

EARLYACT FIRSTKNIGHT™
presents



The Code™

CHARACTER EDUCATION CURRICULUM
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GRADE 7

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A knight in full plate armor, including a helmet with a red and white striped conical crest, is shown from the waist up. The knight holds a shield with a white field and a large red cross. The entire scene is framed by a decorative border with gold and green scrollwork.

Introduction to The Code

Welcome to The Code

Welcome to *The Code*, a nonsectarian character education program designed for classroom teachers. We recognize that teachers have a limited number of hours to cover a great deal of material with their students. When it comes to character education the teacher may wonder, "How will I be able to fit it into my teaching schedule?" *The Code* curriculum is the answer to that question. *The Code* offers teachers straightforward, well-organized and easily employable lesson plans.

The Code is based on the assumption that parents, teachers and community leaders are responsible for building character in the lives of students. The hope is that this "team" of character builders will assist in their growth toward wholeness by teaching and exhibiting virtues that students will embrace throughout their lives.

We live in tumultuous days in which students sometimes become confused about whether certain behaviors are right or wrong. *The Code* can help students to identify and implement the elements of good character while identifying and eschewing the features of bad character.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

-- *Martin Luther King, Jr.*

"Fame is a vapor, popularity an accident, riches take wing, and only character endures."

-- *Horace Greeley*

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and content of those traits."

-- *William J. Bennett*

"What constitutes a successful man? He must possess these qualifications: honesty, ability, initiative, enthusiasm, tact and sincerity."

-- *Russell F. Greiner*

Code Plan

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important to learning. *The Code* is an attempt to apply Bloom's theory of developing higher levels of thought processes to character education. Through a variety of activities, this curriculum will challenge students to understand and evaluate their own attitudes and behaviors as well as that of others, and to understand the world in which they live. Each level of Bloom's taxonomy has been restated below for clarity and simplification.

Knowledge

The student will be able to recall specific information relating to the virtues of *The Code*. The learning of terms, facts and concepts is emphasized.

Comprehension

The student will understand the meaning of the specific information that is learned.

Application

The student will convert abstract concepts to concrete situations.

Analysis

The student will compare and contrast ideas, analyze the parts of each virtue, and relate the material to personal experiences.

Synthesis

The student will organize thoughts, ideas and information with the aim of communicating a plan of action that expresses the ability and intent to utilize the concepts he/she has learned.

Evaluation

The student will critique personal character through self-evaluation and set standards for future performance.

Code Overview

Introduction:

The Code, in teaching certain virtues, presents definitions of virtues, age-appropriate lessons, excellent literature, interesting questions for discussion, thought-provoking quotes to analyze, challenging puzzles, and exciting projects and activities for school and home. The curriculum is framed by the exciting theme of knighthood and chivalry with dramatic, live-action reinforcement options available from Knights of The Guild. Medieval knights lived according to an unwritten code of chivalry. The curriculum encourages students to live according to a modern code of chivalry. During the year students will focus upon the following virtues:

- *Prowess
- *Justice
- *Loyalty
- *Defense
- *Courage

- *Faith
- *Humility
- *Largesse
- *Nobility
- *Franchise

By the end of the year students should be able to have a thorough understanding of some of the key features of good character. Integration of this program into a teachers' existing curriculum will be challenging and rewarding. By utilizing this curriculum, however, the teacher can create a more peaceful and positive educational environment for students. Take note also of the program's flexibility. You can utilize it in its entirety or choose the parts that you wish to teach. The materials you need to teach the virtues are in hand; you need only incorporate these resources according to your teaching style.

"If a man has any greatness in him, it comes to light not in one flamboyant hour, but in the ledger of his daily work."

-- *Beryl Markham*

"Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved."

-- *Helen Keller*

The Code is divided into nine important sections: (1) Parent Letter; (2) Self-Assessment; (3) Definitions; (4) Historical Profile; (5) Case Study; (6) Quotations; (7) Puzzle; (8) Literature and Discussion Questions; (9) Class Project and Learning Log Response Questions. All of the lessons and activities are discussed below.

Parent Letter:

One of the important characteristics of *The Code* curriculum is our proactive facilitation of parental involvement in the character building process. Our goal is to help build a team consisting of educators, students and their families in order to assist students in their character growth. To assist in accomplishing that goal, every month as you begin studying a particular virtue, you will reproduce a letter to parents and send it home with students.

The letter will: (1) notify the parents of the virtue that the student will be studying for the month; (2) invite parents to be a part of the character education process; and, (3) offer further suggestions to parents as to how they can be involved in the character education program. The suggestions are designed to help strengthen home relationships and create a more consistent, positive developmental environment for students.

Student Self-Assessment:

Every month you will find a reproducible self-assessment worksheet that the student is to complete as you introduce each virtue. The purpose of the self-assessment is to give the student the opportunity to identify strengths and areas for growth. You may want to use statements on the worksheet to initiate discussion with students about the virtue being studied. Further, while the student evaluates his/her existing character traits utilizing the worksheet, you may find this to be a good opportunity to offer positive reinforcement to the student.

