will learn how to show they are a caring co-worker or employee by describing ways they could help someone who is having trouble.

### Steps to Follow:

1. Discuss all the dimensions of caring.
2. Distribute sheets from your Prescription Pad”. Each youth should come up with a prescription they can “fill” (a way they can help) for the patient. The prescriptions should indicate ways the youth can show they are caring at work.

### Prescription Pad:

<p><b>Rx #IM4U-01</b> For someone who came to work because they were scheduled to, but they are sick (mild cold).</p> <p>Prescription: As your co-worker, I will.....</p> <p>Signed: Dr. U. Willfeelbetter</p>	<p><b>Rx #IM4U-02</b> For your boss who is dealing with a very hectic and demanding season at the store.</p> <p>Prescription: As your employee, I will.....</p> <p>Signed: Dr. U. Willfeelbetter</p>
<p><b>Rx #IM4U-03</b> For your co-worker who was just yelled at, unfairly, by a rather rude customer.</p> <p>Prescription: As your co-worker, I will.....</p> <p>Signed: Dr. U. Willfeelbetter</p>	<p><b>Rx #IM4U-04</b> For a co-worker who just broke up with his/her girl/boyfriend.</p> <p>Prescription: As your co-worker, I will.....</p> <p>Signed: Dr. U. Willfeelbetter</p>

**Rx #IM4U-05**

For your co-worker who has made a promise to a family member to do something with them and just found out they must work that night.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-06**

For your co-worker who is new on the job.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-07**

For your co-worker who is feeling sad today.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-08**

For your co-worker who is dealing with another co-worker who is being mean and obnoxious to her.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-09**

For your co-worker who had a death in the family and will need to go to a funeral.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-10**

For your co-worker just had a car accident.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-11**

For your co-worker who's pet just died.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-12**

For your co-worker who's parents are having problems and may be separating or getting a divorce.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-13**

For your co-worker who is being treated unfairly by the boss/supervisor.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-14**

For your co-worker who has a major assignment and not really enough time to complete it.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-15**

For your supervisor who is feeling unappreciated.

Prescription:

As your employee, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-16**

For your co-worker who has a learning disability and is having trouble understanding what they are supposed to do.

Prescription:

As your co-worker, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-17**

For a customer who is having trouble placing their order.

Prescription:

As an employee, I will.....

Signed: Dr. U. Willfeelbetter

**Rx #IM4U-18**

For an elderly customer who is having trouble lifting her purchase and taking it out to her car.

Prescription:

As an employee, I will.....

Signed: Dr. U. Willfeelbetter

Adapted from Exercising Character: A workout guide for teenagers who make character count with 9 to 11 year-olds, South Dakota Sate University, 1995.

# CITIZENSHIP

# Citizenship

## What is Citizenship?

Citizenship means going beyond our own interests and showing concern for the needs of others in our communities, schools, and country. Good citizens understand that they have a job to help other people to the best of their abilities. Citizenship is staying informed and voting at the proper time, obeying the laws, following the regulations set forth by your town and state, and also showing good citizenship. Citizenship is protecting the environment, reducing pollution, conserving resources, and cleaning up litter.

## Citizenship Do's and Don'ts

### Citizenship Do's

#### DO...

- ...live by the Golden Rule
- ...do your share
- ...be a good citizen and a good neighbor
- ...be a volunteer—help your school and community be better, safer and cleaner
- ...obey laws and rules
- ...obey parents, teachers, coaches and authority figures
- ...protect the environment by conserving resources, reducing pollution, and cleaning up after yourself
- ...participate in voting, report wrongdoing, pay taxes, and voice your opinion

### Citizenship Don'ts

#### DON'T...

- ...argue with or disobey parents, school teachers, policemen
- ...litter parks, playgrounds, school grounds, or your community
- ...complain about choices that were made if you did not take the time to voice your opinion
- ...break the rules in games or play
- ...ignore wrongdoing

### Citizenship Quote:

*Ask not what your country can do for you, but what you can do for your country.* — John F. Kennedy



# Cooperation is Key to Citizenship

## Citizenship

### Objective:

Youth will recognize the reasons for, and advantages of, cooperation as a function of citizenship.

