

Loyalty and Cooperation

Wednesday, November 4

Lesson will be based on the Loyalty and Cooperation Video. Lesson plan can be found in the “DVD – Video Lessons” file page 7 (page 9 of 20 in the file). The plan is included below with topics for further discussion. It is recommended you have the student mentor lead off with an icebreaker from the earlier lists to loosen the group up. Remember, the goal is also to have the students leading most of the discussion below.

Definitions:

Loyalty – Be true to yourself and to those who depend on you.

Cooperation – Be more interested in finding the best way, not in having it your way.

Preview: Before watching the video, ask students the following questions:

1. What does loyalty mean to you- and how can you show it?
2. What does it mean to cooperate and why is it important?
3. What does the expression “I’ve got your back?” mean to you?
4. Why are loyalty and cooperation important traits to develop for a career?

Time Out: At different points in the video, press pause and ask students the following questions:

1. In John’s words, what does it mean to be loyal and cooperative?
2. John says that loyalty is part of the job and life of being a firefighter. Could a person be a firefighter and not be loyal? Why or why not?
3. John Sandoval lists several ways that firefighters show loyalty. Write down as many examples as you can.
4. Cooperation is a very important part of a firefighter’s job. List specific consequences of what would happen if firefighters did not cooperate in an emergency situation.

Post-Show: After watching the video, ask students the following questions:

1. What is the “pay-off” for being loyal to someone or something?
2. Firefighters live one-third of their lives at the fire station. When you work, you will spend a lot of time at your job, too. Why would you want to be loyal to and cooperate with the people you work with?

More discussion: Use the case studies below to continue a discussion on loyalty after the video.

Jim has won a part in the church play and committed himself to be at practices on Tuesday and Thursday nights. He is studying with a friend, loses track of time, and misses a key practice. Who is affected?

Have the group try to think of how this one thing may have an effect on many. Some examples might be: Others in the play, who can’t rehearse their lines without his. The director, who has to shift things around. Possibly others, if the rehearsal needs to be rescheduled and affects others who have made previous plans. Ultimately the audience who may see a less professional play.

How do we deal with making decisions when we have pledged our loyalty to more than one person/group.

Consider the scenario above. Suppose now there is a special rehearsal that is called to make up for the one that couldn't happen because of your mistake. It is scheduled for a night that you have made plans with your best friends to go to a concert. What do you do?

What would you do if it was rescheduled for a night that you are scheduled to work and your shift can't be rescheduled?

Suppose the rehearsal was rescheduled for a night that your family always goes to grandma's for family dinner night. What would you do?

Pyramid in Action: Before dismissing class, have students create a goal:

Being a loyal and cooperative person takes a lot of effort-but the pay-off is huge. Choose one aspect of your life, such as home, school, or your after-school job and create a specific goal to show more loyalty and cooperation with the people in that place.