“The worst families are those in which the members
never really speak their minds to one another; they maintain an atmosphere of unreality,
and everyone lives in an atmosphere of suppressed ill-feeling.”
-- *Walter Bagehot*

“A prudent person profits from personal experience;
a wise one from the experience of others.”
-- *Dr. Joseph Collins*

“We are what we believe we are.”
- *Benjamin N. Cardozo*

Definitions:

For each virtue, you will find a page that provides explanations of what the virtue is and what it is not. It is recommended that, at the beginning of each month, you use the information on this page to introduce the virtue that you will be studying. You might do “pretest and posttest” exercises and ask students to define the virtue themselves before you share the information with them. Then, ask them again to define the virtue after you have taught the information.

Case Study:

Every character trait you study will involve the reading and analyzing of a case study. The case study is basically a “moral story” in which the characters in the story are presented with a moral dilemma related to the particular virtue being studied. Questions about the story are then provided to assist students in analyzing the story. Students should discuss the story and related questions in class while the teacher serves as facilitator.

Historical Profile:

Students everywhere are fascinated by knights, castles, kings, queens, poets, monks and nuns of the Middle Ages. This is not surprising, for the medieval world encompassed all the elements of great drama: political intrigue, pageantry, romance and tragedy. A study of the people and events of the Middle Ages is not only entertaining, but students can learn a great deal about character by studying the lives of significant persons of the past. In the age of knights and castles there were many important individuals that influenced society in a profound way, both positively and negatively.

In keeping with the theme of knights and chivalry, historical profiles of individuals, groups and occupations from the Middle Ages and the Renaissance are provided for each virtue. You may want to familiarize yourself with medieval life so that you can put each profile in historical context and answer any questions your students might have. After all, the beliefs and actions of medieval persons along with the religious and political milieu of the day may seem very strange to the modern student. Thoughtful discussion questions about the profile are also provided to help students analyze the information provided therein.

“The profoundest thought or passion sleeps as in a mind,
until an equal mind and heart finds and publishes it.”

-- *Ralph Waldo Emerson*

“Certain brief sentences are peerless in their ability
to give one the feeling that nothing remains to be said.”

-- *Jean Rostand*

Quotations:

At least once during the week the teacher should challenge students to analyze ways in which each of *The Code* character qualities applies to their lives. For each character quality you will find five quotations, taken from various sources, which examine the character quality in a unique way. Challenge your students to analyze the quotes and discuss them. If you know the author of the quote, you may want to share with your students something about the author that may shed more light on the quote and create more interest for the students. By analyzing these quotes, your students will not only be exploring character issues, they will be developing higher order thinking skills. You may want to post the quotation of the week on the bulletin board and encourage your students to memorize it.

You may use the quotations as prompts for class discussion or writing. For example, you may ask the student to agree or disagree with a quote and explain why he or she disagrees. You may also choose several quotes and compare and contrast the ideas expressed. You and your students may brainstorm other ways the quotes can be used.

Puzzles:

For each virtue, the student will be asked to complete a challenging puzzle. The puzzles are fun exercises designed to stimulate logical reasoning and reinforce the learning of the virtues. Many of the puzzles will also develop vocabulary related to the virtues.

Literature and Discussion Questions:

For each virtue, a piece of literature is provided that reinforces the learning of the virtue. The literature for *The Code* curriculum was selected for its excellent quality. You will also find the stories to be thought provoking as well as interesting. The literature is eclectic and multicultural. Stories and poems gathered from works of fiction, nonfiction, biographies and novels that represent various cultures are presented. Hopefully students, through their reading and analysis of the suggested literature, will formulate personal ideas about particular character traits. Reading literature will be an important tool to help students increase their comprehension of each month's virtue.

At the end of each selection of literature, the student is presented with discussion questions related to the virtue. The purpose of the discussion questions is to help the student relate the virtue to his or her own experience.

“For children to take morality seriously, they must be in the presence of adults who take morality seriously. With their own eyes, they must see adults who take morality seriously.”

--William J. Bennett

“If we train our youth properly, we need not have any fear as to the future of the world.”

-- Percy Hodgson (RI President 1949)

Rotary International Lesson:

As part of the EarlyAct FirstKnight program, students will learn about Rotary International, the world's first and largest service organization for businessmen and women. Founded in Chicago, Illinois in 1905 by Paul P. Harris, Rotary has established its motto of "service above self" as a model for successful leaders in 200 countries around the world. Each month, students will learn how to employ the high ethical standards of Rotary and their historic knightly counterparts, who enhanced their societies through a commitment to truth, fairness, building goodwill/better friendships, and seeking mutual benefit in their relationships with others.

Class Project:

It is suggested that the class project take four days to complete. You may spend the first two days having students collaborate on a given project, then spend the following two days having students present their projects. Allowing four days to complete the project gives the teacher and students some flexibility in terms of schedule. Upon completion, projects can be displayed in the classroom, on bulletin boards or in the hallways where they can be viewed by other classes, parents, and visitors.

Learning Log Response Questions:

The final activity of *The Code* is for the student to "log" what he or she has learned throughout the month. At least one question will be provided to assist students in reflecting on what they believe to be the most important lessons learned. In this exercise, the student attempts to assimilate the information he or she has been given during the month and incorporate it into his or her life. Students may use notebook paper to "log" their learning. You might want to have students seek to apply and synthesize what has been learned during the month and evaluate how well he or she has comprehended the information received during the month-long study of the virtue.

"One of the most important things a teacher can do
is to send a pupil home in the afternoon liking himself just a little better
than when he came in the morning."

-- Ernest Melby

"If you treat an individual as he is, he will remain as he is.
But if you treat him as if he were what he ought to be and could be, he will become what he
ought to be and could be."

