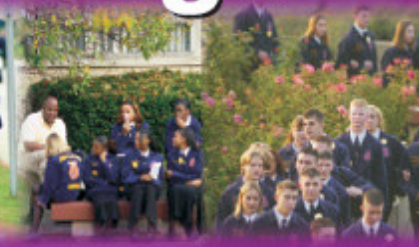




High School



National FFA Organization

Lesson HS.9

UNDERSTANDING VALUES, BELIEFS, CHARACTER AND INTEGRITY

Unit.

Stage One of Development—ME

Problem Area.

Who Am I as a Leader?

Precepts.

D1 , Live with integrity. D2 Accurately assess my values. , L1 Nurture a spiritual belief system.

National Standards.

Foundations of the Political System - What are the distinctive characteristics of American Society?



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

- 1 Define values, beliefs, character, and integrity.
- 2 List and explain how the understanding of values, beliefs, character, and integrity assists you as a leader.
- 3 Relate how values, beliefs, character, and integrity affect leaders' daily choices.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings materials, 2003.



Tools, Equipment, and Supplies

- ✓ Markers
- ✓ Mirror
- ✓ Overhead Projector
- ✓ Paper
- ✓ Pencils
- ✓ Poster or butcher paper
- ✓ Scenario cards, one set for class—HS.9.TM.G
- ✓ Tape
- ✓ Transparencies HS.9.TM.A–H



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

- ▶ Beliefs
- ▶ Character
- ▶ Integrity
- ▶ Values



Interest Approach

Walk around the room holding a mirror in front of student's faces. Ask students, "What do you see?" Elicit answers.



Today we are going to dig deep, peel back some layers and reflect on the inner images we just saw in the mirror. To do this we need to practice openness, honesty and respect for our self and peers. Think of things that are important to you in your life. You have 30 seconds to write them down. Prioritize them from most important to least important. Begin now.

While students are reflecting, pass out sheets of poster paper and markers for students to capture their thoughts for the next activity, the Picasso Moment.



When I say, "Picasso", draw a series of three pictures on this sheet of poster paper. Symbolize what are the three most important things in your life with the pictures. The size of the picture is relative to its importance. Take five minutes to complete the assignment. Picasso.

After five minutes, ask students to take a moment to share their top three with the person next to them and then proceed.





Take a moment to share your drawing with the person next to you.

Have the students tape their posters around the room. When students are finished, ask for three volunteers to discuss their drawings with the rest of the class. After each of the three students have shared, make the following comment:



Now focus on the your largest picture. Explain why you chose that one. Let each student discuss.

SUMMARY OF CONTENT AND TEACHING STRATEGIES:

Objective 1: Define values, beliefs, character, and integrity.



Just as each of us is unique on the outside, we also are unique on the inside. Look at the posters created and see how everyone values things differently. People define things differently because of their own experiences. Capture the following information in your notes to help build a foundation for future discussion.

Provide definitions for values, beliefs, character, and integrity on a writing surface or show HS.9.TM.A-D. Examples have been provided in lesson to help establish definition.

I. Definitions of values, beliefs, character and integrity.

A. **Values:** Things we believe in strongly. Things we don't compromise or change.

1. Shaped at an early age. Example: Health, family, and service to others
2. Parents, teachers, friends, religious leaders, and heroes help shape our values.
3. 3. Three tests of a value: must be freely chosen, must be cherished, and must be acted upon.

B. **Beliefs:** The conviction that something is right. Example: Telling the truth, FFA Creed, and faith.

1. I may believe in something but not freely choose it, cherish it or act upon it.

C. **Character:** Common attitudes, beliefs and behaviors valued by society for people to demonstrate as responsible citizens. Example: Work ethic, punctuality, and willingness to take constructive criticism

1. Common categories of character might include:
 - a. Trustworthiness
 - b. Respect
 - c. Responsibility
 - d. Fairness
 - e. Caring
 - f. Citizenship
2. Character traits are usually determined by the society in which we live.



D. Integrity: When what a person says and what they do are in alignment. Example: Ethics and morals

1. Does not change when we are around different people.

Activity:



Think back in history and write down a famous historical figure's name. Write down five statements of values, beliefs, character, and integrity that person exhibited.

Take the next 60 seconds to complete this activity. Go.

Great job everybody. Now choose two partners and share your historical figure and five statements about them. Take five minutes for this activity.

When the students are finished, share additional examples of famous historical figures that exemplify values, beliefs, character, and integrity. Examples: Abraham Lincoln, Martin Luther King, Jr., Nelson Mandela, Hitler, etc.

HS.9.TM.E



Famous Person-Identifying Observation

Abraham Lincoln-Never wavering after all setbacks

Martin Luther King, Jr.-Killed for belief in equality

Nelson Mandela-Imprisoned for rejection of Apartheid

Rosa Parks-Arrested for refusing to give her seat to a white person

Mother Teresa-Dedicated her life to serving the poor

Gandhi-Preached for humanity, lived in poverty

Columbus-Ridiculed for claiming the earth was round

Chief Joseph-Fought for what was promised to his people

Based on our brainstorming activity on leaders and their characteristics, we now know that those attributes drive someone's life. Values, beliefs, character, and integrity, but how many of us realize their impact on our lives.

Objective 2: List and explain how the understanding of values, beliefs, character, and integrity assist you as a leader.

II. The following activity will help us see how values, beliefs, character, and integrity can help us as future leaders in our community.

Activity:



Let us quickly review the earlier definitions and each of us identify how values, beliefs, character, and integrity can help us as future leaders. We are going to break into four groups. Each group will be assigned an area and come up with a list of things that will help us be better leaders based on that area. Group One will brainstorm about values, Group Two beliefs, Group Three character, and Group Four integrity. Quickly get into your group and take three minutes for this activity. Begin.

Now, move around the room and write down at least two to three ideas from each group. Visit all groups.

When the students are finished, you might share additional examples of how values, beliefs, character, and integrity benefit leaders from transparency-HS.9.TM.F. Students may define many more.



How Values, Beliefs, Character, and Integrity Benefit Leaders-Select at least three and add to your personal list.

Values, beliefs, character, and integrity help provide:



Credibility
Decision Making
Direction
Emotional Stability
Healthy Lifestyle
Lasting Positive Reputation
Positive Attitude
Self-discipline
Self-esteem
Structure

Now let us look at how the choices we make are based from the values, beliefs, character and integrity that we have. Let's not think only as leaders, now and in the future, but also in each little daily choice that we make. We are now going to peel a little deeper and think inwardly about actually being faced with a decision what are we going to do based on our set of values, beliefs, character, and integrity.

Objective 3: Relate how values, beliefs, character, and integrity affect leaders' daily choices.

III. Let us now find how values, beliefs, character, and integrity affect our daily choices.

Activity:



Each of you will receive a scenario card to read and respond to. When I say, "share", turn to a peer and read your scenario. Ask them for their answer to the question on the scenario card. Share your answer with one another. See if you both agree.

Hand scenario cards to students. Make sure that each pair of students receives a different scenario. HS.9.TM.G.



Share.

When the students are finished, share additional examples of how values, beliefs, character, and integrity affect leaders' daily choices. HS.9.TM.H.



How Values, Beliefs, Character, and Integrity Impact Our Daily Choices

The food we eat.
The exercise we do or don't do.
The way we treat parents, siblings, friends and others.
The clothes we wear.
The way we drive to work or school.
The stories we tell or don't tell.
The compassion we show to those in need.



Review/Summary

Today we started class by looking at ourselves in the mirror. Is the person that we see in the mirror truly us? Reply should be NO. Then we have to look deeper to see who each of us really is. What we really are on the inside shows by what we do and say on the outside. Each of us today peeled back layers of ourselves and began to see what are values, beliefs, character and integrity in our life and others. Be ready when I call on you to give a definition and example for each of our key terms.

Elicit two or three responses per question.

What are values and give an example?

Define beliefs and how will they affect you as a leader?

Who has character and where did it come from?

How will integrity affect a daily choice you make every day?

Great discussion today students. To solidify what we learned today we are going to interview someone on these four areas and see how it affects their life.

Pass out the interview sheet that will be used as part of their assessment-HS.9 assess. Questions students might ask would include: What do the terms mean to them? How have they played a part in their lives? How are they tied to leadership?

Define each of the four terms and create at least two questions that address each of the key terms: values, character and integrity. Take these questions and interview a person you greatly respect and turn in tomorrow. An interview sheet is provided.

Application

Extended Classroom Activity:

There are many leaders in our community that we can gain a greater insight about values, beliefs, character and integrity. Use the interview questions generated, select one community leader and conduct a personal interview. A typical interview may last 15 to 30 minutes or more.

FFA Activity:

Review the FFA Creed and code of ethics-use as a class discussion.

SAE Activity:

Practice making ethical choices when dealing with your SAE projects. These choices should reflect your values, beliefs, character and integrity.

Evaluation

Paper written based on interview, authentic assessment. HS.9.Assess

Answers to Assessment:

Part One: True or False

1. F
2. T
3. F
4. F
5. T

Part Two: Short Answer

6. Freely choose, cherish it, and act upon it



7. Five of the following—

The amount of sleep we get each day.

