

Personal Development: 10th - 12th Grade Series

Lesson 1: Values, Beliefs and Character

Estimated Lesson Length:	Approximately 1, 50 minute class periods
Recommended Grades:	10-12th
Related LifeKnowledge Lesson:	HS 9: Understanding Values, Beliefs, Character and Integrity
Objective(s): The student will be able to:	
✓ Understand how values, beliefs and character develop personal growth ✓ Discuss how values, beliefs and character are tested and demonstrated in their lives	
Materials, Supplies, Equipment, References and Other Resources:	
Transparency copies of HS.9.TM.A, HS.9.TM.B, HS.9.TM.C from LifeKnowledge High School Lesson Plans CD (3x5 cards (one per student) Activity sheet (AS 4.5)	



Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach	After attendance and announcements, pass out a 3x5 card to each student. Ask the students to write on each card a scenario where their or another persons' values, beliefs or character has been challenged. Ask them to please not write how they responded to it, but rather just to write out the scenario where they witnessed a precarious situation. Collect these cards from the students.	5-8 minutes
2. Teach the content 	Ask students if they could distinctly tell the difference between a belief, a value and their character. Allow students to verbalize their feelings. Then, show the three transparencies (HS.9TM.A-C) that clarify the difference between them. Ask students to capture this information on the activity sheet. (AS 4.5)	10-15 minutes
3. Students individually complete the activity sheet on values, beliefs, character and integrity	Ask students to fill in the boxes on their activity sheet. (AS 4.5) Then ask them to complete the statement on the bottom of the page regarding FFA.	10 minutes
4. Share way FFA reinforces these traits and values.	Have students share with their neighbors their ideas on how FFA instills or reinforces character traits.	5 minutes
5. Group activity	Group students into groups of four, and allow them to break up into the corners of the room. Ask them to sit with their chairs in a circle, facing each other. Then give the students the scenario cards collected in step one. They should not get their own cards. After they are assembled in their groups, ask student to read their scenarios out loud (collected in step one) and as a small group, process how values, beliefs, character and integrity play into these situations. Ask them to decide the best way to handle the situation. They should try to get through all cards in the given time.	15-20 minutes
6. Closure	Students should return to their original seats. Ask students at the end of the class how they develop the traits discussed today in class. Ask them if these characteristics have changed at all since they have been in high school, and if so, explain how and why. Thank students for their work today. Collect their activity sheets for their teacher. Please assign the daily grade for each student (1-4 as suggested on the information sheet) and list the score on the attendance sheet. Then turn the attendance sheet into the office.	5-10 minutes

Values, Beliefs, Character and Integrity

Name: _____ Date: _____ Class: _____

Define the following.

A value is:

A belief is:

Character is:

Integrity is:

After completing definitions, fill in the boxes below with your personal thoughts on these items:

I value:	The beliefs that I hold strongly are:
Character traits that I most value are:	A time when I have demonstrated integrity is:

Show five ways FFA reinforces values, beliefs, character traits and integrity?
