

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.8.1**

Partnerships

Purpose:

The purpose of this lesson is to help students understand the importance of forming partnerships and how to develop strong relationships with the individuals and organizations with whom they share common interests.

Directions:

Provide a partnership example to help students conceptualize the definition of partnerships.

1. Before students enter the classroom, write the word “partner” on the writing surface.
 - a. Once class has started, ask students what they think the word “partner” means as it relates to their organization (i.e. FFA). Explain that, when discussing organizations, partners are people or groups that share some common goals or objectives.
2. Describe a partnership example.
 - a. Imagine the local FFA chapter has a goal to enhance the local recreation areas and the local Rotary club has a similar goal.
 - b. The Rotary club has funds available to purchase landscaping materials and lumber to build picnic tables. They do not have the human resources to carry out the tasks or the funds to pay for labor.
 - c. The FFA chapter has the human resources (“people power”) to install the landscape and build the picnic tables.
 - d. Both groups “win” because the Rotary club does not have to pay for labor and the FFA chapter “wins” because they learn by doing and the project gives them an opportunity to meet their community service

Quick Reference:

Time Required:

60 minutes

(Three 60-minute class sessions with extended thinking activity.)

Objectives:

After completing this lesson, students should be able to:

1. Define partners.
2. Discuss partnerships and how to develop them.
3. Identify potential partners in their school and community.

Materials:

- ✓ Writing surface
- ✓ Writing utensil
- ✓ RNH.8.1.AS.A – one per student
- ✓ RNH.8.1.AS.B – one per student





goal. Additionally, the community “wins” with the enhancements to the local recreation areas.

- e. Another example is an FFA chapter partnering with a local agricultural education organization (i.e., Farm Bureau) to host a farm safety event.
3. Ask students to think about other examples and share with the class.
 4. Allow students to share examples and explain that the possibilities for partnering are endless.

Help students understand the concept of synergy as a value of partnerships.

5. Ask students to consider the benefits of partnerships. Examples include:
 - a. Provide human resources – helpers, expertise, supervision, etc.
 - b. Provide financial resources – funds, equipment, supplies.
 - c. Promote your organization by partners – public relations efforts.
 - d. Provide legislative support – author bills, support pending legislation.
 - e. Provide administrative support – counsel students into the program, give approval for activity involvement.
6. Explain that ultimately what we expect from partnerships is to benefit from the strengths, talents, and resources of those around us. What partners are able to achieve together is far greater than the sum of what they could achieve individually.
 - a. We call this *synergy*—the concept that the outcome of partnerships is greater than the outcomes of individuals working separately toward the same goal.

Guide students through the process of identifying partners and how to develop partnerships.

7. Identify potential partners for agricultural education and FFA chapters. Ideas include:
 - a. Guidance counselors
 - b. Principals and superintendents
 - c. Agricultural industry people
 - d. Parents
 - e. Service clubs and other community organizations
 - f. Elementary school teachers
 - g. College groups



8. Discuss what each of these groups has in common with agricultural education (for example, agricultural industry people want well-trained employees and educators want students to be able to find good jobs upon graduation).
9. Distribute RNH.8.1.AS.A, “Potential Partners.” Help students brainstorm ideas for each category and help them decide what the partner may have in common with the student organization (FFA).
10. Explain to students that once partners have been identified, we must understand the wants and needs of both the partner and our organization. We also must consider what we can provide to the partner and what the partner can provide us.
11. For example, the school may be hosting an athletic banquet and may need assistance with the audiovisual program. The FFA chapter may be able to help with the audiovisual aspect of the athletic banquet, while some of the athletes may assist at the FFA banquet as meal servers. In order to accomplish this, members of the banquet committee may set up a meeting with the athletic/activities director to explore the possibilities.
12. Allow students to consider partnership possibilities further; distribute RNH.8.1.AS.B, “Researching the Possibilities.” Help students brainstorm partnerships to look into. The task is to determine who to contact, interview the contact person (either in person or over the phone), to discover shared goals and propose a potential partnership.

Extend thinking about partnerships.

13. If time allows, use the “Partnership Scavenger Hunt” RNH.8.1.AS.C; RNH.8.1.AS.D; RNH.8.1.AS.E to extend thinking about partnerships. Allow two class periods for the activity.

Connection Questions:

1. Why are partnerships important for our organization?
2. How can our organization serve as a partner for other school and community organizations?
3. As an adult, how can you serve as a partner for school and community organizations?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A3. Plan effectively.
- A4. Identify and use resources.

Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.

Awareness

- E1. Address issues important to the community.

Emotional Growth

- K6. Seek appropriate counsel.

LK Lesson Suggestion:



- MS.19 – Creating Positive Impressions in Public
- MS.20 – Understanding Common Etiquette
- MS.33 – Approaching New People
- MS.34 – The Importance of Handshakes and Eye Contact
- MS.54 – Identifying Others to Help
- MS.57 – Finding Opportunities to Make Positive Change
- MS.60 – Planning a Service Project
- HS.51 – The Importance of Building Relationships
- HS.52 – Meeting New People
- HS.53 – Beginning Conversations
- HS.54 – First Impressions
- HS.62 – Collaborative Relationships
- HS.63 – Cooperative Relationships
- HS.89 – Conducting One-on-One Visits
- HS.95 – Identifying Needs and Aligning with Vision
- HS.105 – Involvement in Community
- HS.106 – Involvement in Public Service
- AHS.26 – Mobilizing Others to Action
- AHS.28 – Assessing the Strengths of Others
- AHS.29 – Capitalizing on the Strengths of Others
- AHS.33 – Aligning Activities to Mission and Vision in Groups
- AHS.48 – Developing Partners for Your FFA Chapter



Name: _____

Date: _____

Potential Partners

List three local student organizations. Under each organization, list two items you think your organization may have in common with each potential partner.