-- Goethe

Class Charge & Meeting

Class Charge:

In order to reinforce the teaching of virtues, you and your students should recite the Rotary 4-Way Test. The test should be recited on a daily basis in order that students might be reminded often that they are committing themselves to the practice of good character. The Rotary 4-Way Test was created by Herbert J. Taylor.

The Rotary 4-Way Test reads as follows:

"Of the things we think, say or do:

1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOOD WILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

Class Meeting:

A regular Class Meeting is an effective tool to strengthen and personalize the character education program. As you teach the virtues, you may assemble a class in a designated meeting area and ask students to compliment observed behaviors of their peers that demonstrated good character. You may also ask the students to relate any situations they have encountered that day or during the past week about which they need counsel. Students may also desire to share how they recently managed a character-related problem on their own.

"One can acquire everything in solitude - except character."
--*Henri Strendahl*

"Few things are needed more in our society than moral integrity. The Four-Way Test will guide those who dare to use it for worthy objectives: choosing, winning, and keeping friends; getting along well with others; ensuring a happy home life; developing high ethical and moral standards; becoming successful in a chosen business or profession; and becoming a better citizen and better example for the next generation."
--*Darrell Thompson*

The Code Timeline

Listed below is an example of a timeline for you to use in planning your lessons. *The Code* is designed to be flexible and teacher friendly, so you will want to make adjustments to fit your schedule and particular teaching style.

Day 1: Send home Parent Letter	Day 11: Recite Rotary 4-Way Test Rotary International Puzzle (or) Code Quotation
Day 2: Recite Rotary 4-Way Test Administer Self-Assessment Worksheet	Day 12: Recite Rotary 4-Way Test Code Quotation
Day 3: Recite Rotary 4-Way Test Discuss Self-Assessment Worksheet	Day 13: Recite Rotary 4-Way Test Challenge Puzzle
Day 4: Recite Rotary 4-Way Test Code Definitions	Day 14: Recite Rotary 4-Way Test Code Quotation
Day 5: Recite Rotary 4-Way Test Code Case Study	Day 15: Recite Rotary 4-Way Test Code Quotation (or) A Day for Reflection and Review
Day 6: Recite Rotary 4-Way Test Historical Profile	Day 16: Recite Rotary 4-Way Test Classroom project
Day 7: Recite Rotary 4-Way Test Literature and Discussion Questions	Day 17: Recite Rotary 4-Way Test Classroom Project
Day 8: Recite Rotary 4-Way Test Rotary International Lesson (or) Literature and Discussion Questions	Day 18: Recite Rotary 4-Way Test Students share Classroom Project
Day 9: Recite Rotary 4-Way Test Code Quotation	Day 19: Recite Rotary 4-Way Test Students share Classroom Project
Day 10: Recite Rotary 4-Way Test Code Quotation	Day 20: Recite Rotary 4-Way Test Learning Log Response

EarlyAct FirstKnight

An Optional Character Building Program For The Code Curriculum
(Sponsoring Rotary Club required)

Introduction

What is the EarlyAct FirstKnight program?

Sir William Marshal, (1144 -1219), who served as Marshal to four kings, Regent of England, and a Templar Knight, was considered to be the greatest knight who ever lived. In transmitting the secret of his profound success, he was quoted as saying, "A knight with no one to serve is no knight at all." Sir William embodied the spirit of all valiant knights who made their place in the world by using their unique abilities to serve others. In fact, the term, "knight", comes from the Old English word, "*cniht*", which means "servant". That noble quality of service above self has transcended the ages as the single distinguishing quality of those who have made the most significant contributions in the world. Giving all young people, therefore, the chance to dream and freedom to serve is the reason for EarlyAct FirstKnight's existence.

Created by Knights of The Guild and Rotarians of District 5840, EarlyAct FirstKnight was conceived as a new academic approach to character education that combines the national award-winning Knights of The Guild character development modules* with Rotary's EarlyAct service club for elementary school students. Together, these programs teach children why it is important to serve others while offering them practical avenues of application in their community. One elementary school principal aptly said that it was like combining "peanut butter and chocolate".

What is Rotary?

Founded in Chicago in 1905 by Paul Harris, Rotary International is the world's largest and oldest international organization of business and professional leaders who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. "Service above self" is Rotary International's Motto, which serves as its ideal. The Object of Rotary is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster: (1) the development of acquaintance as an opportunity for service; (2) high ethical standards in business and professions; the recognition of the worthiness of all useful occupations; and the dignifying of each Rotarian's occupation as opportunity to serve society; (3) the application of the ideal of service in each Rotarian's personal, business, and community life; and (4) The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service.

Now international in scope, Rotary is, in essence, a widely respected fellowship of modern-day "knights" (servants) whose members can be found anywhere from leading small businesses to great nations. All Rotarians, however, are united in their service to others.

One of the most widely printed and quoted statements of business ethics in the world is Rotary's 4-Way Test. Rotarian Herbert J. Taylor created the 4-Way Test in 1932 when he was asked to take charge of a Chicago-based Club Aluminum Company, which was facing bankruptcy. Taylor looked for a way to save the struggling company mired in depression-caused financial difficulties. He drew up a 24-word code of ethics for all employees to follow in their business and professional lives. The 4-Way Test became the guide for sales, production, advertising, and all relations with dealers and customers, and the survival of the company was credited to this simple philosophy. Herb Taylor became president of Rotary International during 1954-55.

