



Lesson Plan

“3 Great Enemies of Growth & Happiness”

Created: 02/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify enemies/obstacles to his/her dreams and goals.
2. Understand that even people who seem very different also share many similarities.
3. Develop a plan to overcome obstacles.

TIME REQUIRED: 30-45 minutes (depending on if the video has been watched in advance and number of activities chosen)

RESOURCES:

1. FFA.org
2. Video: “3 Enemies to Our Personal Growth” <http://youtu.be/54sHYi6DRX4>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the worksheets and activities for each student as needed.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01 Premier Leadership: Acquire the skills necessary to positively influence others.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Common Core- Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Social and Cross-cultural Skills
- Think Creatively

LESSON PLAN:

1. Choose to do any or all of the following activities.
2. *Video:* Show the video “3 Great Enemies of Growth & Happiness” in class or have students watch it on their own.
3. *Review and Apply:* Have students complete the worksheet “3 Great Enemies of Growth & Happiness.”
 - a. Students can complete the worksheet as they watch the video or after it is over.
 - b. Students could share some of the things they have put into their worksheet, but since some of the content will be unique to the student and perhaps quite personal, use caution and consider the class dynamic before doing this.
4. *Activity:* Pass out copies of “The Herman Grid.”
 - a. Ask students to share their first impression of this image. Ask if they see gray dots in the white spaces.
 - b. *Activity adapted from “Diversity Activities for Youth and Adults” by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension.*
5. *Activity Discussion:* are the gray dots really there?

- a. No, they are not. It's a trick of the mind.
 - b. Have there been other times where your mind has played a trick on you and you thought you saw something that wasn't actually there?
 - c. Have you ever thought you knew how someone perceived you, and then later found out that you were completely wrong?
 - d. Is it possible that how we *imagine* what people think about us affects how we act or if we allow **division** to cause us to **delay** or have **doubt**?
6. *Activity:* Give each student one of the proverbs or old sayings from the "Proverbs" sheet.
- a. When each student has one card, have them move around the room to find the person who has a card with a similar proverb on it. They should stand together.
 - b. For each set of partners, one person should have a proverb from the United States and the other person should have a saying from another country.
 - c. Ask each pair to read their proverbs to the group. The person with the proverb NOT from the United States should go first.
 - d. *Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension*
7. *Activity Follow-up:* Discuss how this shows that while we all have differences we have similarities too. Discuss how the proverbs from other places made sense as soon as the United States saying was compared to it.
- a. Bring discussion back to the idea that just because we feel different doesn't mean that no one else gets us. We shouldn't let our doubts and feelings of being different or misunderstood stand in our way of achieving what we want to achieve.

NAME: _____

3 Great Enemies of Growth & Happiness Video

DIRECTIONS:

Discover what the 3 enemies are and write them in the blanks on the rocks. Then determine how you can overcome each of these enemies to reach your goal.

What is the dream that I can't seem to reach?

MY DREAM

How can I overcome _____?

Enemy #3:

How can I overcome _____?

Enemy #2:

How can I overcome _____?

Enemy #1:

My name is _____.

I need to figure out why I can't achieve my big dream.

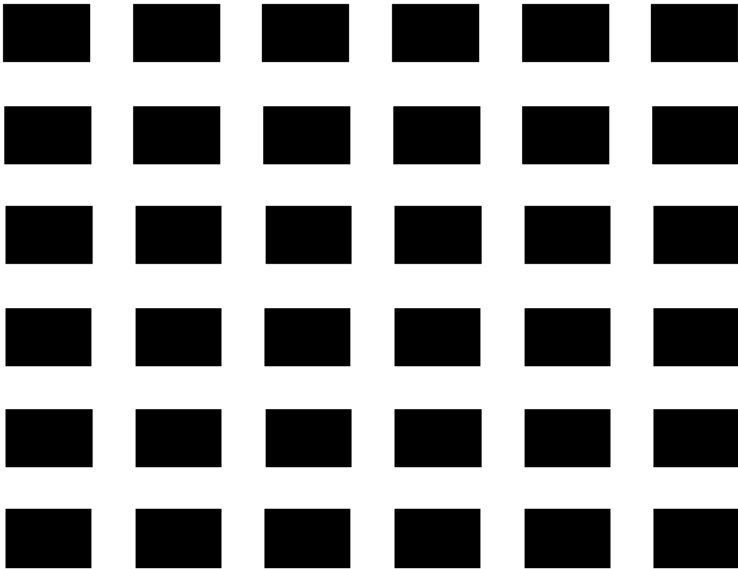
Start Here!