- _____
 - _____
 - _____
- _____
 - _____
 - _____
- _____
 - _____
 - _____

List three local community organizations. Under each organization, list two items you think your organization may have in common with each potential partner.

- _____
 - _____
 - _____
- _____
 - _____
 - _____
- _____
 - _____
 - _____



Potential Partners

List three local businesses. Under each business, list two items you think your organization may have in common with each potential partner.

- _____
 - _____
 - _____
- _____
 - _____
 - _____
- _____
 - _____
 - _____



Name: _____

Date: _____

Researching the Possibilities

My potential partner is (list the name, title, group/organization, phone number, address):

The area in which I think we may be able to work together is:

I spoke with _____ on (date) _____ and found out their group/organization's priorities are:

- _____
- _____
- _____
- _____

What areas of common interest did you find between this group/organization and your organization?

What action do you recommend for your organization (chapter) in order to pursue this partnership?



Name: _____

Date: _____

Partnership Scavenger Hunt

Quick Reference:

Time Required:

Two class periods

Materials:

- ✓ Copies of RNH.8.1.AS.D – one per student
- ✓ Copies of RNH.8.1.AS.E – one per student

Teacher Preparation:

Prior to the activity, prepare activity sheets for the students (samples provided). One activity sheet is a student checklist for resources in the school and community, the other is a class scavenger hunt. Create the activity sheets with the needs of the class and structure of the school and community in mind. Contact the people your students will be interacting with during the activity.

Purpose:

The purpose of this activity is to acquaint students with the various resources in their school and community. This activity is for use primarily with groups that are involved in planning and implementing school and community projects.

Directions:

1. At the close of the class session prior to the activity, distribute RNH.8.1.AS.D, “Who’s Who in School and the Community.” Instruct students to answer as many of the questions as possible before the next class session.
2. On day one of the activity, discuss the potential answers for RNH.8.1.AS.D. Help students answer questions where necessary. Take time to remind students about etiquette for introductions (refer to Chapter 5). Have students practice introductions in class in preparation for the scavenger hunt. Provide students with a copy of RNH.8.1.AS.E, “Partnership Scavenger Hunt,” so students know what to expect.
3. Discuss directions for the scavenger hunt provided on the activity sheet. Help students review professional behavior and introduction etiquette.
4. Organize students into teams of two or three; assign a starting point for each team so that no two teams start in the same place.
5. When students are finished with the scavenger hunt, discuss the essential resources of the school and community and their importance for the chapter/organization.



Name: _____

Date: _____

Who's Who in School and the Community

School

1. Who is the school principal?
2. Who is the assistant principal?
3. Who is the principal's administrative assistant?
4. Who is the assistant principal's administrative assistant?
5. Who is the head custodian?
6. Who are the school cooks?
7. Who is the president of the school board?
8. What is the school enrollment?
9. Who is the school media specialist/librarian?
10. Who is the activity director?
11. Who is the athletic director?
12. Who is the guidance counselor?
13. Who is the president of the student government/student council?
14. Who are the head coaches for each of the boys and girls sports?
15. Who are the class advisors?
16. Who are the class officers?
17. What are three other student organizations?
18. Who is the yearbook advisor?
19. Who is the newspaper advisor?
20. Who is the band director?
21. Who is the cheerleader advisor?

Community

1. Who is the mayor?
2. Who are the city council members?
3. Who are the county commissioners/supervisors?
4. Who manages the local chamber of commerce?
5. What are the service clubs in the community (Lions, Rotary, etc.)?
6. Who are the contact people for each of the service clubs?
7. Who are the county fair board members?
8. What are the primary agricultural businesses in the area?



Name: _____

Date: _____

Partnership Scavenger Hunt

Directions: You and your team have the class period to complete this scavenger hunt. It is not a race, but an activity designed to familiarize you with the important people and places on our campus. Remember to conduct yourself professionally in the hallways and utilize what you know about etiquette. You will need extra sheets of paper and a writing utensil. Start with the item your team was assigned and follow the order of places. Return to class with five minutes remaining in the period, even if you are not finished. Have fun!

Introduce yourself to each person you encounter using the etiquette practiced in class.

1. Find the principal's administrative assistant. Discover the procedure for submitting an announcement for the daily bulletin or announcements. Describe the procedure on a separate sheet of paper.
2. Find the activities/athletic director's office. Determine the procedure for placing an FFA activity on the school calendar. Describe the procedure on a separate sheet of paper.
3. Find a custodian. Ask the custodian what the FFA Chapter can do to make hosting events at the school easier for the custodial staff. Describe the custodian's thoughts on a separate sheet of paper.
4. Find a school cook. Ask the cook what her/his favorite meal is to prepare for students. List the menu items on a separate sheet of paper.
5. Find the media specialist/librarian. Ask the media specialist/librarian how the FFA Chapter can utilize the media center/library. List the ideas on a separate sheet of paper. Also ask the media specialist/librarian what book he/she is reading right now. Write the title and author of the book on a separate sheet of paper.
6. Find a guidance counselor. Ask the guidance counselor what post-secondary institutions (colleges and universities) are visiting the school in the near future. List the school names and dates of their scheduled visits on a separate sheet of paper.