



Advanced High School

National FFA Organization

Lesson AHS.6

RESPECTING OTHERS' BELIEF SYSTEMS, VISIONS AND MISSIONS

Unit.

Stage One of Development—ME

Problem Area.

Who Am I in Light of Serving Others?

Precepts.

L2: Respect and be sensitive to others' beliefs.

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 respect, belief system, ethics, and modeling.
- 2 Identify barriers to respecting others.
- 3 Model respect for others' belief systems, visions, and missions.



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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.6.TM.A
- ✓ AHS.6.TM.B
- ✓ AHS.6.TM.C
- ✓ AHS.6.Test—one per student
- ✓ 15 pictures for activity: 1) Cross, 2) Mosque, 3) Popular fast food restaurant sign, 4) Asian individual, 5) FFA symbol, 6) Famous actor, 7) Native American individual, 8) Someone wearing an FFA jacket, 9) White American individual, 10) Priest, 11) Someone with many piercing and tattoos on body, 12) Black individual, 13) Superstar athlete, 14) Arab individual, 15) Amish individual.



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

- ▶ Respect
- ▶ Belief system
- ▶ Ethics
- ▶ Modeling



Interest Approach

In this lesson, students should begin to see how their actions affect others. They will also see how they can show respect for others even if they don't believe the same way. You will show students 15 pictures for five seconds each and have the students write down their first thought about the picture. Have them write their responses even if they are negative responses. This lesson is intended to show that we all have preconceived notions of others whom we don't know.



- Students, at this time I want you to be artists. As you look at pictures, make a judgment about each and write down your very first thought after seeing each picture. I will show you 15 pictures, each one for five seconds. Write your very first thought about the picture.

Show picture 1—Cross

Show picture 2—Mosque



Show picture 3—Popular fast food restaurant sign
Show picture 4—Asian individual
Show picture 5—FFA symbol
Show picture 6—Famous actor
Show picture 7—Native American individual
Show picture 8—Someone wearing an FFA jacket
Show picture 9—White American individual
Show picture 10—Priest
Show picture 11—Someone with many piercing and tattoos on body
Show picture 12—Black individual
Show picture 13—Superstar athlete
Show picture 14—Arab individual
Show picture 15—Amish individual

Ask students to begin to volunteer their first impressions of each picture. Lead class in a discussion on whether everyone thought the same thing about each picture or what some of the differences were. Lead the class into seeing that each of us has preconceived ideas that affect the way we think and act toward others. Take about seven to eight minutes for the discussion with the class.



- Great class! Now I want some of you to give me your thoughts on the images you were shown and why you thought the way you did.

Take responses from class.



- Get out your handy-dandy notebook to take some important notes. Today we are going to look at the factors that affect our respect for others and their belief systems

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define respect, belief system, ethics, and modeling

At this time, referring to AHS.6.TM.A, begin to define some key words for students. These words will set up a foundation to build on in order to develop respect for others and their differences.



I. Key definitions

- A. Define **respect**: providing proper courtesy and acceptance of another person.
- B. Define **belief system**: the beliefs and standards that help guide every decision we make in our lives.
- C. Define **ethics**—the principles behind behavior or conduct that is morally correct
- D. Define **modeling**: displaying actions of respect for others to follow. Being a good example for others

►Choral Response Moment

Have students recite back the definitions of respect, belief system, ethics, and modeling. Ask the students to give an example of how they can do each of the given definitions.



At this time, I would like some volunteers to give me an example of how we can do each of the words we just defined.

Ask students the following questions to lead them into the next objective of barriers to respecting others, for it is preconceived ideas that prevent us from respecting others and working together.



How many of you have ever been disrespected? If so, how and why were you disrespected?

Get several student volunteers to help lead the discussion about how a lack of knowledge or misconceptions leads to the lack of respect.



Great discussion, class! Now let's look at some of the barriers of respecting others. The three areas that we will focus on are: belief systems, personal visions, and personal missions. These are the three major areas in which people don't respect others.