Aligned to the following standards:
CS.01; CCSS.ELA-Literacy.SL.9-10.1.C;
MP3

The Hermann Grid

DIRECTIONS:

Look at the squares and describe what you see in the intersections of the white lines.

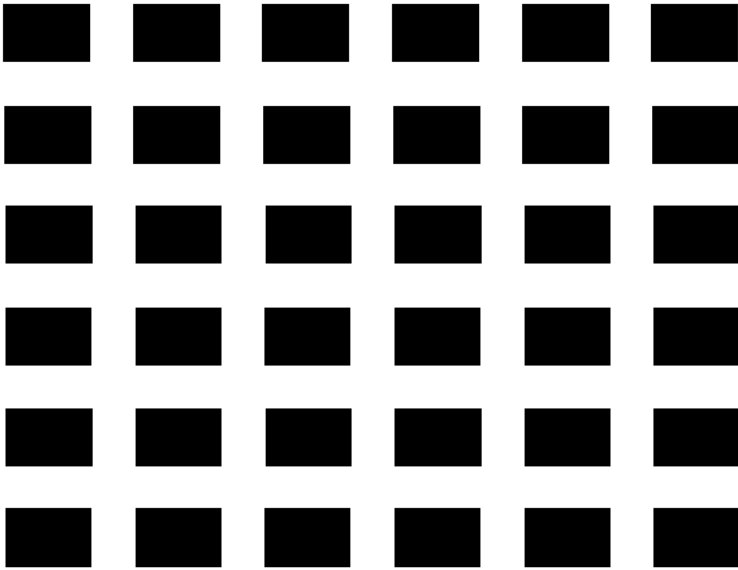


Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension

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Proverbs

TEACHER DIRECTIONS:

Cut the proverbs out and mix them all together. Hand these out to students so that each student has one proverb. The goal is for students to find the matching proverb. The key for matching the proverbs is provided on the "Proverbs Matching Key."

He makes a wine cellar from one raisin. (Lebanon)

He makes a mountain out of a mole-hill. (USA)

Even a tiger will appear if you talk about him. (Korea)

Speak of the devil and he will appear. (USA)

You can force a man to shut his eyes, but you can't make him sleep. (Denmark)

You can lead a horse to water, but you can't make him drink. (USA)

A little in your own pocket is better than much in another's purse. (Spain)

One bird in the hand is better than two in the bush. (USA)

If you climb up a tree, you must climb down that same tree. (Ghana)

Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension

What goes up must come down. (USA)

From the rain into the gutter. (Germany)

From the frying pain into the fire. (USA)

My house burned down, but it was a relief the bedbugs died. (Korea)

Every cloud has a silver lining. (USA)

He who is not in sight is not in the mind. (Tanzania)

Out of sight, out of mind. (USA)

Two captains sink the ship. (Japan)

Too many cooks spoil the soup. (USA)

By trying often, the monkey learns to jump from the tree. (Zaire)

If at first you don't succeed, try, try again. (USA)

Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension

A person that arrives early to the spring never gets dirty drinking water. (Zaire)

The early bird gets the worm. (USA)

I will not cry over a mishap and injure my eyes. (Tanzania)

It is no use to cry over spilt milk. (USA)

Trust in God, but tie your camel. (Iran)

God helps those who help themselves. (USA)

Where something is thin, that's where it tears. (Russia)

A chain is only as strong as its weakest link. (USA)

Not everyone who has a cowl on is a monk. (Russia)

Don't judge a book by its cover. (USA)

Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension

As you cooked the porridge, so must you eat it. (Russia)

As you sow, so shall you reap. (USA)

Activity adapted from "Diversity Activities for Youth and Adults" by Penn State College of Agricultural Sciences: Agricultural Research and Cooperative Extension

Proverbs Matching Key

TEACHER DIRECTIONS:

The correct matching of the proverbs is shown below (1 from the United States and 1 from another country)

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