



Middle School

National FFA Organization

Lesson MS.9

UNDERSTANDING THE CONSEQUENCES OF MY ACTIONS

Unit.

Stage One of Development-ME

Problem Area.

What Foundation Skills Do I Need for Leadership?

Precepts.

D3 Accept responsibility for personal actions.

National Standards.

NL-ENG.K12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Define consequences.
- 2 Compare and contrast the consequences of positive and negative actions.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ MS.9.TM.A
- ✓ MS.9.AS.A
- ✓ Six poster boards with the information from MS.9.AS.A
- ✓ Six Post-It note pads
- ✓ Notebook and pen/pencil



Key Term. The following term is presented in this lesson and appears in bold italics:

- ▶ Consequences



Interest Approach



How many of us have made a decision today? It looks like every hand went up, which means that everyone has made a decision today. Let's take a look at how many decisions we have already made. Let us write down every decision we have made today. We have one minute, and you can start when I say "go." What questions do you have? "Go."

Time the activity for one minute.



Let's share some of the decisions we have made today. Who would like to volunteer?

Take answers for about 1 or 2 minutes. Possible responses are: getting up; taking a shower; eating breakfast; finishing homework; doing chores.



What would have happened if you had not made each of those decisions? Did they affect you or anyone else?

Take two minutes to write out next to each decision what would have happened had you not chose to make the decision you made. You may begin. Now, I want you to take your list and decide what would have happened if you had not made those decisions. Begin.



Time the activity for two minutes.



Let's share some ideas with each other. Listen quietly as your classmates share their responses. I will write your ideas on the writing surface. Raise your hand, and you may share your response.

Share responses for about two minutes. Sample responses are: if I had not woken up, I would have missed school and my science test; if I had not taken out the trash this morning, I would not be allowed to go to the basketball game this weekend.



You have just shared with me that every decision you make, every day in your lives, has what we call a consequence attached to it. We are going to look at consequences and decisions today.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define consequences.



Take out a sheet of paper from your notebook. When I say, "write," define the word "consequence." You have one minute to write your definition on your paper. What questions do you have? "Write."

Time the activity for one minute.



Who can share your definition with the class? I will capture these thoughts on the writing surface.

Take answers for one minute. Possible answers include: getting grounded; having to apologize to someone; not being able to spend time with friends.



I am about to share with you a definition of consequence. I want you to keep the answers you and your classmates shared in the back of your mind as you take notes on the following overhead. Decide if your answers are different from the ideas you are about to see

MS.9.TM.A

I. What is a **consequence**?

- A. The result of an action. This can be positive or negative!
 - 1. Punishment
 - 2. Missed opportunities
 - 3. Positive outcomes
 - a. Choosing to help others





A consequence does not always mean a negative result. That may be a new concept to some of you. Some consequences can be positive, if your decisions are positive. The key is making those decisions positive ones. Making the correct decisions will help you avoid negative consequences.

Let's explore both positive and negative consequences now.

Objective 2. Compare and contrast the consequences of positive and negative actions.

Before class, prepare the poster boards and hang them at various locations in the classroom. There are six situations on MS.9.AS.A. Write one situation on each of the poster boards, so that the students will have six different stations to travel to. You will need a Post-It note pad at each station. Have the signs hung and Post-It notes ready before the start of class.



How many of you like to make decisions that are always correct? Great, so do I. Our next activity will allow you to make a correct decision every time. There are six stations around the room. You will read each scenario. Using Post-It notes, write down positive or negative consequences to making that decision and place them on the poster board. Write positive consequences on the left and negative consequences on the right.

You will have one minute at each station, with a ten-second-travel time between the stations. Do not start until I say, "start." What questions do you have?
I will assign groups to each station.

Depending on class size, you may dismiss them by tables and have them rotate clockwise or counter-clockwise. You also could have the groups number off or go in alphabetical order. Make sure the groups are fairly even in size.



Start.

Time one minute.



Switch.

Time ten seconds.



Start.

Time one minute.



Switch.

Time ten seconds.



Start.

Time one minute.



 Switch.

Time ten seconds.

 Start.

Time one minute.

 Switch.

Time ten seconds.

 Start.

Time one minute.

 Switch.

Time ten seconds.

 Start.

Time one minute.

 Stop.

Return to your original seats. Twelve people are needed to come with me. Please raise your hand if you would like to help. The 12 of you are now my volunteers.

Have two students go to each station. One student will be on the positive side and one student will be on the negative side.

 My volunteers have 30 seconds to give three positive consequences and three negative consequences for each station. Please remove the Post-It notes of the ideas you share with the class, and give them to me when we are finished. I would like for those of you in your seats to copy into your notebooks five of the consequences you hear the groups present. What questions do you have? Let's begin.

Time each student for 15 seconds, for a total of 30 seconds per station. The student answers should reflect the fact that there are positive and negative consequences for almost every situation and decision they make in life.

 Tell me what you have learned about consequences. Write one statement about consequences in your notebook.

Time the activity for 15 seconds.

 Now, turn to the person behind you. If you are in the back row come to the front of the room. Share your ideas for the next 15 seconds.



Time the activity for 15 seconds.



You have developed some great ideas on what consequences you may face when making decisions. Let's make sure we are all clear on our lesson today before we leave.

I. Consequences

- A. Positive
- B. Negative



Review/Summary

Use a Go-With-the-Flow Moment to review consequences of decisions.



We have discussed the positive and negative consequences of every action. I challenge you to think of the potential consequences before you do something!



Application

►Extended Classroom Activity:

Students will list positive consequences of their actions during a typical school day. For example, they might have been late to class, but they were helping a student who dropped some books.

►FFA Activity:

Students will list the consequences of attending FFA functions and activities.

►SAE Activity:

Students will determine the consequences of marketing and management decisions of their SAE projects by developing a list of three potential consequences for one decision in marketing or managing their SAE.



Evaluation

Students will write a two-paragraph essay describing a decision they made, as well as the positive and negative consequences of that decision. For example, if the decision was to attend a basketball game, the positive consequence was supporting the team, and the negative consequence was to sacrifice study time. This should be evaluated based on the definition of consequences, as well as on proper grammar and understanding of positive and negative consequences.

Answers to Assessment:

No Assessment



CONSEQUENCE

The result of an action. This can be positive or negative!

- ◆ **Punishment**
- ◆ **Missed opportunities**
- ◆ **Positive outcomes**

A consequence does not always mean a negative result. Some consequences can be positive, if our decisions are positive.



MS.9.AS.A

Transfer the following situations to poster boards for an in-class activity. One statement should be on each board.

1. You cancel plans at the last minute to help your grandmother with her spring cleaning.
2. You wake up late and are not able to finish the morning chores before school
3. You decide not to study for your math test because you want to watch a show about sharks.
4. Instead of calling your parents and letting them know you would be coming home late, you snuck in the house and broke your mom's lamp.
5. You decide to miss the school dance to see your little brother earn his karate belt.
6. Your friend asks you to cheat on your homework and you say no.