### Steps to Follow:

1. Introduce the concept of how cooperation contributes to citizenship by listing ways a young worker can make their work place a better place to work. Stress that good citizens are good workers. They cooperate with others, obey workplace rules and respect authority.
2. Any work assignment is easier to accomplish if everyone cooperates to get the job done. It takes all of the workplace functioning together to have the end product turn out efficiently. Divide the group into two teams. Using Lauryn's Win-Win Story that has been cut into sections on the indicated lines, give each team member a section of the story. Each group is to figure out the correct order of the story and stand in line so that the story flows and makes sense.
3. Follow the directions in step two. Tell the total group that it is their job to put the story together. After the group thinks they have the story in sequence, read the story that they have created. If it is not in sequence, tell the group to make any changes that they think would improve the story's telling. After the story has been read in proper sequence use the discussion guide in "Steps to Follow" 3 to emphasize that cooperation plays a key role in getting work done at home, in school and at work.
4. When the groups have finished their story, start at the beginning and read the story aloud. Discuss with the group how they worked together to solve the puzzle of putting the story together. Ask the group to identify the role that cooperation and teamwork played. Use the story as an example to talk about how cooperation sometimes does not naturally occur when individuals work together. As a group identify and discuss the actions Lauryn took to cooperate. List ways her actions benefited her and got the job done. Reinforce that cooperation may not always be easy, but it is the key to teamwork and good workplace citizenship.

## Laurn's Win-Win Story - The Whole Story

As a high school junior I was selected with four other high school students to participate in an internship at a local five star restaurant. I was so excited because I want to be a chef when I start working full time. This internship would really help me to get accepted at a high level culinary school when I graduate.

The first day that I started to work, I was assigned to the vegetable preparation chef. He assigned Mary Alice and myself to basic preparation. Mary Alice was a second year intern. She seemed to know everyone and appeared to be well liked.

At first she was just rude to me. She would not answer my questions. She frequently let me make mistakes and then pointed them out to the head chef who would spend lots of time explaining to me "how to do it right." I felt so dumb because not a day would go by without him coming over to "tell me" how to do something else correctly.

One evening when it had been an especially embarrassing day, on the way out of work, Fred, who was a third year intern asked me if I would like to go have a soda. I was so upset that I thought I might just break down and cry, but I said yes. Fred told me that he thought that I might be having a hard time dealing with Mary Alice. I said that I was. She just sets me up to fail. Fred suggested that I start going to Mary Alice every morning and asking her what I could do to help her. I told him that was a dumb idea. I try to stay as far away from her as I can. Fred said that for a kitchen to function smoothly it had to be a team and support each other. He told me that Mary Alice was the star intern last year. He said that she might think I will "out do" her this summer.

I really thought it was a crazy idea, but after talking over Fred's suggestion with my mother, I decided to give it a try. My Mom said that if I didn't try something to improve the situation, Mary Alice would be ruining my dream to become a chef some day.

When I went into the kitchen the next day, I went to Mary Alice and asked her what I could do to help her to get the vegetable foods prepared for the day. Mary Alice looked shocked, but she said that I could start by preparing all of the salad foods. That took me several hours. When I finished, I again asked her what she thought I should take on as the next tasks. She told me that I could help her finish the cooked vegetable dishes. I started the preparation and she finished. We finished out the day working on these dishes.

I continued to ask Mary Alice for directions. By the end of the week, she started coming to me to tell me how we could work together to get the foods out in a faster way. By the end of the month, we got congratulations from the head chef for our fast, accurate work. As the summer went on Mary Alice and I became friends. We also learned a valuable lesson about work.

## Lauryn's Win-Win Story

**Directions:** Duplicate the following story. Cut the sections into individual pieces. Distribute a story piece to each group member or team of group members. Follow the directions in step two to conduct the activity.

As a high school junior I was selected with four other high school students to participate in an internship at a local five star restaurant. I was so excited because I have wanted to be a chef when I start working full time.

---

This internship would really help me to get accepted at a high level culinary school when I graduate.

---

The first day that I started to work, I was assigned to the vegetable preparation chef. He assigned Mary Alice and myself to basic preparation.

---

Mary Alice was a second year intern. She seemed to know everyone and appeared to be well liked.

---

At first she was just rude to me. She would not answer my questions. She frequently let me make mistakes and then pointed them out to the head chef who would spend lots of time explaining to me “how to do it right.”

---

I felt so dumb because not a day would go by without him coming over to “tell me” how to do something else correctly.

---

One evening when it had been an especially embarrassing day, on the way out of work, Fred who was a third year intern, asked me if I would like to go have a soda. I was so upset that I thought I might just break down and cry, but I said yes.

---

Fred told me that he thought that I might be having a hard time dealing with Mary Alice. I said that I was. That she just set me up to fail.

---

Fred suggested that I start going to Mary Alice every morning and asking her what I could do to help her. I told him that was a dumb idea. I try to stay as far away from her as I can.

---

Fred said that for a kitchen to function smoothly it had to be a team and support each other. He told me that Mary Alice was the star intern last year. He said that she might think I will “out do” her this summer.

---

I really thought it was a crazy idea, but after talking over Fred’s suggestion with my mother I decided to give it a try. My Mom said that if I didn’t try something to improve the situation, Mary Alice would be ruining my dream to become a chef some day.

---

When I went into the kitchen the next day, I went to Mary Alice and asked her what I could do to help her to get the vegetable foods prepared for the day.