The 4-Way Test was adopted by Rotary in 1943 and has been translated into more than 100 languages and published in thousands of ways. The message should be known and followed by all Rotarians. "Of the things we think, say or do: (1) Is it the TRUTH? (2) Is it FAIR to all concerned? (3) Will it build GOODWILL and BETTER FRIENDSHIPS? (4) Will it be BENEFICIAL to all concerned?"

Why EarlyAct FirstKnight?

Human nature teaches us that people ultimately do only what they want to do. Asking someone to do or become something they don't understand, therefore, will always yield short-term results, if any at all. Similarly, asking people to be noble, honorable, or ethical if they have not been taught to appreciate those values is akin to making a request of someone in a unfamiliar language. They may smile at you and nod their head, but have no idea what you are talking about. In the same way, only frustration comes from encouraging busy individuals to serve others above themselves if they do not deeply understand and appreciate the value of service.

EarlyAct FirstKnight was created because noble character must be learned and acted upon early in order for it to become part of who a person is and, consequently, who they will ultimately become. The Knights of The Guild modules integrate exciting, year-round live-action elements with a comprehensive curriculum (The Code) that inspires the desire in kids to effectively learn noble character in the classroom and serve others. Real armored knights, when available in your area, will be on campus to enhance the learning experience. In conjunction, Rotary's school-wide, bimonthly EarlyAct service club provides practical application opportunities for students (age 5-13) to begin an adventure in service by recognizing and solving problems through the lessons they learn according to the time-tested leadership models of Rotary International.

With ongoing educator support provided by trained Knights of The Guild and local Rotarian advisors, the result will be a growing number of young people who will have not only developed the character and desire to serve, but the experience of service, as well.

What does EarlyAct FirstKnight look like on campus?

EarlyAct FirstKnight is exciting, colorful, and electrifying. It effortlessly integrates into the regular school day, and consists of the following components:

1. Educator Orientation

Our first objective is to help teachers become comfortable and confident with the EarlyAct FirstKnight Program. Held at your school, this orientation will introduce your faculty to your assigned Rotary advisors and/or Knights of The Guild, who will acquaint them with the background, dynamics, parameters, and creative possibilities of EarlyAct FirstKnight.

2. Student Orientation

Our 50-minute student orientation introduces children to EarlyAct FirstKnight, and inspires them with the notion of becoming modern-day heroes, themselves. Consisting of a visit to your school by sponsoring Rotary Club advisor(s) and/or our Knights in full armor, this experience will captivate your students by providing an interesting, educational discussion of the successful personal values of true heroes. Conducted at the comprehension level of the age group in attendance, traits such as tolerance, personal excellence, responsibility and respect will be translated into relational terms that young people can understand and enthusiastically apply with immediate results.

3. The Code Curriculum

The Code is the academic curriculum of our EarlyAct FirstKnight program. As the name implies, it is a modern rendition of the time-honored Knightly Code of Chivalry reflecting the positive virtues and selfless conduct of the heroes of antiquity. Based on Bloom's Taxonomy and unlike any other curriculum of its kind, The Code teaches contemporary life skills and self-esteem concepts to children independently, or in tandem with the live-action components of the FirstKnight program, such as our Assembly of Champions. The Code is integrated, featuring complete, daily 10-minute age-appropriate lessons with volumes available for grades K-8.

4. The Assembly of Champions

One month after the Student Orientation has taken place and the curriculum has been implemented, our Knights and/or a Rotary representative will return to your school to conduct the first Assembly of Champions, our motivational reward system. As teachers impart the dynamics of a monthly virtue from our curriculum each day in the classroom and Rotarian advisors mentor selfless service, they evaluate and select students who have demonstrated that particular virtue to the highest degree. Those students are then bestowed the honorary ranking of "Page", "Squire" or "Knight" in this assembly, which recurs on a regular schedule to acknowledge new winners.

5. Potentials in Parenting Seminar

Another unique characteristic of EarlyAct FirstKnight is our facilitation of parental involvement in the character-building process. Introduced by sponsoring Rotary Club advisor(s) and taught by one of our subject matter experts, this 45-minute seminar will help moms and dads discover how to quickly become more relationally effective with their children at home and to encourage adventures in "service above self". Designed to empower young parents, the seminar will help strengthen home relationships, encourage a stronger team interaction between teachers and families, and create a more consistent, positive developmental environment for the child.

6. EarlyAct FirstKnight Club (Service Component)

Open to all students, EarlyAct FirstKnight club meetings are held during two lunch periods per month. Sponsored by a local Rotary club and chartered by the Rotary District, an EarlyAct FirstKnight club will be guided by attending faculty and Rotarian advisors. These meetings inspire kids to get involved with real opportunities to apply what they are learning in our classroom character curriculum by teaching how to identify and solve problems with their newly acquired people skills.

EarlyAct FirstKnight teaches students the ideals of Rotary, what “service above self” is, why, how and when to act in order to make a positive difference in their world. The club creates and completes service projects. With assistance of school staff and Rotarian advisors, students then embark on an adventure in service, which is the natural outcome of character development.

More on the EarlyAct FirstKnight Curriculum – The Code

Developing the necessary character foundation for high ideals of service to others is the EarlyAct FirstKnight academic character curriculum, called The Code. As the name implies, it is a modern rendition of the time-honored Knightly Code of Chivalry, reflecting the positive character and selfless conduct of the heroes of antiquity.

