



Advanced High School

National FFA Organization

Lesson AHS.3

ROLE OF SPIRITUAL BELIEF SYSTEM IN PERSONAL MISSION

Unit.

Stage One of Development—ME

Problem Area.

Who Am I in Light of Serving Others?

Precepts.

L1: Nurture a spiritual belief system.

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 a spiritual belief system.
- 2 Discuss and demonstrate how a belief system affects choices.
- 3 Evaluate how a spiritual belief system guides one's personal mission.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Student notebooks—one per student
- ✓ Writing surface
- ✓ Projector
- ✓ AHS.3.TM.A
- ✓ AHS.3.TM.B
- ✓ AHS.3.TM.C
- ✓ AHS.3.TM.D
- ✓ AHS.3.TM.E
- ✓ AHS.3.AS.A—one per student
- ✓ AHS.3.AS.B—one per student
- ✓ AHS.3.Assess—one per student
- ✓ Seven pictures for discussion: 1) Priest, 2) Marilyn Manson, 3) Black athlete, 4) White athlete, 5) Someone with body piercing and tattoos, 6) Businessman in suit, 7) Black blue-collar worker



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

- ▶ Spiritual belief system
- ▶ Values
- ▶ Morals
- ▶ Ethics
- ▶ Standards



Interest Approach

This lesson will focus on the belief system that students have and how it affects the choices that they make each day, consciously or subconsciously. It will briefly define what a spiritual belief system is and what some of the components of that belief system are. Students will need to be reflective and analytical about how and where they developed and will continue to develop their belief system and how it will affect their choices the rest of their lives.

Activity Set-Up-Collect seven different types of pictures. Suggested pictures: 1) Priest, 2) Marilyn Manson, 3) Black athlete, 4) White athlete, 5) Someone with tattoos and body-piercing, 6) Businessman in suit, 7) Black blue-collar worker. Students will pair up. On one sheet of paper they will answer five questions about each picture. Once each picture has been shown, each pair will then take seven minutes to discuss the answers of the questions and why some of the groups answered the way they did. After each reporter presents his or her group's answers, then discuss how these answers are part of the belief systems of each student in the class.





As class starts today, each of us have on a reporter's hat. Get out our handy-dandy notebook so that we can record accurate answers to the questions we will be presented with as we see seven pictures. Pair up with someone with the same eye color. One of you will be the reporter who presents to the class the answers from your group. When I show each of you the picture, discuss with your partner what your answer will be and write down your group's answer. Upon finishing, reporters will read their answers to the class and then the class will discuss how each group's answers reflect a spiritual belief system. Each picture will be shown for about one minute. Work quickly and accurately as you analyze the pictures and answer the questions.

Refer to AHS.3.TM.A-The five questions can be displayed so that, as each picture is shown by the teacher, students can answer the questions.

Question 1: Is this person trustworthy?

Question 2: Is this person loving and caring for others?

Question 3: Is this person rich or poor? Urban or rural living?

Question 4: Is this person spiritual?

Question 5: What kind of home life do you think this person had?

Students will have 1-2 minutes per picture to answer questions.

Read the five questions for each of the seven pictures and leave the questions displayed while the pictures are shown to each group.

Show picture one. Give students 1-2 minutes to answer the questions.

Show pictures two. Give students 1-2 minutes to answer questions.

Show pictures three. Give students 1-2 minutes to answer questions.

Show pictures four. Give students 1-2 minutes to answer questions.

Show pictures five. Give students 1-2 minutes to answer questions.

Show pictures six. Give students 1-2 minutes to answer questions.

Show pictures seven. Give students 1-2 minutes to answer questions.

Please listen carefully to each set of answers and think about what made each pair answer their questions as they did.

At this time, go around the classroom and have reporters present their answers. After each reporter has finished, then lead class discussion on why they answered the questions the way that they did.





What made you answer the questions as you did?

Was it the way they dressed, the color of their skin, or what they looked like?

Are you sure that you can tell what a person believes by how he or she looks?

You will now define what a spiritual belief system is. You will discuss and demonstrate how each person in this room has a belief system and how it affects the choices he or she makes. At the end of the class, you will evaluate some case studies of individuals' choices and beliefs.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define a spiritual belief system.