The food we eat.

The exercise we do or don't do.

The way we treat parents, siblings, friends and others.

The clothes we wear.

The way we drive to work or school.

The way we choose to greet each other.

The answers we give to questions asked of us.

The stories we tell or don't tell.

The service we provide to our community.

The compassion we show to those in need.

The amount of studying we do.

The tips we give to those who serve us.

The energy we put into our job.

The quality we put into everything we do.

Most every decision we make.



PERSONAL INTERVIEW

►Directions:

Prepare two questions for each of the following key terms to ask someone you respect and that demonstrates your understanding of today’s lesson.

Values:

Question # 1:

Respondent’s Answer:

Question # 2:

Respondent’s Answer:

Beliefs:

Question # 1:

Respondent’s Answer:

Question # 2:

Respondent’s Answer:



Character:

Question # 1:

Respondent's Answer:

Question # 2:

Respondent's Answer:

Integrity:

Question # 1:

Respondent's Answer:

Question # 2:

Respondent's Answer:



UNDERSTANDING VALUES, BELIEFS, CHARACTER AND INTEGRITY

Part One: True or False

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

1. We begin to form our values in our teen years.
2. Respect is a common category describing character.
3. Our integrity will change as we approach different people.
4. Character traits are rarely determined by the society in which we live.
5. Beliefs and values are different.

Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. What are the three tests for something to be considered a value.
7. List five ways values, beliefs, character and integrity can impact our daily lives.



VALUES

Values—Things we believe in strongly. Things we don't compromise or change.

- ◆ Shaped at an early age.
- ◆ Parents, teachers, friends, religious leaders, and heroes help shape our values.
- ◆ Three tests of a value: must be freely chosen, must be cherished, and must be acted upon.



BELIEFS

Beliefs—The conviction that something is right.

♦ I may believe in something but not freely choose it, cherish it or act upon it.



CHARACTER

Character—Common attitudes, beliefs and behaviors valued by society for people to demonstrate as responsible citizens.

◆ Common categories of character might include:

- ➔ Trustworthiness
- ➔ Respect
- ➔ Responsibility
- ➔ Fairness
- ➔ Caring
- ➔ Citizenship

◆ Character traits are usually determined by the society in which we live.



INTEGRITY

Integrity—When what a person says and what he or she does are in alignment.

Does not change when we are around different people.



FAMOUS PERSON— IDENTIFYING OBSERVATIONS

- ◆ **Abraham Lincoln—Never wavering after all setbacks**
- ◆ **Martin Luther King—Killed for belief in equality**
- ◆ **Nelson Mandela—Imprisoned for rejection of Apartheid**
- ◆ **Rosa Parks—Arrested for refusing to give her seat to a white person**
- ◆ **Mother Teresa—Sacrificed personal gain for the poor**
- ◆ **Gandhi—Preached for humanity, lived in poverty**
- ◆ **Columbus—Ridiculed for claiming Earth was round**
- ◆ **Chief Joseph—Fought for what was promised to his people**



HOW VALUES, BELIEFS, CHARACTER, AND INTEGRITY BENEFIT LEADERS

Select at least three and add to your personal list

Values, beliefs, character, and integrity help provide:

- ◆ **Credibility**
- ◆ **Decision Making**
- ◆ **Direction**
- ◆ **Emotional Stability**
- ◆ **Lasting Positive Reputation**
- ◆ **Positive Attitude**
- ◆ **Self-discipline**
- ◆ **Self-esteem**
- ◆ **Structure**



SCENARIO CARDS

While driving to school in the morning, you are stopped by a police officer and given a warning for traveling nine miles over the speed limit. You believe you were traveling the speed limit. How would your values, beliefs, character, and integrity shape how you handle the situation.

You are having lunch with your friends and another student walks by dressed differently than you and your friends. One of your friends begins to ridicule the student. How would your values, beliefs, character, and integrity shape how you handle the situation.

You work at a job for minimum wage. Your manager wants to pay you more but the business policy won't allow this to happen. Your manager suggests that you just log in extra hours that you don't actually work. How would your values, beliefs, character, and integrity shape how you handle the situation.

You recently made a commitment to your brother or sister to take them to a movie. You get a phone call from your friends asking you to attend a concert the same night. How would your values, beliefs, character, and integrity shape how you handle the situation.



HOW VALUES, BELIEFS, CHARACTER, AND INTEGRITY IMPACT OUR DAILY CHOICES

The food we eat.

The exercise we do or don't do.

**The way we treat parents, siblings, friends
and others.**

The clothes we wear.

The way we drive to work or school.

The stories we tell or don't tell.

The service we provide to our community.

**The compassion we show to those in
need.**