Research and Development – The Code was developed with both the student and teacher in mind. Not just another exasperating exercise in futility, it was designed to be a practical tool inspired by successful teachers, for successful teachers. In our initial research, K-8 educators and students from a variety of communities were interviewed to obtain their assessments of existing character education curricula (if any), as well as their suggestions on how they would like to see character education administered. Special emphasis was placed upon an abundance of criteria. For instance, teachers were queried as to individual “front line” experience, time constraints, and user-friendliness of the product. Kids told us about their favorite themes, films, television programs, video games and mainstream interests. After two years of collecting and processing this data, our team of selected educators then went to work on crafting The Code. The result is a unique, streamlined teaching apparatus, which is proving highly effective in public, private, and home-schooling environments.

The System – The Code is a nonsectarian attempt to apply Benjamin Bloom’s theory of developing higher levels of thought processes to character education. In teaching certain character traits, The Code presents clear definitions; age appropriate case studies; profiles of historical individuals; questions for discussion; thought provoking quotes to analyze; challenging puzzles; exciting projects and activities for school and home; and excellent literature.

The Structure – The Code is fully integrated and teachable in ten minutes per day during any class period. It is divided for each grade level into ten sections, each examining one particular character trait per month. Eliminating the need to scamper for lesson plans, The Code is completely self-contained, presenting a clear timeline that provides teachers with guidance on exactly what to present during those ten minutes of every teaching day of the month throughout the entire school year. The Code curriculum is also circular in design, so that it can be started at any time during the school year while allowing the character traits to be taught in any order desired.

Our Commitment To You – The Code is produced and published by The Knights of The Guild for our unique clients, and is in an ongoing state of evolution and improvement so that we can continually serve your changing needs. It is very important for us, therefore, to hear from you about any ideas, innovations, suggestions, or necessary corrections you may find in these pages so that we can keep this valuable tool updated and at the level of excellence you deserve. Please feel free to communicate directly through our website at www.randallparr.com. Insuring your success with EarlyAct FirstKnight through timely personal service and providing the best character development materials available is our commitment to you.

In summary

The EarlyAct FirstKnight program is a partnership between local Rotary clubs, Knights of the Guild, and educators, which combines effective character education with practical service projects. In unprecedented fashion, we are bringing together:

Inspirational role models – great educators, historic heroes and respected community leaders;

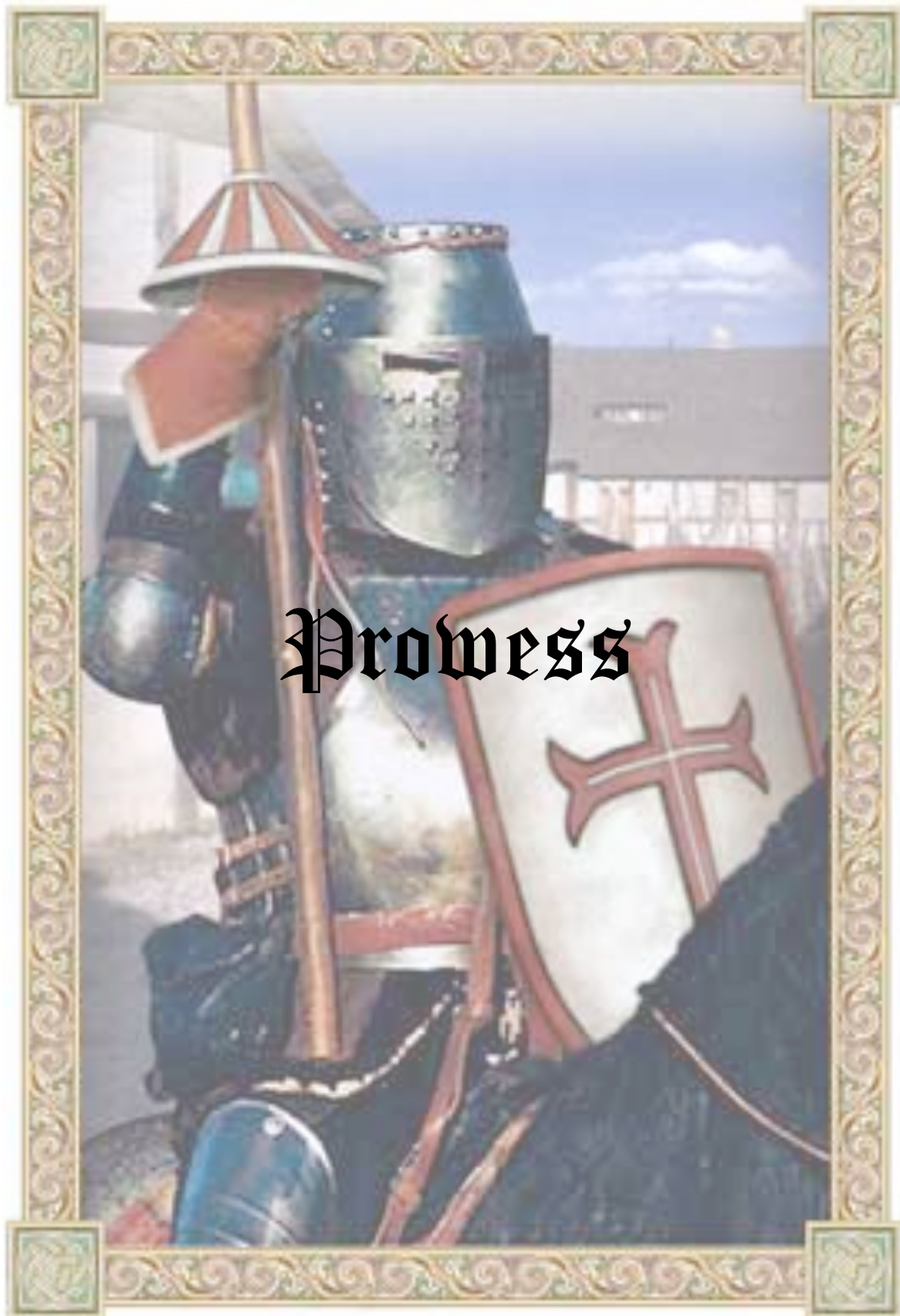
Effective academia – such as substantive, user-friendly curriculum for the character building process; regular award ceremonies led by real armored knights and/or community leaders in which students attain rankings toward an honorary knighthood; and parenting skills seminars for student families;