Objective 2. Identify barriers to respecting others.

Refer to AHS.6.TM.B and have students write these points in their notebooks. Using the Picasso Moment, have students draw a picture that represents the overall idea of the barrier for the belief systems, visions, and mission statements of others. This will allow students to think about each point and evaluate what the differences and barriers are, and how they can show that in a picture.



After placing the barrier in your notebook, draw a picture that represents the barrier taking place.

II. Barriers to respecting others' belief systems, visions, and missions

- A. Belief systems
 - 1. Differences in religious beliefs



You may have to encourage students to think outside the box by giving some ideas to get them started.

2. Differences in moral codes and personal standards

You may have to encourage students to think outside the box by giving some ideas to get them started.

B. Personal Vision

1. Lack of visionary thinking and supporting the risk of others

You may have to encourage students to think outside the box by giving some ideas to get them started.

2. Lack of knowledge of the ultimate dream of a person's vision

You may have to encourage students to think outside the box by giving some ideas to get them started.

C. Personal Mission

1. Misunderstanding others' backgrounds, dreams, and actions

You may have to encourage students to think outside the box by giving some ideas to get them started.

2. Lack of knowledge of the goals and personality differences of others

You may have to encourage students to think outside the box by giving some ideas to get them started. Ask for volunteers to share their drawings.



Great drawings, students!

As you look at the barriers to respecting others, which one do you think is personally the hardest one to overcome?

Wait for student responses and lead class discussion.



Why do you think it is hard?

Wait for student responses and lead class discussion.



What can you do to help alleviate that barrier in your life and the lives of others?

Wait for student responses and lead class discussion.



How many of you know it is easy to say you respect others?

Student responses should be yes.

But it takes someone with a lot of character and willpower to truly respect others and their differences.



Objective 3. Model respect for others' belief systems, visions, and missions.

In this next objective, you want to take the students' knowledge and put it to work. Students will be given some key points about modeling respect and then they will role-play some given scenarios that will allow them to model respect. Refer to AHS.6.TM.C as students go through this section. After writing each point in their notebooks, have them stop and think aloud about the differences that are mentioned. All students should have input in showing how they could model respect for different people or things.



Let us now change our mental focus from that of learning new knowledge to that of modeling what we have learned and or already know. In this next objective, we will model how we can respect others' belief systems, personal visions, and personal missions. Think of how we could show respect in each of the following situations. Then, as a class we will discuss the different solutions for respect. We will first write down some ways to show respect to others and then model that respect by role-playing some scenarios.

III. Ways to model respect of others

- A. Get to know a person before passing judgment.
- B. Learn and understand the acceptable differences of others.
 - 1. Example: Cultural differences-weddings, funerals, customs, etc.
 - 2. Example: Regional and geographical differences-way of dressing, eating, driving, living arrangements, etc..
- C. Understand that there must be different dreams and desires for each individual, or we would all be doing the same thing-*which would be very boring and unproductive.*
- D. Show actions of respect toward others' cultures, religions, governments, etc.
 - 1. Example: When in other countries or different cultural areas, abide by their customs.
 - 2. Example: Be willing to share your faith, but respect the individual if he or she believes differently.
 - 3. Example: Be willing to accept the differences of others' belief systems, visions, and missions as long as they don't adversely affect others.

Activity Set-Up-At this time have students break into pairs or groups of three and pass out the six role-playing scenarios. Allow the students about two minute to get their thoughts together and then go around the room and allow each group to role-play. Come back together and discuss what was seen.



Scenario one-You are in Japan visiting a friend. In that culture, you take your shoes off at the door, and when you greet someone, you put your hands together and bow slightly forward.

Scenario two-You live in Iran. You are a Muslim. Women must cover their face and head, and men cannot talk to or touch a woman. Act out walking down a street and attempting to shake hands but not being able to because of the custom.



