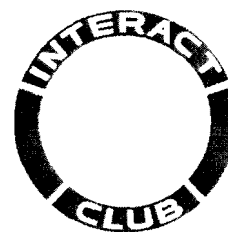
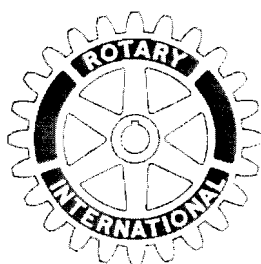


Rotary Zones 25/26



**Living The Four-Way Test
The Rotary Ethical
Leadership Framework for Youth**

ACKNOWLEDGMENTS

We gratefully acknowledge the 12 pilot districts without whose financial support and participation this ethics initiative might not have been possible. Further, we thank the Rotary leadership in each district for allowing us to use the assistance of their RYLA personnel and the youth materials in their RYLA camps:

District 5000	District 5190
District 5080	District 5230
District 5100	District 5280
District 5110	District 5300
District 5160	District 5330
District 5170	District 5340

Also, we would like to thank the generous donations from many Rotarians and non-Rotarians, most of whom indicated a preference to not have their gifts publicly acknowledged.

The following served as members of Rotary Zones 25/26 (formerly 23/24) Ethics Task Force:

Paul A. Netzel, Rotary International Director, 2007-2009
LeRoy G. (Roy) Massey, General Chair (District 5230)

Pat Brainerd (District 5320)	P. Martin (Marty) Peters (District 5340)
Lloyd Gray (District 5080)	Richard B. (Rick) Mendoza (District 5280)
Harold (Hal) Kibby (District 5110)	Harold C. (Hal) Shipley (District 5180)
Joseph F. (Joe) LaGuess (District 5330)	Claude S. Thompson (District 5000)
Candice (Candy) Pierce (District 5160)	James G. (Jim) Walker (District 5170)

In addition, those listed below attended and participated in the formation meetings of Rotary Zones 25/26 (formerly 23/24) Ethics Educational Committee. Apologies to the many others not listed who attended and participated in subsequent meetings.

District 5000 Larry Laird	District 5190 Dave Bianchi
District 5000 Joanne Laird	District 5190 Wyn Spiller
District 5080 Debi Dockins	District 5230 Chuck Barnes
District 5100 Lisa Gray	District 5280 Elyse Beardsley
District 5100 Dennis Wickham	District 5280 Lew Bertrand
District 5100 Briol Yesliada	District 5280 Dave Harris
District 5110 Sara Marvin	District 5300 Daniel Thomas
District 5160 Laura Day	District 5300 Roger Schulte
District 5160 David Hammer	District 5330 Mike Norkin
District 5160 Beri Kasper	District 5330 Aylene Popka
District 5170 Adrian Diaz	District 5340 Elaine Allyn
District 5190 Barbara Besana	District 5340 Pam Russell

And finally, we acknowledge the incredible contributions made to this project by Michael Josephson and the staff of Josephson Institute. In particular, we wish to thank Dr. Gary Smit and Kay Augustine for their expertise, leadership, and content creation.

FOREWORD

As Rotarians, we certainly agree that today's youth represent the future of our nation, the world, and of course Rotary. But how many of us have been troubled by what we too often see and hear regarding young people's behavior and values? Reasons for concern are underscored by the latest *Report Card on the Ethics of American Youth*, a biennial survey of American youth conducted by Josephson Institute since 1992.

The 2008 survey of 30,000 youths revealed that young people believe ethics are important, but the behavior of far too many indicates otherwise. Of the students surveyed, nearly one in three admitted they stole from a store in the previous year, 59 percent said successful people do what they must to win, and 64 percent confessed they cheated on a test in the previous year.

Yet more than 90 percent of them proclaimed they were satisfied with their ethics and character. Imagine, nine of 10 students thought they were ethical while six of 10 admitted they cheated on a test – including 27 percent who said they lied on the survey itself.

After reading an earlier survey, then Rotary International Director-elect Paul Netzel raised the question: "How can Rotary better make The Four-Way Test come alive in its youth programs and Rotary clubs?" After discussing the issue with Rotary leaders, it was decided to establish a Rotary Zones 25/26 (formerly 23/24) Ethics Resource Initiative Task Force. Josephson Institute was engaged and began by conducting a needs assessment throughout districts in Zones 25/26.

More than 1,000 Rotarians, RYLA and Interact Chairs, and program participants participated in the assessment, indicating the strength of interest and a compelling need to address the issue.

The assessment's findings and recommendations resulted in establishing the Rotary Zones 25/26 Ethics Committee. Its objective was to build on existing successful programs by designing training elements that could integrate core values and The Four-Way Test more fully into Rotary's RYLA and Interact programs. Longer range, it was hoped that many elements of the program could be adapted into Rotary clubs.

The role of the 12-member Ethics Committee was to advise and assist in the project's organization, operation, and fundraising and to set up 12 Rotary districts in Zones 25/26 as pilot districts.

In addition, a 25-member Ethics Education Committee composed of Rotarians and non-Rotarians involved in district RYLA and Interact programs was established to develop and review material. These members participated in conference calls, attended train-the-trainer meetings, and field-tested the material in their RYLA camps.

From the start, the vision was to develop and implement a flexible model program that could be adapted for use by Rotary clubs and districts throughout the world. The plan initially called for developing the program's training modules for use with RYLA and Interact in pilot districts in Zones 25/26. Funding came from the pilot districts, interested Rotarians, and friends of Rotary.

It was also decided to work with ethicist Michael Josephson and Josephson Institute. Mr. Josephson's work and reputation in character education is known worldwide. Assigned as project leads were Dr. Gary Smit, a Rotarian and former teacher, principal, and superintendent; and Kay Augustine, a national character-education consultant and trainer and past associate director of the Institute for Character Development at Drake University. Their commitment and dedication has been greatly appreciated.

Our goal has been to advance and enhance the stature and effectiveness of ethics in Rotary youth programs and Rotary clubs. We hope that after you have reviewed and used these materials you will agree this goal has been achieved.

Paul A. Netzel
RI Director, 2007-09

Roy M. Massey, PDG & Chair
Rotary Zones 25/26 Ethics Committee

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ROTARY INTERNATIONAL CORE CURRICULUM FOR RYLA	PROGRAM MODULES
Fundamentals of leadership	Leadership and Character
Ethics of positive leadership	Respect Truth and Trustworthiness Fairness Perseverance
Importance of communication skills in effective leadership	Character, Moral Courage, and the Power of One
Problem-solving and conflict management	Ethical Decision-Making (including The Four-Way Test)
What Rotary is and what it does for the community	Service Above Self
Building self-confidence and self-esteem	Goodwill, Friendship, and Caring
Elements of community and global citizenship	Responsibility, Self-Discipline, and Citizenship

As the RYLA guide focuses on program content, the Rotary district committee should also use material contained in the RYLA Handbook. The information includes:

Introduction to RYLA:

- What are Rotary Youth Leadership Awards?
- Goals
- Why organize a RYLA?

Before RYLA:

- Develop a team
- Create a budget
- Consider the timing
- Choose a site
- Select the participants
- Reach the community through public relations

During RYLA:

- Deliver the program
- Sample activities
- Manage risk
- Obtain feedback

After RYLA:

- Stay connected
- Share RYLA's success with the community
- Learn from other Rotarians
- RYLA and Rotary International

Statement of Conduct for Working With Youth

Rotary International strives to create and maintain a safe environment for all youth who participate in Rotary activities. To the best of their ability, Rotarians, Rotarians' spouses and partners, and other volunteers must safeguard all children and young people with whom they come into contact and protect them from physical, sexual, and emotional abuse.

Adapted from RYLA Handbook, Rotary International.

http://www.rotary.org/RI/Documents/en_pdf/694en.pdf

Adapted from Interact Handbook, Rotary International.

http://www.rotary.org/RI/Documents/en_pdf/654en.pdf