Opportunity – Rotary-chartered, campus-based and school supported service clubs, led by school staff and Rotary advisors who have built their success on the same philosophy being taught to the students: “Service Above Self”.

This we do toward the goal of inspiring children to develop the character needed to succeed in life

and, in the tradition of Sir William Marshal and in the words of Paul Harris, to discover that, “One who serves must act, for service is not a state of mind”.

** Knights of The Guild live-action character education modules may be subject to geographical limitations and/or additional travel expenses.*



Prowess

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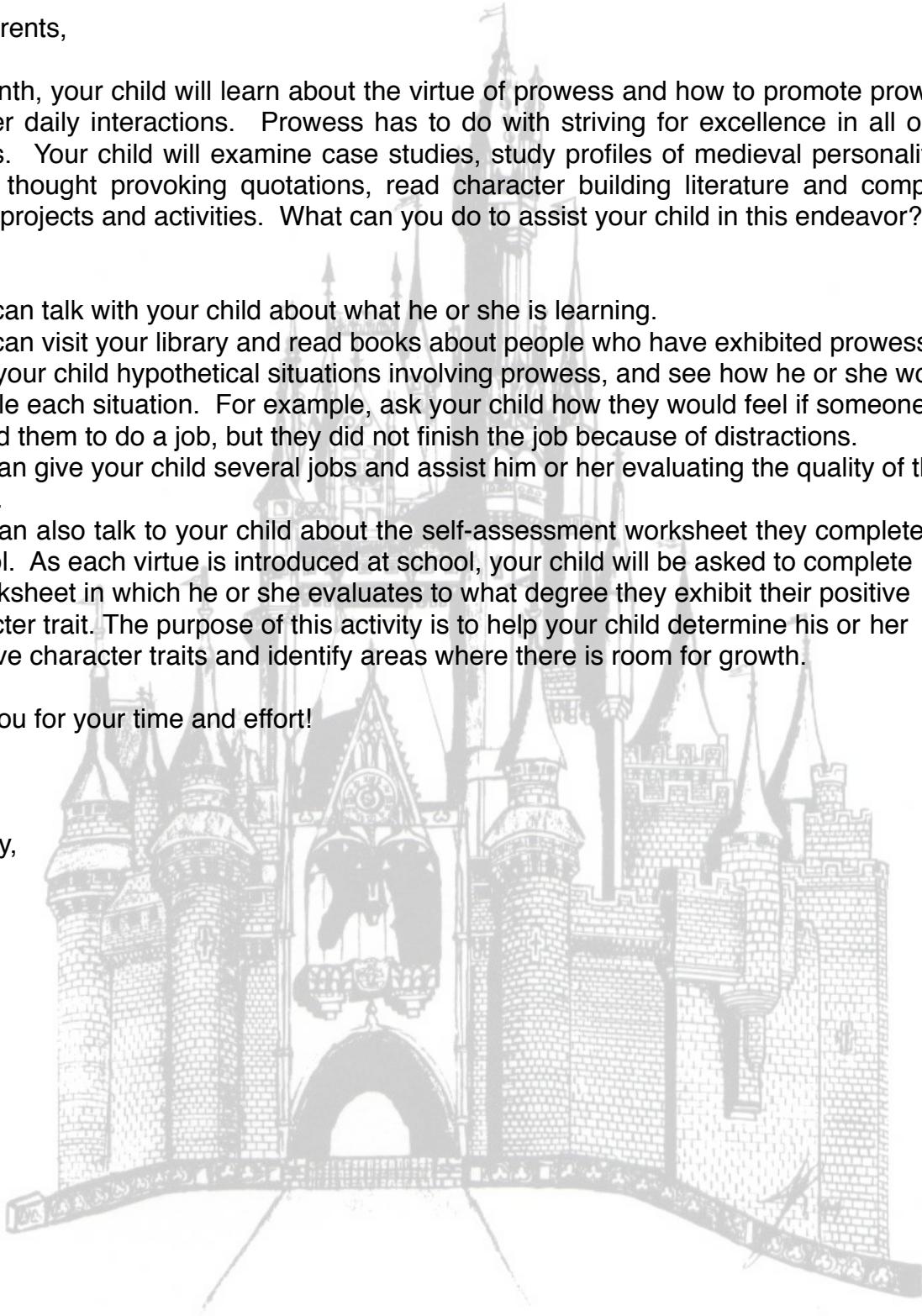
Dear Parents,

This month, your child will learn about the virtue of prowess and how to promote prowess in his/her daily interactions. Prowess has to do with striving for excellence in all one's activities. Your child will examine case studies, study profiles of medieval personalities, analyze thought provoking quotations, read character building literature and complete exciting projects and activities. What can you do to assist your child in this endeavor?