---

Mary Alice looked shocked, but she said that I could start by preparing all of the salad foods. I think she thought I couldn’t do it all by myself. It took me several hours, but I did it.

---

When I finished, I again asked her what she thought I should take on as the next tasks. She told me that I could help her finish the cooked vegetable dishes. I started the preparation and she finished. We finished out the day working on these dishes.

---

I continued to ask Mary Alice for directions. By the end of the week, she started coming to me to tell me how we could work together to get the foods out in a faster way.

---

By the end of the month, we got congratulations from the head chef for our fast accurate work. As the summer went on, Mary Alice and I became friends. We also learned a valuable lesson about work.

# Bending the Rules

## Citizenship

### Objective:

Youth will identify how obeying the rules of the workplace is good citizenship behavior.

### Steps to Follow:

1. As a group, brainstorm why individuals bend the rules at school, in the workplace, or in the community. Create a list of the reasons why people believe it is “OK” to bend the rules.
2. Divide the group into two teams. Distribute the “Bending the Rules Web” handout to half of the group and the “Good Citizenship Web” to the other half. Ask the groups to work independently of each other. After each group has completed their web, review each with the total group. Discuss how one person not obeying, or everyone following, workplace rules can have an impact on the workers and the business. Reinforce that it is a component of being a good citizen to obey rules wherever one is.

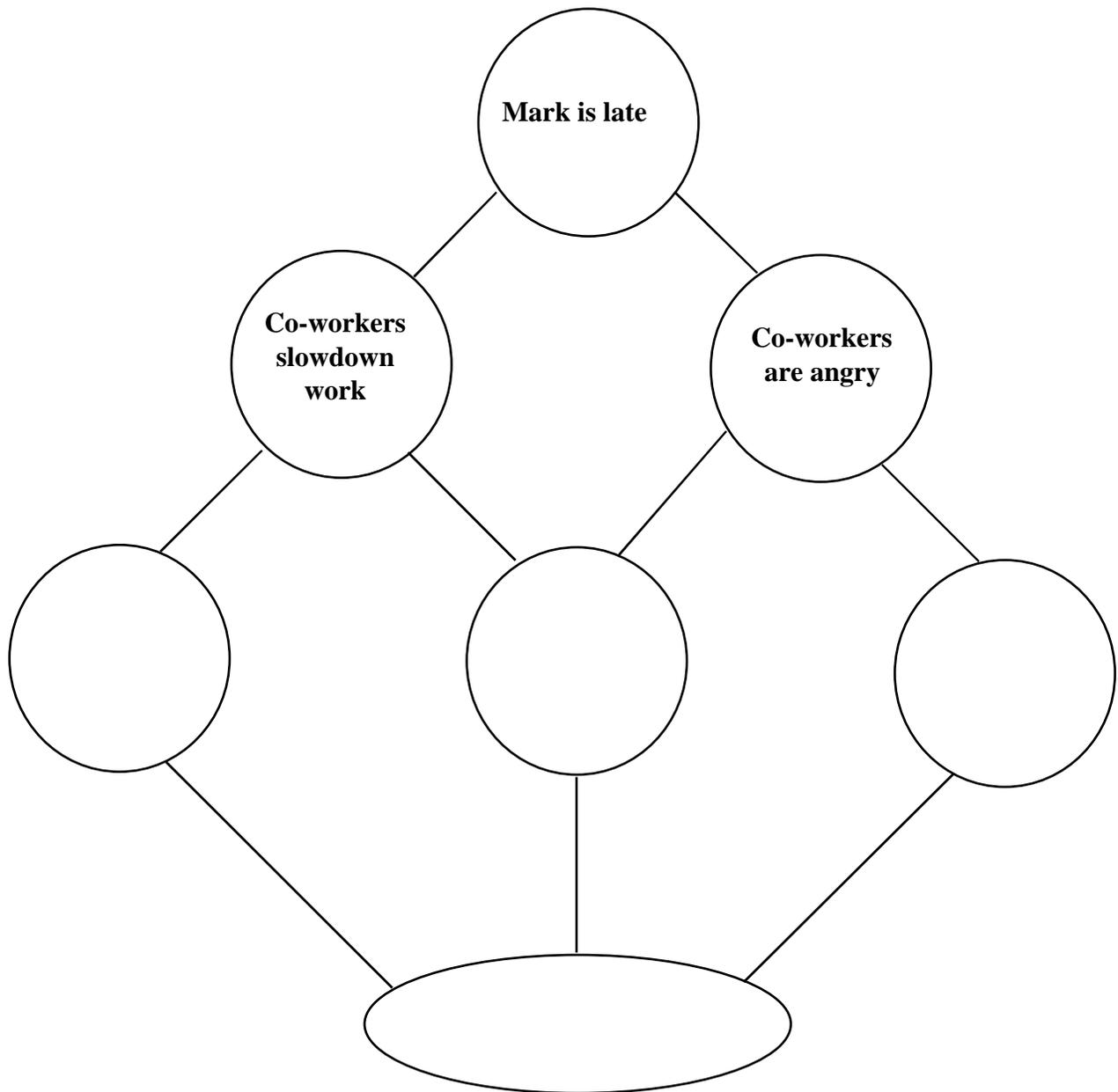
## Bending the Rules Web

### Directions:

Fill in each of the circles that create a web of outcomes from the action presented in the top circle. Think of all of the actions others may take because of the initial action.