Refer to AHS.3.TM.B for students to put key points in notes. Go over some key terms that will help the students gain an understanding of what the basic foundation of a belief system is and how it is developed. Students should place terms in notebooks for future use.



Now look at some key definitions and the areas where you develop your personal belief systems. Place these key points in your notebooks.

I. Key components to a spiritual belief system

A. Important definitions

1. Definition of **spiritual belief system**: the beliefs and standards that help guide every decision we make in our lives.
2. Definition of **values**: standards that influence our life and our decisions.
3. Definition of **morals**: knowing the difference between right and wrong and applying that knowledge in our daily lives.
4. Definition of **standards**: predetermined boundaries set internally that guide what one will or will not do.
5. Definition of **ethics**: the principles behind behavior or conduct that is morally correct.

Activity Set-Up-Refer to AHS.3.TM.C for students to put key points in notes. After students place each point in their notes, have them draw a picture that will help them remember the areas from which a belief system is developed using a Hieroglyphics Moment. The following six points are the main areas from which belief systems are developed. Lead students through each point and allow them to draw a picture to help solidify the area in their mind. In this section you may also expand on how and why students' beliefs are developed in each of these areas. Suggested reasons are: you will take on the beliefs of those you are closely associated with, what you surround yourself with you will become like.

Ask the students the following questions. Have them compare their answers formulated in their minds with the six areas given by the instructor.





Students, at this time I am going to ask you a few questions. After we have thought of the answers, then compare our answers to the answers I will give you.

Where do you think you get your belief system?

Does your belief system change?

Now refer to the transparency for the answers. As you write the six areas given, compare them to your answers.

B. Areas in which belief systems are developed

1. Home

Suggested picture to draw is a home.

2. Church, synagogue, or mosque.

Suggested picture to draw is a church, synagogue, or mosque.

3. Parents and relatives.

Suggested picture to draw is a family holding hands.

4. Peers

Suggested picture to draw is a group of people talking.

5. Media-TV, radio, books, newspaper, video games, music, etc.

Suggested picture to draw is a TV or book.

6. Environment-culture, country, government systems, etc.

Suggested picture to draw is a small map.



How many of you thought of some of the answers that were given?

Allow feedback from students and then go right into the next activity.

Activity Set-up-Refer to AHS.3.AS.A-Have students answer the following questions to help them evaluate where they got their belief system and what their belief system consists of. This will give them a basis for going into Objective 2. Give students six to seven minutes to complete this activity.





Students, at this time we will be given a worksheet asking us some questions. Answer them as honestly and thoughtfully as possible. We have six to seven minutes to complete this task. This activity will tie objectives 1 and 2 together.

Objective 2. Discuss and demonstrate how a belief system affects choices.

Activity Set-up-Refer to AHS.3.AS.B-Pass out the activity sheet to each student, give them seven to eight minutes to complete, and then come back as a whole class to discuss the answers and how each students' decision is based upon his or her own personal belief system. Explain to the students that they need to answer the questions quickly and honestly. Students will then come back together and discuss why they made the decisions they did.

Direct students' time to stay on track and use time wisely.



Now, take the second assignment sheet I have given you and complete it. You need to read the scenarios accurately and then answer them as honestly as you can. You will be given seven to eight minutes to complete this assignment. You may now begin.

Allow students to finish while monitoring their progress.



Great work! Now, I want you to discuss some of your answers and why you answered them the way you did.

Use the following questions to help lead the class discussion on why they made the choices they did and where they got the belief systems to make those choices.



Based on the choices you made, where did you get the belief system to make that choice?
How did the choices that you made affect other people in the AHS.3.AS.B?
Does your belief system affect others?
Are there times that we need to compromise our belief system?
Should everyone have the same values, ethics, and morals?

Now have students get their notebooks out so that they can put several key points about belief systems in their notes. Refer to AHS.3.TM.D for these notes.

II. One's belief system and its effects on choices

- A. Sets parameters or standards of what one will do and will not do.
- B. Will not be swayed when under pressure, even if it is strong.
- C. Will enable person to make the right choices quickly.
- D. Will help one to always consider others.

Use Choral Response Moment here to get feedback from students that they are retaining the key points.





What are the four things a belief system will do for you?