1. You can talk with your child about what he or she is learning.
2. You can visit your library and read books about people who have exhibited prowess.
3. Give your child hypothetical situations involving prowess, and see how he or she would handle each situation. For example, ask your child how they would feel if someone asked them to do a job, but they did not finish the job because of distractions.
4. You can give your child several jobs and assist him or her evaluating the quality of their work.
5. You can also talk to your child about the self-assessment worksheet they completed at school. As each virtue is introduced at school, your child will be asked to complete a worksheet in which he or she evaluates to what degree they exhibit their positive character trait. The purpose of this activity is to help your child determine his or her positive character traits and identify areas where there is room for growth.

Thank you for your time and effort!

Sincerely,



NAME _____

Self-Assessment

How do you feel about being a person of prowess? Do you strive for excellence in all your activities? Perhaps you work hard in some areas but not in others. To determine your level of prowess, rank the following statements about prowess as to degree of importance. The statement about prowess that is most important to you will receive a "1" and the statement that is least important will receive a "10."

- _____ I would rather do things the easy way than have to put forth much effort.
- _____ I allow negative influences or distractions to keep me from working on and finishing tasks well.
- _____ I am not satisfied with mediocrity in whatever I do.
- _____ I have the discipline necessary to do well in school and in my other activities.
- _____ I care what people think about my performance in school and other areas of life.
- _____ I set goals for myself and work diligently to reach them.
- _____ If a job is assigned to me, I do my best to do the job well.
- _____ I would love to live a life without any responsibilities or expectations.
- _____ When one continually strives for excellence it becomes habit forming.
- _____ I have the power to direct my life positively by becoming a person of prowess.

Definitions - Prowess

Prowess is:

Striving for excellence in all my activities

Having the discipline to complete difficult but worthy tasks

Setting goals and working to reach them

Prowess is not:

Doing things the easy way rather than the best way

Allowing negative influences to distract or hurt me

Being satisfied with mediocrity

Code Case Study

David was an “A” student. He had made excellent grades all through elementary school and was doing well in middle school. David began his seventh grade year in strong fashion, continuing his good study habits. David was especially good at math. David’s math teacher, Mr. Henry, was sometimes surprised at David’s ability in math. As the semester advanced, however, Mr. Henry noticed that David seemed sad and aloof. His grades had also begun dropping.

Mr. Henry made an appointment to meet with David after school. In the meeting Mr. Henry discovered that David’s grandfather had died and that David was sad about it. David had not talked to his parents about his sadness, and they were too busy with their jobs to notice that David was unhappy. Mr. Henry visited with David for some time. He also spoke with David’s parents on the phone, informing them what David had been experiencing.

Mr. Henry also set up, with the consent of David and his parents, counseling sessions with the school counselor. The school counselor talked to David about his feelings and encouraged David to talk about those feelings. David opened up to the counselor. David’s parents also talked to David about his grandfather’s death. Mr. Henry also kept a close eye on David for several weeks. He talked with David on several occasions to see how David was doing.

Soon, Mr. Henry noticed that David was laughing again with his friends. David showed a renewed interest in his studies. His grades improved. David came to math class one day excited to inform Mr. Henry that he had solved a difficult math problem. Mr. Henry was amazed that David had solved the math problem, but he was more thrilled that David had addressed his sad feelings and was in the process of healing.

How does Mr. Henry serve as an example of prowess?
Are there other characters in the story who serve as examples of prowess? Explain.

Code Profile

King Arthur (Fictional Character of the Middle Ages)

King Arthur is a fictional character that may have ties to an actual historical English war hero who lived sometime prior to the ninth century. According to the legend, Arthur was a wise and powerful king who ruled from a giant and glorious castle and commanded the loyalty of hundreds of men. First and foremost of these followers were the Knights of the Round Table. The greatest knight, Lancelot, pledged his loyalty to Arthur. Arthur was one to whom everyone looked to for protection and support. He held court, and was the arbiter of justice. If a dispute arose, the interested parties trusted Arthur to make a good judgement. Important men bowed to his authority. He made his own laws and enforced them himself, with the respect of his subjects. He fought in battles, for war was a way of life in Arthur's day, and he sent out his knights to do battle. He was both king and battle commander. Arthur was placed on a pedestal by his subjects.

The fictional character, Arthur, was a symbol for medieval persons of the ideal king and knight--what one could hope to achieve. The picture of Arthur as the symbol of true knightly goodness was weakened, however, when according to the legend, he had a son out of wedlock, and his Queen, Guinevere, had an affair with Lancelot. The idea of the legend was that Arthur's rule was intertwined with the fate of the country. The king, who was the symbol of the goodness and prosperity of the ideal would suffer as well. Ultimately, Arthur himself would meet a bad end. He died in battle as a battle commander who was king of all the land.

In what ways does Arthur serve as an example of prowess?

What actions of Arthur were far from excellent?

Does the fictional character Arthur reflect human nature, or does he seem more than or less than human? Explain.

The Code Quotations

“Happiness comes only when we push our brains and hearts to the farthest reaches of which we are capable.”