### Situation:

Mark comes into work late and tells the manager he was on time when he is asked. The shift is behind with its work and the manager wants to know “why”. He seems angry with everyone.



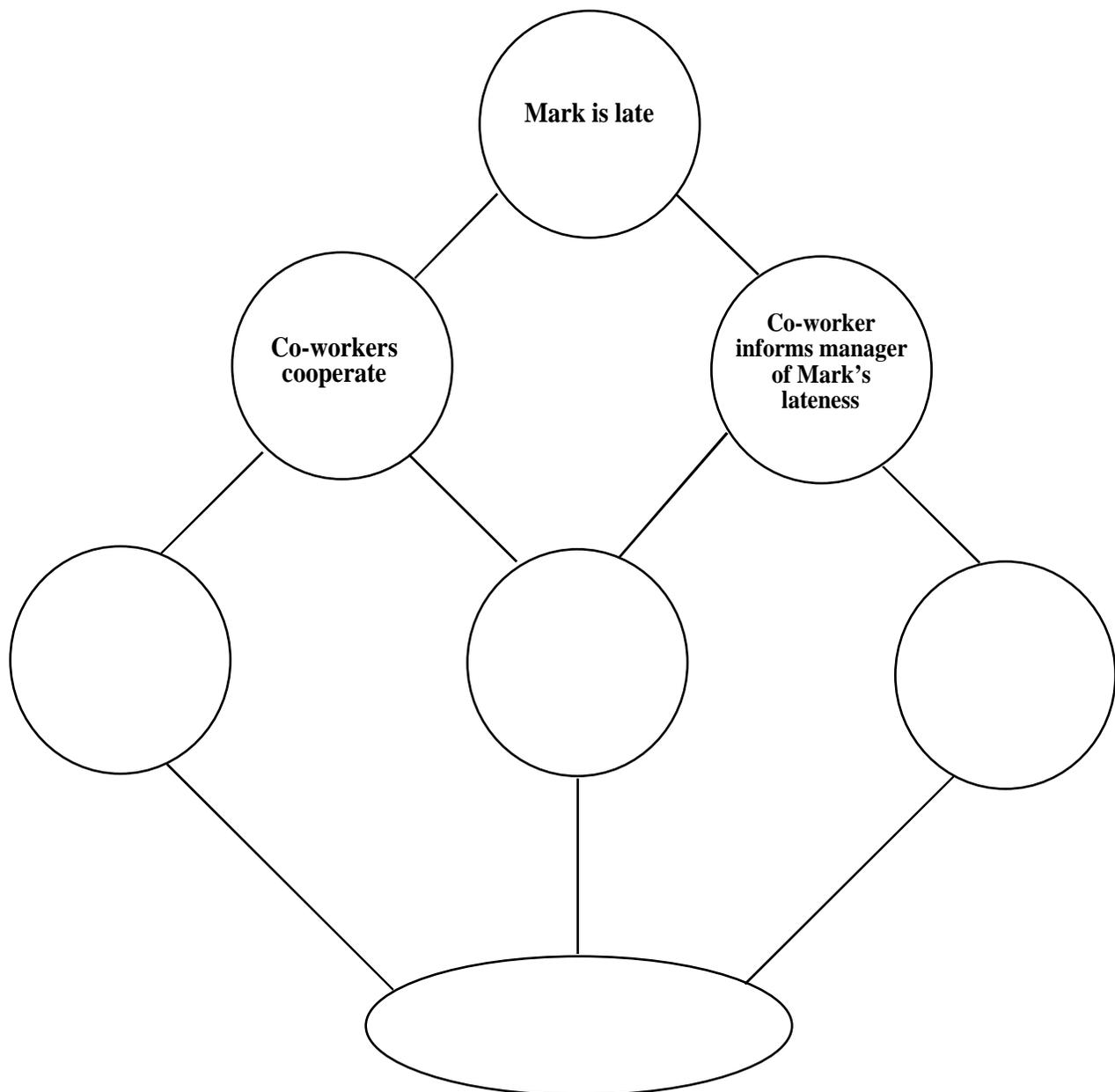
# Good Citizenship Web

## Directions:

Fill in each of the circles that create a web of outcomes from the action presented in the top circle. Think of all of the actions others may take because of the initial action.

