



Advanced High School

National FFA Organization

Lesson AHS.15

ELEMENTS OF THE CHANGE PROCESS

Unit.

Stage One of Development—Me

Problem Area.

Who Am I as a Leader?

Precepts.

Definition of Character

National Standards.

NSS-C.9-12.5 Roles of the Citizen - What are the responsibilities of citizens?



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain the concept of character.
- 2 Define integrity.
- 3 List three benefits of character and integrity.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John C. *The Maxwell Leadership Bible*. Nashville, Tennessee. Thomas Nelson Publishers, 2002.
National FFA Essential Learnings materials, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ HS.15.AS.A-One copy per ten students
- ✓ Dictionary, thesaurus or leadership resource books-One per student or one per pair of students



Key Terms. The following terms are presented in this lesson and appear in bold *italics*:

- ▶ Integrity
- ▶ Character



Interest Approach

You will be reading the following passage to your students in a way to make them believe you. It is an activity where they need to make the right decision based upon their character and integrity. After reading the passage, divide the students as evenly as possible. Students should choose someone in the group to record their ideas.



You will never believe what I found in the school parking lot today. I found a wallet with no identification and one hundred dollars inside! I wanted you to help me decide what to do with the wallet. Let's divide the room in half and each side can discuss what they think we should do with the wallet. Choose someone to write down your ideas. Monitor the groups for two minutes. Possible answers include take it to the local police station, take an ad out in the paper, put an announcement on the school intercom system, split the money, finders keepers, if no one saw you, then there is no harm done.



Take two minutes to decide what you would like to do with the wallet. You have to have some reasoning behind your answer and be ready to share with the class. The left side of the room will share what they would do with the wallet first, then the group on my right will to share their answers with the group. Ready, discuss. Poll the class as to which choices they agree with.



If you agree with the idea of trying to find the rightful owner of the wallet, please stand. If you agree with the idea of keeping the money and not reporting the wallet, please stand. Thank you. Please return to your original seats in the next five seconds.

Count five seconds.



How important is our character and integrity? How important are our decisions we make every day? How do I affect others around me? These are just a few of the important discussions we will have today. Today we are going to go about discussing you, your character and integrity.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain the concept of character.

Activity: HS.15.AS.A.

Students will receive a slip of paper with the name of a famous person on it. They are to take time to describe that person in their notebooks. The students will then pair up with another student who has received the same person-it is important to use the same names twice in this activity. If you have an uneven number of students, using a name three times and having students gather in a group of three is the best option.



We all know about famous people, correct? What makes them famous or important? What have they done that is great or not so great? What kind of attributes do they exhibit? Are they the same in public life, home life, business life, etc? In a moment, you will receive a slip of paper with the name of a famous person on it. The paper will be face down. Do not turn the paper over until I say go. You will then have one minute to write in your notebook all of the words that you can think of that describe that person. What questions do you have?

Pass out slips of paper.



Go.

Monitor the activity for one minute. Ask students to stay quiet during the activity.



When I dismiss you from your seat, you will find the person in this room who has the same famous person on his or her slip of paper. You need to take your notebook and pen with you. Once you find that person, as a team, find a seat. You have 30 seconds. Go.

Count 30 seconds



Now that you have met the person that has the same person that you do, compare your lists. See what descriptors you have that are the same, and come up with a few new ones as a team. You will have two minutes.

Count two minutes.



In a moment, I will show you a list of the names that your class was given. I would like you to rate these people with one of two phrases: smart cookie or bad apple. The smart cookie response will be for those people that you feel had positive character traits and the bad apple response will be for those people who had negative character traits. We will take a vote together. We will see how many people vote for "smart cookie" or "bad apple" by raising your hand. I will capture your responses on the overhead.

Answers should include positive descriptors for most names on the list. Two of the names are obvious "bad apples." They should have the negative descriptors.



What information led you to the conclusions that you shared?

Possible answers include what we have learned about that person, seeing them on TV, hearing others talk about that person.





What you are telling me is your descriptive words as well as your conclusions were based on what you have seen or heard about this person, without ever having met the people on this list? What does that tell you about character?

Possible answers include that others can judge our character just by our actions and what they hear about us.

