

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.3.4**

Sustainable Leadership: Characteristics that Make it Last

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Provide examples of how their own personal decisions affect others.

Materials:

- ✓ Internet access
- ✓ Kennedy, John F., Profiles in Courage
- ✓ Pens, crayons or colored pencils
- ✓ TCTL.3.3.AS.A (one copy)
- ✓ TCTL.3.3.AS.B (one copy per student)
- ✓ TCTL.3.3.AS.C (one copy per student)

Purpose:

The purpose of this lesson is to help students evaluate how ethical decisions affect others.

Directions:

The bulleted information below is important to know as background information.

- Depending on available technology, the lesson can begin with a series of video clips or an activity. Be sure to check the links and view the videos prior to class for active links and maturity of content. Clips of the movie *Pay it Forward* features an explanation of the year-long extra-credit assignment and “the power of three” classroom scene. Alternate clips include two Liberty Mutual commercials that demonstrate the effect of our actions on others.
- If clips are not available, use the Profiles in Courage resource to give students examples.
- Lesson will consist of student self-guided journaling and sharing.
- Content of previous lessons TCTL.3.1-3.3 should be reviewed or covered briefly using outlines to ensure understanding of the basic concepts of sustainable leadership.



After reviewing the information above, begin with the lesson activities below.

1. For the best connection, show the video clips. The *Pay it Forward* clips – <http://youtube/smY7GPtyNV0> and <http://youtube/Cgq8nDBcufo> – show how our actions can affect so many other people through the power of numbers. The Liberty Mutual commercial clips – <http://youtube/wMwoexR1evo> and <http://youtube/Iw97CfZtyGw> – show how our actions actually can create a chain effect and may even lead back to ourselves. If the video clips are not available, use one of the story examples of a person who made an ethical decision that affected others. You can use the examples provided in John F. Kennedy's book, *Profiles in Courage* or Rosa Parks' story – <http://www.hfmgv.org/exhibits/rosaparks/story.asp> – or a combination thereof.
2. After showing the video clips, break the class into pairs or small groups. Have them discuss what each video clip was about and what message was delivered. What can be learned from each? After time for discussion in groups, allow for ideas to be shared in a class wide discussion.
3. Lead the discussion to the point that our ethical decisions can have a huge impact on others and usually benefit ourselves in the process.
 - a. In each of the clips, how did people's decisions affect others?
 - b. How many people were impacted by one person's decision?
 - c. What effect can bad decisions have?
4. Refer to the concepts about short-term impact versus lasting impact from lesson TCTL.3.3. Call on a few groups to share some short-term items and lasting items and record them on the writing surface.
5. After a few items have been shared, ask students to work with their same partners and determine specific characteristics that made some of the items shared last versus those that did not.
6. Next, ask students about a time when they had to make a difficult decision that affected others. Use TCTL.3.4.AS.B and have students answer all of the questions quietly on their own. Sharing is optional, depending on the rapport within the group.
 - a. Share an example that may be helpful in difficult times. This example will help the student focus on the impact that their ethical decisions have on others. Show TCTL.3.4.AS.A on the writing surface and have students capture the information on their TCTL.3.4.AS.C worksheet.
7. The complete story of The Four-Way Test is available on the Rotary International web page; see the Resource section in this lesson for the link.
 - a. Have students answer questions A and B after they capture the questions on The Four-Way Test.
 - b. Allow for partner discussion after students have completed A and B.
8. After a brief discussion, instruct them to follow the directions on the bottom of the page. They will create their own "test" to help ensure that they can easily make ethical decisions with others in mind. They may create a written code or story, or they may draw a visual example that demonstrates their understanding of the concept of how ethical decisions affect others. Provide additional drawing supplies if desired. If time permits, students can make their "tests" public by sharing it in class. If there is no time, presentations can be made the following day. A third option would be to post the tests in the room for a few days, then allow students to take them home.

9. As the lesson comes to a close, suggest that the students may want to keep their “tests” in a safe place where they will have access to them when they need to make another difficult decision – like the one they provided at the beginning of the lesson. Thank them for their efforts and willingness to share today!

Connection Questions:

1. Think of one small thing that would make a difference in your local community that would help fight hunger. What would that be?
2. How will The Four-Way Test impact how I make decisions in the future?
3. What would I tell others about how I make ethical decisions?
4. Why is it important to consider others when making decisions?
5. Would I revise or change anything from my visual example of sustainable leadership from the previous lesson (TCTL.3.3)?

LifeKnowledge Connections

Precept(s) addressed:

Vision

- C1. Contemplate the Future
- C2. Conceptualize Ideas
- C4. Adapt to opportunities and obstacles from multiple perspectives

Character

- D3. Accept responsibility for personal actions

Decision Making

- N2. Demonstrate problem-solving skills

Continuous Improvement

- F5. Acquire New Knowledge

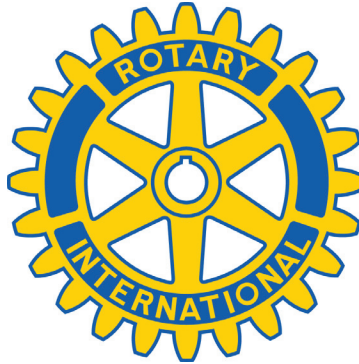
LK Lesson Suggestion:



- HS.14 – Being responsible and accountable
- HS.15 – The benefits of character and integrity
- MS.6 – Understanding Integrity
- MS.53 – Evaluating Potential Impacts

Resource:

Rotary International. (2011). *The Four Way Test*. Retrieved August 25, 2011, from <http://www.rotary.org/en/aboutus/rotaryinternational/guidingprinciples/pages/ridefault.aspx>



According to Rotary International, an organization that believes in “Service Above Self,” The Four-Way Test is useful in making ethical decisions.

The Four-Way Test:

- Is it the truth?
- Is it fair to all concerned?
- Will it build goodwill and better friendships?
- Will it be beneficial to all concerned?

Herbert J. Taylor (1893-1978), president, Rotary Club of Chicago, 1939-40 and Rotary International, 1954-55. During a business crisis in 1932, he wrote “The Four-Way Test.” It was adopted as part of Rotary International in January 1943.

A Difficult Decision I Had to Make

Below, describe a difficult decision that you had to make. Think hard about this. In all of your life, what was really difficult for you to make a decision about?

Why was the decision so difficult?

How did your decision work out for you?

How did your decision affect others (those around you, people involved, family, etc.)?

The Four-Way Test:

1. _____

2. _____

3. _____

4. _____

A. How might this test be useful in determining how our ethical decisions affect others?

B. Would this information have been helpful in the difficult decision you made based on your description on TCTL.3.4.AS.B?

On the back of this sheet, create your own “test” that might be helpful in making decisions. Remember to include a test to determine how your decision will affect others. You may use The Four-Way Test as an example, but be creative and come up with your own. Your test can be written; a story or even a visual example that will help you ensure your decision process is built upon your ethics and has a positive impact on those around you.