

Let's be Supportive

Choosing a Side and Supporting It: Reason over Emotion

Skill Level

Intermediate, 6-8 grade

Learner Outcomes

The learner will be able to:

- Use reason and logic to articulate their views
- Collaborate effectively with classmates to arrive at group decisions
- Value the importance of using logic and reason when making decision

Educational Standard(s) Supported

6.L.VAU.5

6.SL.CC.1

7.L.VAU.5

7.SL.CC.1

8.L.VAU.5

8.SL.CC.1

Success Indicator

Learners will be successful if they:

- Employ logic and reasoning to make decision
- Reach a consensus among group members

Time Needed

45 Minutes

Materials List

Student Handout

Introduction to Content

Having an opinion is one thing, being able to support that opinion with reason over emotion is another. In this lesson, students are allowed to explore this process in a controlled environment where they are free to make mistakes and learn from their mistakes.

Introduction to Methodology

This lesson begins by having students respond to 8 semi-open ended questions. Students then work in groups to explain their process for selecting their answer and work with group members to reach a group consensus. Students then apply their new decision making process as it applies to a 4-H question.

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Terms and Concepts Introduction

Logic-A proper or reasonable way of thinking about or understanding something

Reasoning- The process of thinking about something in a logical way in order to form a conclusion or judgment

Emotion Reasoning- when a person believes that what he or she is feeling is true regardless of the evidence.

Setting the Stage and Opening Questions

Say to the students, **“Everyone has an opinion, but can you convince others? Ever get into a disagreement about your views? Today’s lesson is about reasoning your views and support your ideas logically! By the end of class today, you will be able to use reason and logic to help make a decision, collaborate effectively with your classmates, and value the importance of using logic and reason when making a decision. Before we get started, we are going to establish definitions of logic and reasoning.”**

Lead the class in a discussion to establish definitions of logic and reasoning. Refer to the definitions contained in terms and concepts introductions to help guide this discussion. Once the class has established definitions, write them on the board and refer back to them as needed.

Tips for Engagement

As students are completing their group work, rotate around the classroom to ensure that all students are staying engaged. If you find that students are not engaged, ask those students specific questions to reengage them in the activity.

Experience

Pass out the student handout to each student and say the following, **“Now that you have your handout, you are going to take about 5 minutes to complete this portion of the activity. There are two choices in each set, select the one your favor more. Then your team, which we will assign after this part of the activity, will collaborate and develop four reasons you have made that choice. These supporting reasons MUST be reasonable and logical. Whenever possible use reason over emotion in making your selection. Write your answers in complete sentences using logical reasoning over emotional reasoning, if possible.”**

Allow students time to work though the questions on the handout. Once all students have completed this portion say, **“Now, we are going to form groups and you all are going to debate your responses. Some members of your group may have different answers than you do, and that’s ok! Take this as an opportunity to discuss with your group members and try to reach a consensus among your group.”**

Separate the students into groups of 4 and allow them to discuss the questions in their group and arrive at consensus. For this portion, arriving at consensus for every question is not critical, it is more important that the students have a discussion and try to use logic and reasoning over emotion to make a decision.

Share

After all groups have had time to discuss, call on various groups to share their responses to the questions. Not every group has to respond to each question, but allow as many groups to share their response and reasoning as time allows.

Process

After all groups have shared, ask students to describe the process that was used to help reach consensus among their group members. Ask them to highlight times where a decision had been made using emotion instead of logic and reasoning.

Generalize

Tell students, **“In 4-H, we believe in the power of young people. We see that every child has valuable strengths and real influence to improve the world around us. In your groups, discuss how this belief relates to decision making using the skill of decision making through logic and reason.”**

Allow students time to discuss this concept in their groups.

Apply

Ask students to share what they discussed in the last portion of the lesson. Have them share specific examples of how logical decision making is a part of this belief.

As a closing activity, have students create a hashtag (#) related to logical decision making. Ask students to share their hashtags with the class.

Life Skill(s) from TIPPs for 4-H

6th Grade

Identify/clearly define a problem or situation (Head, Thinking)
Send and receive information using speech, writing, gestures, and artistic expression (Heart, Relating)

7th Grade

Use processes such as self-monitoring to help ensure information is retained (Head, Thinking)
Consider the total situation when viewing a project (Head, Managing)

8th Grade

Communicate effectively (Hands, Working)
Have positive experiences with those who are different from oneself (Heart, Relating)

Supplemental Information

Educational Standards Met

6th Grade

6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on other's ideas and expressing their own ideas clearly.

7th Grade

7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on other's ideas and expressing their own ideas clearly.

8th Grade

8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on other's ideas and expressing their own ideas clearly.



Tennessee 4-H Youth Development



In the space below, respond in a complete sentence to the question.

1. Which is the better season in your town—Winter or Summer?

2. Which sport is more physically demanding—Soccer or American Football?

3. Which is better to have—Health or Wealth?

4. Who should be paid more—A Surgeon or a Professional Athlete?

5. Which hobby is more rewarding—Reading or Singing?

6. Which sport is more dangerous—Auto racing or Skydiving?

7. Where should more money be spent in research—Air Pollution or Water Pollution?

8. Who has the more difficult job in a school—Cafeteria Staff or Custodian?

In the space below, write your newly created hashtag related to logical decision making.

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