## Situation:

Mark comes into work late and tells the manager he was on time when he is asked. The shift is behind with its work and the manager wants to know “why”. He seems angry with everyone.



# Flag Activity

## Citizenship

**Objective:** Youth will be able to describe ways they can show they are a good citizen at work.

### Steps to Follow:

1. Discuss ways to show our boss we are good citizens such as:
  - following company policies
  - being concerned for the business, not just yourself
  - respecting the boss
  - cooperating with coworkers
  - being a team player
  - make suggestions to improve service or the quality of your company's work
2. Have each teen decorate a star to put on the flag which depicts the kind of job they would like to get right now (it doesn't have to be a career choice, just work they'd like to do now).
3. Have each teen trace their hand on a piece of white paper and cut it out. Each teen should then write on their hand 1 or 2 specific acts they pledge to do that will show that they are a good citizen at the job they chose in step #2. They are giving their place of employment a "helping hand" by being a good citizen.
4. Create a group flag by gluing the stars to the upper left hand corner of a sheet of red poster-board. Then glue the hands in rows to represent the stripes on the flag.

Adapted from Exercising Character (1995). South Dakota Cooperative Extension, South Dakota State University.

# ETHICAL DECISION-MAKING

# Ethical Decision-Making

## What is Ethical Decision-Making?

Ethical Decision-making is about choosing between options according to ethical principles. When you are making an ethical decision you are choosing what you believe to be the right thing to do. Sometimes you have to decide whether to do the right thing or the wrong thing. Other times you must decide between two right things to do. Finally, there will be times when you have to choose between two wrong things to do.

When making an ethical decision there is a clear process to use. First, you should think about the way your decisions will affect others. Second, live up to the Six Pillars of Character. Finally, if you have to choose between pillars, do what you sincerely believe will do the most good for the most people in the long run.

There are times when you will be faced with “an ethical dilemma” because you cannot decide which action to take. Many times when you are making ethical decisions your problem is not deciding between “what is right” and “what is wrong,” but rather deciding whether or not you are willing to take the risk to do what you know to be the right thing to do.

Ethical decision-making is about making hard decisions that make a difference in your life. There are moments in everyone’s life when they are faced with deciding between doing the right thing and doing the easier thing. This is a key test of our character. Ethical decisions are the ones that will define who you are. They are often hard to make because it means going against what everyone else is doing to do the right thing.

## Ethical Decision-Making Do’s and Don’ts

### Ethical Decision-Making Do’s

#### DO...

- ...live by the Golden Rule
- ...honor the Six Pillars of Character
- ...try to determine which choice will do the most good for the most people in the long run
- ...be willing to take a risk to do the right thing
- ...be willing to do the right thing even if no one will find out

### Ethical Decision-Making Don’ts

#### DON’T...

- ...just do what everyone else is doing
- ...just do what is the easiest right now
- ...compare yourself to others and determine that you “aren’t as bad as...”
- ...make excuses to do the wrong thing
- ...blame someone else because you chose the wrong thing to do



Character Quote:

*Character is revealed by how we treat people who cannot help or hurt us.* – Michael Josephson

# Learning by Example

## Ethical Decision-Making

### Objective:

Youth will experience how one's example shows one ethics.

### Steps to Follow:

1. Distribute a copy of Learning by Example to each group member. Ask them to read the handout and think of three ways the example shows one's ethics and character.
2. After the group has read the example and each listed their three ideas, go around the group listing their ideas on a flip chart. Remind the group that there is no right or wrong answer. When the list is complete, collapse the similar ideas into an overall category that captures all of the ideas. Some ideas will be dissimilar. Keep these listed by themselves.
3. Ask the group to identify the pillars that each set of ideas reflect. There may be more than one pillar suggested for some of the ideas. Once the list's pillars have been identified, as a group talk about which ones appear the most frequently. Also discuss how the situation can teach others positive and negative ethical behavior. How does learning by example come into play in the workplace? Ask the group for examples to illustrate their ideas.

Adapted from Character Becomes You. (2000). Texas Cooperative Extension. Texas A&M University.

# Learning by Example

When John was in elementary school, he had no jobs to do at home. His father thought this was OK because John's mother worked at home and seemed to get all of the chores done either by herself or with hired help.

When John was nine he had to turn in his first group project at school. John didn't like the other classmates he had to work with on the project. So, John just did not do anything. His fellow classmates told the teacher that they didn't think it was fair that they did all the work and John benefited. The teacher phoned John's father. His father told the teacher he didn't think it was appropriate for his son to receive a failure for the project. He thought that John should have been able to choose the classmates that he would work with on the project.

