



High School

National FFA Organization

Lesson HS.20

MY DECISIONS AND THE OPINIONS OF OTHERS

Unit.

Stage One of Development—ME

Problem Area.

How do I begin to grow?

Precepts.

C3 Demonstrate courage to take risks.

National Standards.

NPH-H.9-12.5 - Using Communication Skills to promote Health - Analyze how inter personal communication affects relationships.



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

- 1 List five decisions that you and others make each day.
- 2 Explain the value of seeking input to aid in one's decision making.
- 3 Define influence and describe four sources of influence on one's decisions.



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Time. Instruction time for this lesson: 50 minutes.



Resources.

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Markers
- ✓ Overhead Projector
- ✓ Transparencies HS.20.TM.A–C
- ✓ Pens
- ✓ Paper: blank, white
- ✓ Student Notebooks
- ✓ Writing Surface
- ✓ Character Cards, HS.20.AS.A—one per group of five students
- ✓ HS.20.Assess—one per student



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

- ▶ Influence



Interest Approach

Create a story-telling atmosphere for students by softening the volume and intensity of your voice. Share the following scenario to the students:



Close your eyes, and think quietly as we set the following scene in our mind. Imagine you are the student body president. You are working with a group of peers to plan the theme for the annual homecoming dance. Some students on the committee want the theme to be tropical; others are interested in a western inspired theme. The committee has voted and arrived at a tie. Each member is convinced their choice for the theme is the best and no one is willing to use the other. The final decision rests with you. Let's take a moment to mentally design how to arrive at that decision. Let's share our plan, with the person sitting directly next to us, for the next few moments.

After the reactions to the scenario have been discussed, ask the students to respond to the following questions:



Let's examine the effect decisions have on us by taking this activity one step further. How does making decisions help me to grow as a person?

Possible responses: builds self-confidence, builds relationships with others, and allows me to practice critical thinking.



Wow, those were great answers. Now, let's answer the question "What resources contribute to my decision making process?"

Possible responses: outside information, friends, and trusted mentors.





All of us should challenge ourselves to be engaged learners, as we analyze together how our decisions are shaped by the opinions of others. We can accomplish this by being honest with each other, and ourselves and by making the commitment to grow in a positive direction. Today, we start heading in that direction.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List five decisions that you and others make each day.



Drawing on the information we gained from our previous discussion, be reflective thinkers and identify decisions we make each day.

Distribute blank sheets of paper and markers to assist students in completing the activity. Use a modified Hieroglyphics Moment strategy to get students to brainstorm the decisions they make daily. Students will:



Work independently on the paper provided.
Draw five icons to represent decisions you make during a typical school day.
We have two minutes to complete this activity. Be prepared to share.

Use Me-you-us Moment to process student responses. Have students capture the following content in their notebooks and show HS.20.TM.A.

I. Possible Daily Decisions

- A. Getting out of bed in the morning
- B. Laying out an outfit to wear
- C. Types of friends to spend time with
- D. Abiding by rules-school, family, community
- E. Doing my best at various tasks

Have students answer the following questions when called upon:

Which decisions do I make by myself?



Which ones required me to use outside contributions in order to make a decision?
How does making these decisions help me to grow as a person?

You all have such wonderful thoughts. Keep the amazing ideas flowing, as we examine why seeking counsel is vital to making good decisions.



Objective 2. Explain the value of seeking input to aid in decision-making.



As we discussed a few moments ago, we make a variety of decisions each day. Many of them are minor and do not have a great affect on others. However, there are times when the decisions we make require the help and opinion of others. This assistance enables us to arrive at a solid result. Be thoughtful participants as we analyze how valuable others can be with regard to the decisions we make.

Have students capture the following content in their notebooks and show HS.20.TM.B.

II. Potential Value of Seeking Input:

- A. Provides a greater informational base to draw from
- B. Polls the group's opinion
- C. To gain greater insight into the needs of others
- D. Provides clarity of one's knowledge and opinion
- E. Arrive at a more richly based decision

Use Marcel Marceau Moment strategy to engage student learning. Allow students six minutes to complete the activity. Call on all students to share their motion simultaneously, when the teacher calls for the specific motion to be performed.



I am so impressed by your creativity and obvious ability to give your all to a task. Look inward with an examining eye, as we discover the effect other people have on our decisions.

Objective 3. Define influence and describe four sources of influence on one's decisions.



It is apparent the value of our decisions increases through the incorporation of others' ideas and information. To better understand how we utilize outside opinions, we must understand influence.

Divide the students into groups of four. Pass out one set of Character Cards to each student group, HS.20.AS.A. Give the following directions. Check with each group as they begin their discussions. Call on students and invite them to share their decisions in turn.



Think back to the scenario at the beginning class. As the president of the ASB, you have been placed in a situation where your decision will affect the entire student body.

Read the card in I have prepared for us. Act out the persona stated on the card. Turn to those students in your group and conduct a discussion to gather information in order to make a decision on the theme for the Homecoming Dance.

Have students capture the following content in their notebooks and show HS.20.TM.C.



III. **Influence:** the power of one over another.

A. Potential Sources of Influence:

1. Friends
2. Family
3. Teachers
4. Society

B. Growth is partly based on one's source of influence.



Look closely at how others influence our decisions.

Use the Eye Witness News Moment strategy to encourage students to dig deep regarding the following questions:

Who do you turn to for advice?

What is influence?

Call on two to three students to check for understanding.



Who or what influences us?