Leo C. Rosten

“The only way to find the limits of the possible is going beyond them to the impossible.”

Arthur C. Clarke

“We are what we repeatedly do.
Excellence, then, is not an act, but a habit.”

Aristotle

“Before the gates of excellence the high gods have placed sweat;
long is the road thereto and rough and steep at first;
but when the heights are reached, then there is ease,
though grievously hard in the winning.”

Hesiod

“Success will not lower its standard to us. We must raise our
standard to success.”

Randall R. McBride, Jr.

Code Puzzle Teaching Notes

Purpose:

This activity will strengthen a student's vocabulary relating to the virtue of prowess when the student solves the following "Anagram Puzzle."

Activity:

Pass out a copy of *The Code* puzzle sheet. Go over the directions with your class and allow them plenty of time to solve the puzzle.

Solution:

Valiant
Readiness
Deft
Valor
Adroit
Gallant
Excellence
Skill

NAME _____

Code Puzzle

Directions: Solve the following “Anagram Puzzle” by unscrambling the words below. All of the words are related to the virtue of prowess. Write the unscrambled words in the right hand column. Be careful! The scrambled word list may be lined up in random fashion.

TINLVAA

--	--	--	--	--	--	--

SESNDIRAE

--	--	--	--	--	--	--

EDTF

--	--	--	--	--	--

ALORV

--	--	--	--

ORTDAI

--	--	--	--	--

ATLGALN

--	--	--	--	--	--	--	--	--

EENELCECXL

--	--	--	--	--

LSKIL

--	--	--	--	--	--	--	--	--	--



Code Literature

Our Heroes

By Phoebe Cary

Here's a hand to the boy who has courage
To do what he knows to be right;
When he falls in the way of temptation,
He has a hard battle to fight.
Who strives against self and his comrades
Will find a most powerful foe,
All honor to him if he conquers,
A cheer for the boy who says "NO!"

There's many a battle fought daily
The world knows nothing about;
There's many a brave little soldier
Whose strength puts a legion to rout.
And he who fights sin singlehanded
Is more of a hero, I say,
Than he who leads soldiers to battle
And conquers by arms in the fray.

Be steadfast, my boy, when you're tempted,
To do what you know to be right.
Stand firm by the colors of manhood,
And you will o'ercome in the fight.
"The right," be your battle cry ever
In waging the warfare of life,
And God, who knows who are the heroes,
Will give you the strength for the strife.

Discussion Questions

Another word related to prowess is heroism. What adjectives can you find in the poem that describe what a real “hero” is?

How easy or difficult is it for you to display this character virtue?



Class Project and Learning Log

CLASS PROJECT

Divide the class into cooperative learning groups. Read Aesop's Fable, *The Boy Who Cried Wolf*, to the class. Instruct students to act out a retelling of the story changing it, however, to make the boy display the virtue of prowess. At the end the boy should become the hero of the story.

LEARNING LOG RESPONSE QUESTION

What obstacles stand in your way and prevent you from demonstrating prowess?

What can you do to overcome these obstacles?

Rotary International Lesson and Puzzle Notes # 9

Purpose:

To learn about important Rotary Milestones

Activity:

Talk with your students about the following Rotary milestones/dates and why the milestones were important.

1905 - Paul Harris starts the first Rotary club in Chicago.

Important because Rotary would become the biggest service organization

1911-13 - Clubs formed in Canada, Great Britain, and Ireland.

In less than 10 years, Rotary clubs are branching into different countries.

1915 - First non-english speaking club chartered in Cuba.

People from different backgrounds and cultures are coming together to help the world in spite of those differences. You can also touch on the strained governmental relations with Cuba).

1932- Rotary adopts the 4-Way Test created by Herbert Taylor

1945 - Forty-nine Rotarians help draft the UN Charter.

After WWII, the world recognized the need for a way to help create a coalition of nations to stand against tyranny and provide protection for countries that could not defend themselves.

1962- First InterAct (high school rotary club) formed in Melbourne, Florida.

1984 - Rotary launches PolioPlus program to immunize the world's children.

1987 - First women join Rotary

2005 - Rotary recognizes its 100th birthday.

*All dates and information were obtained from The Rotarian magazine August 2008 issue.

Puzzle Notes:

Have students work puzzle sheet. The students need to match up the word or date with their meaning or action.

Puzzle Solution:

1. h 2. c 3. e 4. a 5. b 6. d 7. j 8. f 9. i 10. G
2.

NAME _____

DATE _____

Code Puzzle

Directions: Match the word, date or action from the right column that best describes the word, date or action on the left using what you have learned about Rotary International. Your teacher can help you if you have any questions.

- | | |
|--|---|
| ___ 1. Paul Harris | A. 1st non-English speaking Rotary Club |
| ___ 2. 1932 | B. 1987 |
| ___ 3. Number of Rotarians that chartered the UN | C. Rotary implemented the 4-Way Test |
| ___ 4. Cuba | D. year Rotary started |
| ___ 5. Date that women joined Rotary | E. forty-nine |
| ___ 6. 1905 | F. start of PolioPlus |
| ___ 7. Herbert Taylor | G. Centennial of Rotary International |
| ___ 8. 1982 | H. Founder of Rotary International |
| ___ 9. InterAct | I. High School version of EarlyAct (Rotary) |
| ___ 10. 2005 | J. creator of 4-Way Test |