Answers should be: 1) Sets parameters or standards of what one will do and will not do, 2) Will not be swayed when under pressure, even if it is strong, 3) Will enable person to make the right choices quickly, 4) Will help one to always consider others.

Objective 3. Evaluate how a spiritual belief system guides one's personal mission.

Refer to AHS.3.TM.E for students to put into notes the three keys to a spiritual belief system guiding a personal mission. These points will help the students understand they are in control of their belief system and how they are going to live and take actions toward others. Use the Little Professor Moment to have students teach each other this section.



Students, you are now going to put on paper some keys to a spiritual belief system that will guide your personal mission and vision so it becomes a reality. I want each of you to pair up with someone you are sitting by. One of you be number one and the other be number two. I want each of the number ones to write down and listen to what I am saying, while the number twos close their eyes and think about what we have already talked about today. The ones, after receiving all the information, will then be the professors of the class and teach your partners what you just learned.

Read each key point and then elaborate somewhat with the food for thought statements. Allow the number ones to get all the information and then once the key points are covered, allow them four to five minutes to teach the number twos what you just taught them.

III. Three keys to a spiritual belief system guiding a personal mission

A. A belief system keeps one focused on the important areas of one's life.

Read the following food for thought statements to further establish the basis for the key point.



One will focus daily activities on purposes of one's mission in life. One will keep in perspective accomplishments and struggles based on his or her belief system.

B. A belief system considers others at all times.

Read the following food for thought statements to further establish the basis for the key point.



One will consider how every decision will affect others. One will take actions toward others that will encourage them and their pursuits in their life.

C. A belief system keeps one's mission and vision in perspective and persistently challenges one to accomplish them.

Read the following food for thought statements to further establish the basis for the key point.



One will strive daily, weekly, monthly, and yearly to set goals to reach one's mission and vision. One will continually develop and deepen his or her belief system knowing that it will strengthen him or her and those he or she comes into contact with.

At this time, allow the number ones to teach the number twos the same information. Make sure each pair is staying focused and getting all the information needed.





Great work, ones! Did you teach your students well? All right. Twos, did the number ones cover all the material thoroughly? Let us now summarize this lesson and its impact on our daily life.



Review/Summary

To summarize this lesson, read the following statements and allow some student feedback. The underlying factor you want students to remember is that they are the ones who make their choices based on what they have already predetermined many times in their mind, consciously or subconsciously.



As you have seen throughout this lesson, each of us has a spiritual belief system that guides our decisions and choices. Each person, based on many factors, has developed some differences in belief systems. Recognizing how others' belief systems affect their choices allows us to be more sensitive.

As you think back to our opening activity where you looked at pictures and answered some questions, you can now see how your belief system, established by your home, family, church, peers, and culture, affects how you see others and the choices you make.

Let me again state the definitions of our key terms for today.

1. Definition of ***spiritual belief***: the beliefs and standards that help guide every decision that we make in our lives
2. Definition of ***values***: standards that influence our life and our decisions.
3. Definition of ***morals***: knowing the difference between right and wrong and applying that knowledge in our daily lives.
4. Definition of ***standards***: predetermined boundaries set internally that guide what one will or will not do.
5. Definition of ***ethics***: the principles behind behavior or conduct that is morally correct.

Think back to the choices that you made in Activity Sheet B. Your choices affected others whether you thought about it or not. Take note next time you do something and ask yourself how this choice will not only affect you but everyone else.

At this time, hand out AHS.3.Assess.



At this time, I am handing out a short test. Please read the questions accurately, answer them, and then turn them in.



►Extended Classroom Activity:

Students will do a one-page, double-spaced essay: Where did I get my spiritual belief system and why? Examples: Families, friends, church, school, etc.

►FFA Activity:

Students will do a one-page, double-spaced essay: What kind of belief system does FFA promote? Give supporting details. Examples from: FFA Student Manual, constitution, FFA Creed, etc.

►SAE Activity:

Students will do a one-page, double-spaced essay: How do I practice my belief system in my SAE? Examples: Following rules, not cheating, helping others, etc.

✓ Evaluation

AHS.3.AS.A-Can be used as a class participation grade.

AHS.3.AS.B-Can be used as a class participation grade.

AHS.3.Assess.

