

Unit B: Qualities of a Good Leader

Lesson 1: Understanding Values, Beliefs, Character, and Integrity

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Define values, beliefs, character, and integrity.
2. 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.

Recommended Teaching Time: 1 hour

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets
- Markers
- Mirror
- Poster paper
- Scenario cards (TM: 1-7)
- Tape

Terms: The following terms are presented in this lesson (shown in bold italics):

- Beliefs
- Character
- Integrity
- Values

Interest Approach:

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

Script for Teacher: 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 ourselves and peers. Think of everything that is important to you in your life. You have 30 seconds to write this down. Begin now.

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

Script for Teacher: When I say go, draw a series of pictures on this sheet of poster paper. Symbolize what is important to you in your life with the pictures. The size of the picture is relative to its importance. You will have five minutes to complete the assignment. Go.

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

Script for Teacher: 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 share their drawings with the rest of the class. After each of the three students has shared, make the following comment:

Script for Teacher: Now focus on the largest picture. Explain why you chose that one.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

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

Anticipated Problem: What are values, beliefs, character and integrity?

Script for Teacher: *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 TM: 1-1, TM: 1-2, TM: 1-3, and TM: 1-4.

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

(PowerPoint Slide 2)

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

1. Shaped at an early age.

2. Parents, teachers, friends, religious leaders, and heroes help shape our values.
3. Three tests of value: must be freely chosen, must be cherished, and must be acted upon.

(PowerPoint Slide 3)

- B. **Beliefs:** the conviction that something is right.
 1. I may believe in something, but not freely choose it, cherish it, or act upon it.

(PowerPoint Slide 4)

- C. **Character:** common attitudes, beliefs, and behaviors valued by society for people to demonstrate as responsible citizens.
 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.

(PowerPoint Slide 5)

- D. **Integrity:** when what a person says and what he or she does are in alignment.
 1. Does not change when we are around different people.

Script for Teacher: *Think back in history and identify a famous historical figure. Write down the values, beliefs, character, and integrity of the person you just chose. Take the next few moments to complete this activity. Choose two other partners and share your historical figure. Take about five minutes for this activity.*

When the students are finished, share additional examples of famous historical figures. TM: 1-5 (PowerPoint Slide 6) has some examples, but add more depending on the students' interests and knowledge.

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

Anticipated Problem: How do values, beliefs, character, and integrity assist you as a leader?

Script for Teacher: *While working in groups, identify how values, beliefs, character, and integrity can help us as future leaders. Group One will brainstorm about values, Group Two will brainstorm about beliefs, Group Three will brainstorm about character, and Group Four will brainstorm about integrity. Quickly break into four groups and take a few 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 students are finished, you might share additional examples of how values, beliefs, character, and integrity benefit leaders using TM: 1-6. Students may define many more.

Script for Teacher: *Listed are examples of how values, beliefs, character, and integrity benefit leaders. Please select at least three and add to your personal list.*

(PowerPoint Slide 7)

- II. Values, beliefs, character, and integrity help provide
 - A. Credibility
 - B. Decision making
 - C. Direction
 - D. Emotional stability
 - E. Healthy lifestyle
 - F. Lasting positive reputation
 - G. Positive attitude
 - H. Self-discipline
 - I. Self-esteem
 - J. Structure

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

Anticipated Problem: How do values, beliefs, character, and integrity affect leaders' daily choices?

Hand scenario cards to students. Make sure that each pair of students receives a different scenario from TM: 1-7 (PowerPoint Slides 8 and 9).

Script for Teacher: *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 will one another. See if you both agree. Share.*

When the students are finished, share additional examples of how values, beliefs, character, and integrity affect leaders' daily choices using TM: 1-8.

(PowerPoint Slide 10)

- III. How values, beliefs, character, and integrity impact our daily choices
 - A. The food we eat.
 - B. The exercise we do or don't do.
 - C. The way we treat parents, siblings, friends and others.
 - D. The clothes we wear.
 - E. The way we drive to school or work.
 - F. The stories we tell or don't tell.

G. The compassion we show to those in need.

Review/Summary: Use PowerPoint Slide 11 to review the objectives of this lesson. Pass out the interview sheet that will be used as part of their assessment – WS: 1-1. Questions students might ask include: What do the terms mean to them? How have they played a part in their lives? How are they tied to leadership?

Script for Teacher: *Create at least two questions that address each of the key terms: values, beliefs, character, and integrity. Take these questions and interview a person you greatly respect. An interview sheet is provided.*

Application: 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.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. Have students write a paper based on the interview. A sample test is included.

Answers to Sample Test:

Part One: True or False

1. False
2. True
3. False
4. False
5. True

Part Two: Short Answer

6. Freely choose it, 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 answer 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.

Understanding Values, Beliefs, Character, and Integrity

Part One: True or False.

Read each statement and decide if it is true or false. Write the word “true” or “false” next to each 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.

Provide the 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

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 value
 - Must be freely chosen
 - Must be cherished
 - Must be acted upon

TM: 1-2

BELIEFS

The conviction that something is right.

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

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

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

- 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 walking to school in the morning, you see a small child standing by the side of the road crying and they appear to be lost. Because you do not want to be late for school you just walk on past the child and go to school. 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 a 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 and sister to take them to a movie. You get a phone call from your friends asking you to come to one of their homes for pizza and to watch a DVD movie 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.

WS: 1-1

PERSONAL INTERVIEW

Directions: Prepare two questions for each of the following key terms to ask someone you respect and 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: