



Lesson AHS.25

SELFLESSNESS TOWARD OTHERS

Unit. Stage Two of Development-WE

Problem Area. How Do I Build High Performing Teams?

Precepts. K2: Live a Compassionate and Selfless Life

National Standards. NL-ENG.K12.2--Understanding the Human Experience--Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



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

- 1 Define and list characteristics of selflessness.
- 2 Identify the difference between selfishness to selflessness.

3 Identify the impact of leading a selfless life.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Canfield, Jack, Mark Victor Hansen, and Kimberly Kierberger, “Chicken Noodle Soup for the Teenage Soul,” Deerfield Beach, Florida, Health Communications Inc., 1997.

National FFA Organization's “Essential Learnings” materials, 2003.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Projector
- ✓ AHS.25.TM.A
- ✓ AHS.25.TM.B
- ✓ AHS.25.TM.C
- ✓ AHS.25.TM.D
- ✓ AHS.25.AS.A-one per student
- ✓ AHS.25.Test-one per student
- ✓ AHS.25.Assess-one per student
- ✓ Blank Sheet of Paper-one per student
- ✓ Scenario Cards-one per group

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

- **Selflessness**
- **Selfless**
- **Selfish**



Interest Approach

Students will compare a term they do not understand, selflessness, to a commercial that they may understand.



Those of us who like commercials on TV, please raise our hands. Show thumbs up if we agree that some commercials are more memorable than others. Raise your hand if you can remember a commercial we have seen on TV lately.

Select students to share their commercials.



We may be familiar with this commercial.



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Show AHS.25.TM.A-example 1.



Game day tickets-\$100.00
Hot dogs and drinks-\$20.00
Spending time with your son at his first baseball game
Can anyone tell me what word completes the commercial?

Help the students come up with the word "priceless."



Let's try another one. This time I want us to fill in the blank.

Show AHS.25.TM.A-example 2.



Donating a used coat to the local shelter; \$5.00 to clean it
Working at a soup kitchen-\$20.00 worth of labor
Always putting others before yourself
Can anyone fill in the blank for this one?

Direct the students to come up with the term "selfless" or "selflessness." Write the word "selflessness" on a writing surface.



During the rest of the class, we are going to be discussing selflessness--what it is and what it means to live your life selflessly.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define and list characteristics of selflessness.

Students will begin defining characteristics that are necessary and those that are material pleasures. This will help them identify those things they must have and those things that are convenient.

Hand out one blank sheets of paper to each student.



Take out a writing utensil. Fold your paper into three columns lengthwise so that we have three long skinny columns on the paper.

Imagine that we have graduated from high school and have gone out to live on our own. Think about what we will need to survive. When we hear the cue, on the left column, write a list of ten things that we will need to survive. We have one minute to do this. Begin.

Time the students for one minute.



Time is up!



Next, mark off all of the items we have on our list that are luxury items, such as a TV, stereo, video games, etc., and write them in the second column.



Now that we have narrowed our list to things we must have, make a list of only five things we must have. Write them in the third column. We may use those that were not crossed off the first list. This list needs to include only necessities that we will need to survive. We have one minute to make our list. Begin.

Time the students for one minute.



Through this activity we began with material needs and ended with necessities for survival. Today, we are talking about selflessness. The items in our final list, column three, are what we must have. Items that were marked off in column two are the items that we could give up in order to put others before ourselves.

Students will now take notes on the definition and characteristics of selflessness.

Show AHS.25.TM.B.

I. Write the following definitions and characteristics of selflessness in your notes.

A. ***Selfless***

1. Always putting others before yourself
2. Realizing the whole is more important than the individual

3. Not seeking recognition for your actions

B. ***Selflessness***

1. Living a selfless life



Now that we have defined selflessness, let's examine what selflessness is not.

Objective 2. Contrast selfishness to selflessness.

Students will compare a term they are not familiar with, selflessness, to a term they are familiar with, selfishness. On the writing surface, write the following chart.

Selfish

Selfless



How many of us have ever met a person we believe is selfish? What qualities does he or she possess that make him or her selfish?



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As the students list responses, write those that are on target on the chart.



Can we think of a person whom we would consider selfless?
Write down the qualities he or she possesses that makes him or her selfless.

As the students list responses, write those that are on target on the chart.