HS.15.TM.B

I. The concept of **character**:

- A. The values and actions that we show, even when no one is watching.
- B. Can be judged by those who know us best and those who do not know us at all!
 - 1. Tend to judge character by what we hear about that person
 - 2. What we see them doing
 - 3. By the people they hang around with.
- C. Our character helps us earn the trust of others
- D. Our character affects our outlook on life
- E. Only good character will lead to success





Based on the outline, what statement about character do you agree with the most? Why? What statement do you disagree with the most? Why? It may not be correct to judge someone on hearsay or appearance alone, but we need to be aware that others are watching and judging us all the time. We want to give them the right idea! We need to strive to be like the "smart cookies" you listed on the previous overhead. Think of the words you used to describe them in your notebook. Would you like others to think of you in that way? If so, then developing a positive character is the place to start.

Objective 2. Define integrity.



We have a difficult challenge ahead of us, and I need everyone's full cooperation and participation to make it through. Can we agree to that? Great! Let me explain what the challenge is. We need to define the word integrity. It is a hard concept to figure out, so I have some resources for you that will make it simpler.

Divide the class into four groups.



Now let's take a look at what you discovered about the word integrity. I will count you off one to four. Now that everyone has their number, you have fifteen seconds to get into your groups.

Count fifteen seconds.



Now, each group should choose one word to describe integrity. Once you have chosen your word, you will choose one representative to add your word to the list on the writing surface. When I say write, I need your group representative to come to the board. What questions do you have? Write.



Time the activity for one-two minutes. Possible answers include morals, values, right, and trustworthy.

These are some wonderful responses. Let's grasp a clear definition of integrity by transferring it into our notebooks.

HS.15.TM.C

II. Integrity: is doing what is right, even when no one is holding you accountable.

A. How can I build my integrity?

1. Be honest
2. Keep your promises
3. Do the right thing in every situation, even when no one is watching
4. Allow your actions to reflect your character and integrity

I suppose you all know that being a good person is expected of you, but are you wondering if the good guys really win? Let's discuss the benefits of character and integrity.



Objective 3. List three benefits of character and integrity.



You will have the opportunity to be news reporters. You will write a 15 second segment on character to be used on the nightly news broadcast. Recall the benefits of character and integrity that we have discussed today. You will have a total of 90 seconds per group of three to complete the activity. What questions do you have? Count off numbers one through three. Action.

Eye Witness News Moment



Your groups will volunteer to share their three benefits of character and integrity. Who would like to go first?

Capture the main ideas from each group on the writing surface. Possible answers include to build relationships, develop friendships, have a good job, and able to serve others.



These are great ideas. I have an activity for you to complete that gives you the opportunity to have a better understanding of the benefits of character and integrity as well as the chance to put some of your own ideas on paper. I will grade these, but they will be returned to you so that you can use them to continue to build your character.



Review/Summary

Pass out HS.15.AS.B for the students to complete. This can be used as an in class assignment or as homework, depending on the time remaining at the close of the lesson.



You did excellent work today! Your challenge is to continue to build positive character after you leave class today. It is truly a lesson you can use for the rest of your life!





Application

►Extended Classroom Activity:

Exhibit character and integrity in class by making wise decisions, being truthful and showing respect towards their peers.

►FFA Activity:

EDemonstrate character and integrity while participating in CDE and other chapter functions

►SAE Activity:

Develop honest work ethics.

✓ Evaluation

Students will complete a character credo. This is to be a commitment by the student to develop the characteristics of character and integrity as discussed in this lesson. They should include the descriptions of character and integrity that are found in the outlines for each objective, as well as their own thoughts on the topic. This should be about one paragraph, typed and signed by the student.

Answers to Assessment:

Students need to have four of the answers listed below.

Values and actions we show, even when no one is watching.

Anyone can judge our character, even if they do not know us!

Our character is judged by: our words, actions or friends with whom we associate.

Character helps us earn the trust of others

Character affects our outlook on life

Good character leads to success



ELEMENTS OF THE CHANGE PROCESS

Define the word “change.”

List three positive changes that have occurred in your life in the last three years.

List three negative changes that have occurred in your life in the last four years.



TYPICAL REACTIONS TO CHANGE

People often feel awkward, confused, and self-conscious.

People tend to think first about what they have to give up.

People feel alone.

People can handle only so much change.

People are at different levels of readiness for change.



AHS.15.TM.B

**Change is how you know you
are not dead!**