Answers to Assessment:

1. D.
2. E.
3. B.
4. A.
5. C.
6. Possible answers: Home, church, synagogue or mosque, parents and relatives, peers, media-TV, radio, books, newspaper, video games, etc., environment-culture, country, government systems, etc.
7. Possible answers: Home, church, synagogue or mosque, parents and relatives, peers, media-TV, radio, books, newspaper, video games, etc., environment-culture, country, government systems, etc.
8. Possible answers: Home, church, synagogue or mosque, parents and relatives, peers, media-TV, radio, books, newspaper, video games, etc., environment-culture, country, government systems, etc.



ROLE OF SPIRITUAL BELIEF SYSTEM IN PERSONAL MISSION TEST

Match the following terms with their definitions.

- A. StandardsD. Spiritual belief system
- B. MoralsE. Values
- C. Ethics

- _____ 1. The beliefs and standards that help guide every decision we make in our lives
- _____ 2. Standards that influence our life and our decisions
- _____ 3. Knowing the difference between right and wrong and applying that knowledge in our daily lives
- _____ 4. Predetermined boundaries set internally that guide what one will or will not do
- _____ 5. The principles behind behavior or conduct that is morally correct

List three areas where spiritual belief systems are developed.

- 6.
- 7.
- 8.



Answer each question for each of the pictures shown.

◆ **Question 1: Is this person trustworthy.**

◆ **Question 2: Is this person loving and caring for others.**

◆ **Question 3: Is this person rich or poor. Urban or rural living.**

◆ **Question 4: Is this person spiritual.**

◆ **Question 5: What kind of home life do you think this person had.**



IMPORTANT DEFINITIONS

♦ **Spiritual belief system—the beliefs and standards that help guide every decision we make in our lives**

♦ **Values—standards that influence our life and our decisions**

♦ **Morals—knowing the difference between right and wrong and applying that knowledge in our daily lives**

♦ **Standards—predetermined boundaries set internally that guide what one will or will not do**

♦ **Ethics—the principles behind behavior or conduct that is morally correct**



AREAS IN WHICH BELIEF SYSTEMS ARE DEVELOPED

- ◆ **Home**
- ◆ **Church/synagogue/mosque**
- ◆ **Parents and relatives**
- ◆ **Peers**
- ◆ **Media—TV, radio, books, newspaper, video games, music, etc.**
- ◆ **Environment—culture, country, government systems, etc.**



ONE'S BELIEF SYSTEM AND ITS EFFECTS ON CHOICES

One's belief system ...

- ◆ **Sets parameters/standards of what one will do and will not do**
- ◆ **Will not be swayed when under pressure, even if it is strong**
- ◆ **Will enable person to make the right choices quickly**
- ◆ **Will help one to always consider others**



THREE KEYS TO A SPIRITUAL BELIEF SYSTEM GUIDING A PERSONAL MISSION

- ◆ A belief system keeps one focused on the important areas of one's life.
- ◆ A belief system considers others at all times.
- ◆ A belief system keeps one's mission and vision in perspective and persistently challenges one to accomplish them.



Read each question thoroughly and answer them as honestly as possible.

1. Walking down a busy street you see a bulging wallet on the edge of the curb. You pick up the wallet. It has numerous credit cards, a license, and around \$350 cash. What do you do with the wallet and its contents and why.

2. As you're talking with a group of your friends, someone begins to talk very impolitely about one of your friends who is not present. What do you do and why.

3. You take your date out to eat at a local fine diner. After enjoying a great meal, the waitress hands you your bill on a small plastic tray. You place a \$20 bill on the tray. The waitress picks up the tray and comes back a few minutes later. She politely says thank you for coming and leaves. As you pick up your change, you notice that the waitress accidentally left the \$20 bill under your receipt along with the change. What do you do and why.

4. You spend a busy day at the mall. As you leave the mall, you notice a woman's wedding ring on the sidewalk. What do you do and why.

5. It is your senior year, and you have a very nice show steer. Three weeks before the state show your steer slips and hurts his hind leg. You have two options. 1—Treat the steer with medicine with a withdrawal time of 4 weeks. 2—Treat the steer with temporary medication with a 3-day withdrawal and take your chance that he will be able to walk without a limp at the state show. What do you do and why.