Write the following definition in our notes under selfish.

Show AHS.25.TM.C.

II. Contrasting selfish to selflessness

A. **Selfish**

1. Always putting yourself before others
2. Believing the individual is more important than the whole
3. Seeking recognition for actions



We are now familiar with what selflessness is and is not. Next, let's explore how selflessness impacts us.

Objective 3. Identify the impact of leading a selfless life.

Students will react to situations in AHS.25.AS.A and then the class will discuss the impact of leading a selfless life. To begin, divide the class into two groups.



Now, divide into two groups. We are going to examine some situations that we could encounter at any time. I will hand one person in your group a scenario. He or she will read it aloud to the group. The person to his or her right will act as the scribe. After the scenario is read, create a list of pros and cons for reacting to the situation. Next, we will take a vote on how you would respond. The scribe will count the votes and record the results. We will be given three minutes to read the scenario, make our pros and cons, and then take a vote.

Hand scenario #1 to one person in the group. Time the students for three minutes.



► Scenario #1



You are a senior point guard on the high school basketball team. You are on your way to meet the

bus for a basketball game. You are running late because you got up late, and if you miss the bus, you will not be able to play. As you are driving down the road toward the school, you see an elderly lady who has a flat tire. She is trying to get it changed but is not having much luck. Will you stop or drive by? Why?



There are 30 seconds left; begin voting now and turn in your results. Time is up.

Share the results from the groups. Record on the board and discuss.

Divide the two groups into four. Follow the same procedure for scenario #2.



Now, divide into four groups.

Hand scenario #2 to one person in the group. Time the students for three minutes.

► Scenario #2



You are walking down a busy street, thinking about the homecoming dance that is tonight. You are headed to the dry cleaners to pick up your clothes before you go home. You are walking behind an elderly man who seems to be homeless; he is wearing dirty clothes and has not showered for a very long time. The man falls forward in front of you and is not breathing. He needs CPR. Do you stop and help or continue on to the cleaners? Why?

Share the results from the groups; record on the board and discuss.

Divide the four groups in half to make eight; follow the same procedure for scenario #3.



Now divide into eight groups.

Hand scenario #3 to one person in the group. Time the students for three minutes.

► Scenario #3



You are sitting on a crowded bus. The bus pulls to the curb to pick up another passenger. A young lady about your age bundled up in a hat, coat, and mittens to protect her from the cold, gets onto the bus carrying a large book bag. Do you give up your seat or keep it? Why?

Share the results from the groups. Record on the board and discuss. Have the students remain in their

groups.



Would our decision have been easier to make if we knew that the young girl was diagnosed with cancer and had recently been through chemotherapy that made her weak?

Elicit responses.



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This is just one example of why we need to be selfless toward others. Everyone has his or her challenges in life, and we do not know the background of those around us. One kind gesture can make a huge difference in a person's life.



Commonly, we will act more selfless when we are by ourselves or are making the decision in a small group rather than in large group. Is this what happened with the scenarios today? Why or why not?

Show AHS.25.TM.D.

III. How can leading a selfless life impact you?

- A. Increase pride in the community
- B. Increase self esteem
- C. Serve as an example to others



As a class, let's think of three more benefits to add to this list.

Elicit responses from students and write the top three into the notes.



Review/Summary

Refer back to the commercial example in the interest approach. Have students write their own words for the commercial to define each of the terms discussed today in the lesson.



We began today's discussion with commercials. We will be given one minute to write our own lines for the commercial defining the terms we discussed today: selfless, selflessness, and selfish. I will place an example on the board for you to follow.

Show AHS.25.TM.A-example 1.



Who will share one of their lines for the commercial?

Select a student or two.



Let's thank them for sharing by giving them a standing "O."

All students stand and make a large O with their hands.

Activity

With students still in their groups, use the Karaoke e-Moment to have them put a quick song together about being selfless. Assign a tune that the groups must use for their song, and at the end put the verses of that song together. This will cause some students to step outside of their comfort zone, but working in groups and the air of competition should prevail. Sample song tunes: (i.e. row, row, row, row your boat, gently down the stream....to help, help, help a friend, help em' when their in need...