Scenario three-You are at a friend's house. They are Christians and they never eat a meal until after they pray. You start to eat but catch yourself and wait for them to pray before eating.

Scenario five-You live in Mexico. It is customary that when a younger person is being addressed he or she looks to the ground, not at the person who is talking. You know this custom shows respect in that country. You are on a trip visiting and you are getting advice from someone older than you. What do you do? Demonstrate respect.

After each group has finished, have the whole class discuss what customs were being respected and what could have happened had they not shown respect.

 Class, let's now discuss what customs were being respected in the given scenarios.

Allow students to respond.

 What could have happened had they not shown respect?

Allow students to respond.

 Great discussion, class!

Review/Summary

To end the class, have students think back to the 15 pictures they were shown at the beginning of the class. Have them reflect on their first thoughts and where they developed those ideas. Were they accurate or not? Were they biased or based on inaccurate preconceived ideas? Lead the class in a discussion that will summarize all the points made in the three objectives. Show them that they should respect everyone regardless of differences and that it is acceptable to disagree but still show respect.

 Let us reflect back on the 15 pictures we were shown at the beginning of the class.

Were they accurate or not?

Were they biased or based on inaccurate preconceived ideas?

Let's review a few of the terms that we started the class with today.

Respect: providing proper courtesy and acceptance of another person.

Belief system: the beliefs and standards that help guide every decision we make in our lives.

Ethics: the principles behind behavior or conduct that is morally correct

Modeling: displaying actions of respect for others to follow. Being a good example for others.

At this time, pass out AHS.6.Test.



► **Extended Classroom Activity:**

Have students interview younger FFA members about why they joined FFA. Possible answer: Because of what it stands for and what I believe is important

► **FFA Activity:**

Have students participate in a community project by helping someone who is less fortunate.

► **SAE Activity:**

Have students give \$5 from profit of their SAE to help the needy in some way, in order to model the respect and helping others.

✓ **Evaluation**

AHS.6.Test

Answers to Test:

1. In order of C, A, B, D
2. Answers will vary but, as long as they show respect of others and their differences.



RESPECTING OTHERS' BELIEF SYSTEMS, VISIONS AND MISSIONS

1. Match the following terms with their definitions.

- A. Respect
- B. Belief system
- C. Ethics
- D. Modeling

- _____ The principles behind behavior or conduct that is morally correct
- _____ Providing proper courtesy and acceptance of another person
- _____ The beliefs and standards that help guide every decision that we make in our lives
- _____ Displaying actions of respect for others to follow; being a good example for others

2. Write three ways you can show respect for others' belief systems, visions, and missions.

A.

B.

C.



DEFINITIONS:

- ◆ ***Respect***—*providing proper courtesy and acceptance of another person*
- ◆ ***Belief system***—*the beliefs and standards that help guide every decision we make in our lives*
- ◆ ***Ethics***—*the principles behind behavior or conduct that is morally correct*
- ◆ ***Modeling***—*displaying actions of respect for others to follow. Being a good example for others*



BARRIERS TO RESPECTING OTHERS' BELIEF SYSTEMS, VISIONS, AND MISSIONS

- ◆ **Belief systems**
- ◆ **Differences in religious beliefs**
- ◆ **Differences in moral codes and personal standards**
- ◆ **Personal Vision**
- ◆ **Lack of visionary thinking and supporting the risk of others**
- ◆ **Lack of knowledge of the ultimate dream of a person's vision**
- ◆ **Personal Mission**
- ◆ **Misunderstanding others' backgrounds, dreams, and actions**
- ◆ **Lack of knowledge of the goals and personality differences of others**



WAYS TO MODEL RESPECT FOR OTHERS

Get to know a person before passing judgment.

Learn and understand the acceptable differences of others.

Understand that there must be different dreams and desires for each individual, or we would all be doing the same thing—which would be very boring and unproductive.

Show actions of respect toward others' cultures, religions, governments, etc.