When John went into middle school, he was expected to be responsible for keeping his own schedule, having his class assignments completed, and to work on a class community project. John was a good student so he did follow through with his own assignments. At times he would skip "boring" classes. He just didn't need all of that "boring class stuff and homework to get it." He also refused to work with other class members on the community clean-up day that was the project that the class had selected. The principal told John's father that John would either have to assist on the makeup project or fail for the year. After John's father went to the school board meeting and complained, John did show up at the makeup project, but did very little to help out.

When John entered high school, he was offered an opportunity to attend honors classes at a local college campus. John thought it was really great to get out of "kiddie" school to attend college classes. John did do his homework and passed the mid-term with an "A." John's father offered to buy him a car as a reward for doing such a good job. However, John's grades began to fall because he stopped turning in the homework assignments. John's father still got the car for him.

When John was 20 a friend offered him some cocaine. His friend told him, "It was OK all the "hipper" do it." John was lucky and never got caught.

When John went to interview for his first job, the human resource director told John that his recommendations did not reflect any history of working well with people to complete tasks. Since it was his first job and he had such a good academic history they would hire him on probation.

On the first day of John working at the job he had a run-in with his supervisor about "how to do" his assignment. At the end of the first week, John had been labeled "Mr. Know-It-All" by his co-workers. At the end of the month he was called into the Human Relations director's office to be told his employment was being terminated.

# Ethical Decision-Making

## Objective:

Youth will experience how their decision making affects others.

## Steps to follow:

1. Review these key-points:
  - Think about the way your decisions will affect others (these people are considered “stakeholders”)
  - Live up to all the Six Pillars of Character by placing the pillars above other values you may hold.
  - If it is truly necessary to choose between pillars, do what you sincerely believe will do the most good for the most people in the long run.
2. Select and assign a situation from the following pages to teams of group members to select the ethical response.
3. Review with the total group the “tests to apply” to assist in seeking the ethical decision.
4. Distribute a situation to teams of two to four participants. Ask the teams to decide what is the ethical decision. Review with the total group the situation and the teams choice. As a group discuss “why” it is the ethical decision.

## Tests to Apply:

- What if my decision was reported on the front page of the newspaper?
- What would my mother, or father, think about this decision?
- What would my teacher think about this decision?

# Ethical Decision Situations

1. A close friend gets a job as assistant manager of a record store. You visit her and she gives you three CDs saying, "The owner is really stupid and the inventory system is so bad here they never know what they have. Even my manager takes stuff home. You can have these if you want." You would:

- 1) Take them since it is not wrong or illegal since even the manager takes disks.
- 2) Take them since, whether it is legal or not, it is the owner's fault for having such a bad inventory system and you will have done nothing wrong because an employee gave them to you.
- 3) Take them even though you think it is wrong because you want the disks and don't want to pay for them.
- 4) Take them even though you think it is wrong because your friend was just being nice, and you don't want to embarrass her.
- 5) Politely refuse, making up an excuse like you don't really need them or you already have them.
- 6) Refuse and counsel your friend that she is, in effect, stealing from the owners and that the fact that others are doing it doesn't make it right.
- 7) Report your friend to the owner.

2. You work for a business that has an arrangement allowing employees to buy IBM software at a 35% discount provided they sign a written certification that it is for personal use. A good friend asks you to buy some software for him at discount. He will pay you. He says he needs the software but cannot afford to pay full price (\$295). He says if he can't get it at a discount he will find someone who has the software and make an illegal copy. You know that many teens buy software for friends and relatives, and you assume the business knows this. You would:

- 1) Buy it for him. It is a common practice, and if IBM or the school wanted to stop it they would have developed better safeguards.
- 2) Buy it for him. Since you could have bought the software for yourself, neither the school nor IBM loses anything.
- 3) Buy it only if you believe your friend really needs it and can't afford to pay the full price, even though you think it is wrong to say it is for your personal use when it isn't.

- \_\_\_ 4) Buy it, though you think it is wrong to do so, since it would be worse if your friend made an illegal copy; at least this way IBM gets something.
  - \_\_\_ 5) Make up an excuse as to why you can't buy it for him (for example, tell him that there are additional requirements about the software relating to the job).
  - \_\_\_ 6) Tell him that you won't do it but try to help him get an illegal copy from someone who has the software.
  - \_\_\_ 7) Tell him politely that you won't do it because using the discount in this way is wrong.
  - \_\_\_ 8) Tell him politely, but firmly, that you won't lie for him and that you think it would be wrong to make an illegal copy.
3. On your way to work, your dad's car is rear-ended by another car, damaging the rear bumper. The other driver is insured. When you go to a body shop for an estimate, the estimator suggests that he can also fix a rear fender dent that you had before the accident. He says that you can claim that the damage was caused by the recent collision. Otherwise, fixing the fender will cost \$375. He assures you that he has done it many times before and that you will have no trouble with the insurance company. You would:
- \_\_\_ 1) Include the fender in your claim if you think your insurance rates are too high and you have not had any previous claims.
  - \_\_\_ 2) Include the fender in your claim since the estimator suggested it, and it is apparently an expected and common practice.
  - \_\_\_ 3) Include the fender in your claim because it is an unexpected opportunity and you could not otherwise afford to fix the fender, though you think it is wrong to do so.
  - \_\_\_ 4) Politely decline the opportunity and only put in a claim for the actual damage because, no matter what he says, you could get caught and be accused of fraud.
  - \_\_\_ 5) Politely decline the opportunity and only put in a claim for the actual damage because it would be wrong to file a false claim.
  - \_\_\_ 6) Firmly decline the suggestion and tell him that you think it is wrong.
  - \_\_\_ 7) Firmly decline the estimator's suggestion and report him to the insurance company.