Our groups have done really well, so let's see if you are all up for an even bigger challenge. We will be competing with each other to create one verse in a very common song (*row, row, row or other tune everyone will know*). For example (*share your tune*). Each group will have 5 minutes to plan their verse. What can I clarify? GO!

At this time, pass out AHS.25.Test and AHS.25.Assess.



Application

►Extended Classroom Activity:

Ask the class to volunteer at a local charity.



►FFA Activity:

As a class, coordinate a food or clothing drive.

►SAE Activity:

Invite students to donate a certain amount of product, profit, or hours of labor from their SAE to a local charity.

✓ Evaluation

AHS.25.Test

AHS.25.Assess

Answers to Test:

True or False

1. False
2. True
3. True
4. True

Short Answer

5. Answers will vary

6. Selfish--putting yourself before others, the individual is more important than the whole, seeks recognition.

Selfless--putting others before you, the whole is more important than the individual, does not seek recognition for actions.

7. Answers will vary



AHS.25.Test Name: _____

SELFLESSNESS TOWARD OTHERS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement. 1 point each

- _____ 1. Being selfless means to put yourself before others.
- _____ 2. You can benefit from leading a selfless life by serving as a role model for others.
- _____ 3. You cannot be completely selfless.
- _____ 4. A person who is selfish seeks recognition for his or her actions.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions. 2 points each

- 5. List ways you will benefit from leading a selfless life.

6. What is the difference between selfless and selfish?

7. List five things you could start doing today to become a more selfless person.



AHS.25.Assess Name: _____

SELFLESSNESS TOWARDS OTHERS

Assessment of Student Performance on “ <u>Dickens Moment</u> ”			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student wrote a story that explained the concepts discussed Satisfactory: the student wrote a brief story including the concepts	10	

	Needs Improvement: the student wrote a brief story, some information is missing		
Represents Definition of Personal Growth	Exceptional: the story demonstrates how the material could be used Satisfactory: the story demonstrates a relationship between the material Needs Improvement: the story lacks a clear use of the information	30	
Appropriateness and Originality	Exceptional: nothing questionable; shows very original thought Satisfactory: nothing questionable; idea is modified Unacceptable: inappropriate action or dialogue	10	
		TOTAL POINTS	



10

AHS.25.TM.A

EXAMPLE 1:

- ◆ **Game day tickets—\$100.00**
- ◆ **Hot dogs and drinks—\$20.00**
- ◆ **Spending time with your son at his first baseball game**

EXAMPLE 2:

- ◆ **Donating a used coat to the local shelter; \$5.00 to clean it**
- ◆ **Working at a soup kitchen—\$20.00 worth of labor**
- ◆ **Always putting others before yourself**



AHS.25.TM.B

DEFINING SELFLESSNESS

Selfless

- ◆ Always putting others before yourself
- ◆ Realizing the whole is more important than the individual
- ◆ Not seeking recognition for your actions

Selflessness

- ◆ Living a selfless life



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AHS.25.TM.C

SELFISH

- ◆ Always putting yourself before others
- ◆ Believing the individual is more important than the whole
- ◆ Seeking recognition for actions



AHS.25.TM.D

HOW CAN LEADING A SELFLESS LIFE IMPACT YOU?

- ◆ Increase pride in the community
- ◆ Increase self esteem
- ◆ Serve as an example to others



AHS.25.AS.A Name: _____

SCENARIO CARDS

Scenario #1

You are a senior point guard on the high school basketball team. You are on your way to meet the bus for a basketball game. You are running late because you got up late, and if you miss the bus, you will not be able to play. As you are driving down the road to the school, you see an elderly lady who has a flat tire. She is trying to get it changed but is not having much luck. Do you stop and help or drive by? Why?

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Scenario #2

You are walking down a busy street, thinking about the homecoming dance that

is tonight. You are headed to the dry cleaners to pick up your clothes on your way home. You are walking behind an elderly man who seems to be homeless. He is wearing dirty clothes and has not showered for a very long time. The man falls forward in front of you. It seems he is not breathing and is in need of CPR. Do you stop and help or continue on to the cleaners? Why?

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Scenario #3

You are sitting on a crowded bus. The bus pulls to the curb to pick up another passenger. A young lady about your age steps on to the bus. She is bundled up in a hat, coat, and mittens to protect her from the cold, and is carrying a large book bag. Do you give up your seat or remain seated? Why?

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