We are fortunate to have so many people around us who we can turn to in our time of need. We have brainstormed a list of our daily decisions, looked at why counsel is critical to making some decisions and examined how the opinion of others can impact those decisions. We have been busy learners! Turn to your notebooks and reflect on our discussion.



Review/Summary

Have students answer the following question in their notebooks:



Considering today's discussion, take 45 seconds for each question I am about to ask and record responses in your notebook: "What decisions do I make on a daily basis?" "Wait 45 seconds have I learned about how my decisions reflect the opinion of others?" "Why should I consult others to make my decisions?" "Who influences my decisions?" Use a Cartographer Moment and have students draw a map of how to appropriately make a decision about the theme of the homecoming dance.



It is so important to understand how others affect our decisions. Take 5 minutes and draw a roadmap of how you would break the homecoming theme tie. Be prepared to share your map with others.

After one minute, draw your map on the writing surface.

Ask the students to share their map with a neighbor and if their neighbor's map is different than their own, encourage students to share their roadmap ideas with each other before completing the map and inserting the map in their notebooks. Ask a few students to share their maps.



We have important decisions to make every day. Those decisions are influenced by many people and by many things. How we make those decisions can make all the difference. For the remainder of this course, let's be sure to make careful and informed decisions since they are so influential.



Application

►Extended Classroom Activity:

Have students create a list of the decisions they make over the next two days. Evaluate those decisions by distinguishing between those made independently and those made with outside influence. Write a paragraph explaining the value of both types of influence on the quality of decision made.

►FFA Activity:

Encourage students to get involved with a chapter committee to practice the decision-making techniques captured from the lesson.



SAE Activity:

Have students think about a decision they have made in their SAE. Describe the process they went through to arrive at the result. State the factors present in arriving at the decision and if the result was satisfactory. Describe other avenues that could have made the experience more successful.

Evaluation

HS.20.Assess

Answers to Assessment:

Part One: True or False

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

Part Two: Short Answer

6. Two of the following:
 - Getting out of bed in the morning
 - Lining out an outfit to wear
 - Types of friends to spend time with
 - Abiding by rules
 - Doing my best at various tasks
7. Any two appropriate answers, suggested responses follow:
 - Whom to date
 - Which college/university they may want to apply to
 - Which courses to take to graduate
 - Which activities to participate in



MY DECISIONS AND THE OPINIONS OF OTHERS

►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. Influence is the power of one over another.
- _____ 2. Teachers can be a source of influence.
- _____ 3. Growth is based solely on one’s source of influence.
- _____ 4. Seeking input on your decisions can equal a greater result.
- _____ 5. Counsel may improve the clarity of your understanding of an issue.

►Part Two: Short Answer

6. List two decisions you make by yourself each day.
7. List two decisions you will make in the future with the input of others and describe how they will assist you in making that decision.



POSSIBLE DAILY DECISIONS

- ◆ **Getting out of bed in the morning**
- ◆ **Choosing an outfit to wear**
- ◆ **Types of friends to spend time with**
- ◆ **Abiding by rules—school, family, community**
- ◆ **Doing my best at various tasks**



POTENTIAL VALUE OF SEEKING INPUT

- ◆ Provides a greater informational base to draw from
- ◆ Polls the group's opinion
- ◆ Gains greater insight into the needs of others
- ◆ Provides clarity of one's knowledge and opinion
- ◆ Arrives at a more richly based decision



INFLUENCE

- ◆ **Influence: the power of one over another.**
- ◆ **Potential Sources of Influence:**
 - Friends
 - Family
 - Teachers
 - Society
- ◆ **Growth is partly based on one's source of influence.**



►ASB President

You are the student body president. You were elected by the eight hundred students in the high school to make decisions based upon their needs and desires. At the student council meeting, the class representatives voted and found themselves in a tie regarding the decision to select the homecoming dance theme; tropical or western. You know the homecoming dance is an extremely important time for the school and community. Any decision you make affects many people. Because you are in complete doubt about what the best decision is, consult with the other representatives in your group to see what their classes think.

►Senior Class President

You are the senior class president. You lead the smallest class on campus, just over one hundred high school seniors. As the eldest members of the student body, your constituents believe they should be the decision makers for the dance. You have put in four years at the high school and truly believe homecoming belongs to you. You are set on the idea that the dance's theme should be tropical. You also realize you need to convey your thoughts to the ASB President in an effort to get your decision made.

►Junior Class President

You are the junior class president. You lead the members of the school who are in their third year of high school. You have been around for quite a while and have seen many of the decisions made in your favor and out of it. You know the best theme for your school's dance is to have a western inspired theme to high light the farming and ranching done in your neighborhood. You believe this homecoming theme would be the perfect tribute to your community.

►Sophomore Class President

You lead the largest class on campus and have a very definite opinion about the homecoming dance theme. You too believe the dance should be tropical. Your justification for the theme is one of doing something different. You believe the school always does the same boring thing, no matter the situation. In an effort to add some pizzazz to the homecoming celebration, you feel it is in the best interest of all students to draw in the atmosphere of another part of the world. You also believe this theme would be a great tribute to the senior class as they prepare to enter the world.

►Freshman Class President

You are the president of the newest students on campus. You have the second largest class on campus but your constituents are not very vocal. Despite the lack of school spirit, you gave a survey to your class and found that most of the students wish to have a western inspired theme because they have a lot of decorations and materials to transform the school gymnasium into the "old west." One student even volunteered to bring in some horses to set up a petting zoo at the entrance to the dance.