# Reflection

## Ethical Decision-Making

### Objective:

Youth will identify how life's dilemmas are teaching situations that influence character.

### Steps to Follow:

1. The activity works most effectively with a group that has some history of working together. Divide the group into small working teams.
2. Give each team a dilemma situation and ask the team to do the following:
  - Identify the character issues for each person identified in the dilemma and solution.
  - As a group, decide the top character issues in each dilemma.

### Dilemma Situations

- Your friends are making fun of a new employee at work. What will you do?
- You have a new, better paying job. Your current employer has been really nice to you. What will you do?
- You work at a record shop. You see a friend come in and slips a cassette into a pocket. What will you do?
- The clerk at the store you work for forgot to charge you for one of the CDs you purchased. What do you do?
- Your parents work hard to make ends meet. You've been given a raise at work, but you really would like a new sweater that just came into the store. What do you do?
- You would like to go with your friends to the big celebration party. You are able to call in sick. What do you do?
- You really want to attend the school's big dance, but you have been assigned to work that night. What do you do?
- Someone has spilled coffee beans in the storage area of the coffee shop where you work. You know who it is. What do you do?
- Everyone at your workplace is contributing to a gift for a co-worker who is leaving. You don't think it is appropriate to have to give for gifts for people you have worked with for only a few times. What do you do?

# Building the Golden Gate Bridge

## Ethical Decision-Making

### Objective:

Youth will learn how cooperation supports problem solving or task completion.

### Steps to Follow:

1. Gather the following supplies:
  - 60 miniature marshmallows per team (1 bag)
  - 75 round wooden toothpicks per team
  - a soup can per team
  - a ruler
2. Prepare the marshmallow ahead of time by leaving them out of the bag for about an hour. This will allow them to harden slightly and make them easier to use.
3. Divide the group into teams of two.
  - Give each team about 60 marshmallows and 75 toothpicks.
  - Explain to the teams that their challenge is to build the longest bridge that they can with the supplies that they have with twelve minutes.
  - The bridge must be high enough off the ground for the entire length of a soup can to pass under it.
  - The bridge must also be at least one toothpick wide at the top.
  - The teams may use the soup can while building to be sure it is high enough.
  - When time has expired, use the ruler to determine the winner.
4. Once a winner has been declared, as a total group, talk about the following:
  - How is working together different from working alone?
  - What are the advantages of working together? The disadvantages?
  - How did behavior change as the teams go closer to the deadline?
  - Do we have less or different responsibility when we work with someone?
  - How does cooperation help us when we are working to solve a problem or on a task?
  - What can you do to be more cooperative when working with others?
  - How is being able to work cooperatively contribute to one's work success now and in the future?
  - What would have been some uncooperative behaviors?

Adapted from Character Becomes You. (2000). Texas Cooperative Extension. Texas A&M University.

# Character at Work Evaluation

Evaluation of a series of selected activities can be assessed and use to document the learning that took place. The following survey will collect data about the level of learning that youth gained about ethical behavior in the workplace.

The most effective way to determine the educational program's impact is to conduct a pre and post-test. If data is collected across groups using the same instrument while teaching the same content a greater impact from a larger pool of participants can be obtained. Being consistent in the teaching content and assessment instrument is critical to aggregating the collected data. The following survey can be administered as the pre and post survey. The gain in correct answers would determine the effectiveness of the program's intervention.

## Character at Work Evaluation

**Directions:** Check all of the behaviors listed below that demonstrate ethical workplace behavior. For those behaviors that do demonstrate ethical behavior, indicate in the Character Pillar space which of the Character Pillar(s) are represented.

	No	Yes	Character Pillar
1. Fred is slow at getting his work done because of a disability. Often Mary will help him finish before taking her break	_____	_____	_____
2. Jane was rude to the customers when she couldn't have off the Friday night she had requested.	_____	_____	_____
3. Sue is always a good friend and never tells the supervisor when co-workers are untruthful about missing work.	_____	_____	_____
4. Ed lets his friends use the tools at the garage where he works.	_____	_____	_____
5. Ellen comes to work early so she can have the tables that usually get good tips.	_____	_____	_____
6. Mary Jane understood that it was her weekend to work because she had last weekend off.	_____	_____	_____
7. Alice told the supervisor when she saw Jane take money from the change drawer.	_____	_____	_____
8. Jim skips mowing Mrs. Smith's grass when he has lots of homework. He knows she doesn't mind him being a few days late.	_____	_____	_____
9. Judy made a mistake giving change to a customer. She went to the manager and told him about her error.	_____	_____	_____
10. Joe always gives his friends extra large servings of fries. What are a few fries?	_____	_____	_____
11. When Alice's Mom was sick, Pete worked her shift and his.	_____	_____	_____
12. Eric saw a lady drop a dollar. He picked it up and tried to find her but she was gone. He turned it into the office.	_____	_____	_____
13. Alex's Dad is dying of cancer. You tell him that you would be glad to fill in his shift if it would be helpful.	_____	_____	_____
14. Ben has a hard time counting out money. He keeps making mistakes. You offer to help him practice after work.	_____	_____	_____
15. The store where you work had a sale on CDs a day ago. Your best friend asks you to sell him a CD at the sale price. You say no and tell him that it would not be honest.	_____	_____	_____
16. Mary lives two blocks from the corner store where she works. There was a big snow and school was cancelled. Her employer asks her to come to work. She says no because it is not fair for her to have to work during school time even if it is called off.	_____	_____	_____
17. June is never on time. She just says that is the way I am.	_____	_____	_____
18. Alice thanks people all the time no matter how much they tip.	_____	_____	_____
19. When the supervisor messed up the schedule, Fred told him that he had made a mistake that meant he would lose hours and pay.	_____	_____	_____
20. The store manager of the ice cream shop tells you it is "ok" for you to eat for free. He assures you that all of the other clerks do it.	_____	_____	_____

## Character at Work Evaluation (Answers)

**Directions:** Check all of the behaviors listed below that demonstrate ethical workplace behavior. For those behaviors that do demonstrate ethical behavior, indicate in the Character Pillar space which of the Character Pillar(s) are represented.

	<b>No</b>	<b>Yes</b>	<b>Character Pillar</b>
1. Fred is slow at getting his work done because of a disability. Often Mary will help him finish before taking her break	_____	<u>X</u>	<u>Caring</u>
2. Jane was rude to the customers when she couldn't have off the Friday night she had requested.	_____	_____	_____
3. Sue is always a good friend and never tells the supervisor when co-workers are untruthful about missing work.	_____	_____	_____
4. Ed lets his friends use the tools at the garage where he works.	_____	_____	_____
5. Ellen comes to work early so she can have the tables that usually get good tips.	_____	_____	_____
6. Mary Jane understood that it was her weekend to work because she had last weekend off.	_____	<u>X</u>	<u>Fairness</u>
7. Alice told the supervisor when she saw Jane take money from the change drawer.	_____	<u>X</u>	<u>Trustworthiness</u>
8. Jim skips mowing Mrs. Smith's grass when he has lots of homework. He knows she doesn't mind him being a few days late.	_____	_____	_____
9. Judy made a mistake giving change to a customer. She went to the manager and told him about her error.	_____	<u>X</u>	<u>Trustworthiness</u> <u>Responsibility</u>
10. Joe always gives his friends extra large servings of fries. What are a few fries?	_____	_____	_____
11. When Alice's Mom was sick, Pete worked her shift and his.	_____	<u>X</u>	<u>Caring</u>
12. Eric saw a lady drop a dollar. He picked it up and tried to find her but she was gone. He turned it into the office.	_____	<u>X</u>	<u>Trustworthiness</u>
13. Alex's Dad is dying of cancer. You tell him that you would be glad to fill in his shift if it would be helpful.	_____	<u>X</u>	<u>Caring</u>
14. Ben has a hard time counting out money. He keeps making mistakes. You offer to help him practice after work.	_____	<u>X</u>	<u>Caring</u> <u>Citizenship</u>
15. The store where you work had a sale on CDs a day ago. Your best friend asks you to sell him a CD at the sale price. You say no and tell him that it would not be honest.	_____	<u>X</u>	<u>Trustworthiness</u>
16. Mary lives two blocks from the corner store where she works. There was a big snow and school was cancelled. Her employer asks her to come to work. She says no because it is not fair for her to have to work during school time even if it is called off.	_____	_____	_____
17. June is never on time. She just says that is the way I am.	_____	_____	_____
18. Alice thanks people all the time no matter how much they tip.	_____	<u>X</u>	<u>Respect</u>
19. When the supervisor messed up the schedule, Fred told him that he had made a mistake that meant he would lose hours and pay.	_____	<u>X</u>	<u>Fairness</u>
20. The store manager of the ice cream shop tells you it is "ok" for you to eat for free. He assures you that all of the other clerks do it.	_____	_____	_____