



Advanced High School

National FFA Organization

Lesson AHS.28

ASSESSING THE STRENGTHS OF OTHERS

Unit. Stage Three of Development—DO

Problem Area. How Do We Create and Accomplish Our Vision.

Precepts. **A7:** Invest in others by enabling and empowering them.

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Discuss the value of expecting the best from others.
- 2 Identify talents and personalities needed to accomplish a task.
- 3 Describe the theory of multiple intelligences and personality types.



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Time. Instruction time for this lesson: 100 minutes.



Resources

Gardner, H. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.28.TM.A
- ✓ AHS.28.TM.B
- ✓ AHS.28.TM.C
- ✓ AHS.28.TM.D
- ✓ AHS.28.TM.E
- ✓ AHS.28.AS.A
- ✓ AHS.28.AS.B
- ✓ AHS.28.AS.C
- ✓ AHS.28.AS.D
- ✓ AHS.28.AS.E
- ✓ AHS.28.AS.F—one each per student
- ✓ AHS.28.Assess—one per student
- ✓ Blank sheets of paper—two per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Learning styles
- ▶ Multiple intelligences
- ▶ Personality types



Interest Approach

Instruct the students:



Today we will be working individually to assess the strengths of others in the class.

Activity—Pass out AHS.28.AS.A.



To prepare for today's class, we need to think about the strengths of others in this class. Too often, we only look for the weaknesses and faults in others. However, what are the strengths and positive attributes of others in our class. Think about the strengths of others in the class and be ready to share your ideas on the strengths of others when I call on you.





On the sheet that you just received, please fill out the names of all classmates and identify one or two strengths of each person.

Allow students several minutes to complete the teammate assessment of strengths. Upon satisfactory completion of the assessment, ask one or two volunteers to share one strength of each classmate. Congratulate each student on his or her strengths with a power clap, thumbs up, or some other reinforcer.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Discuss the value of expecting the best from others.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.28.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

I. What effect does attitude and expecting the best from followers have on the team.

A. Effects of higher expectations of team performance

1. When leaders expect the best from a team, the team performs at higher levels of excellence and production.
2. Higher group or team production, in turn, encourages even higher levels of expectations from the leaders, more feedback, and greater rewards to the participants.
3. The process repeats itself in an upward spiral of higher expectations and higher performance.

B. Effects of lower expectations on team performance

1. On the contrary, if leaders have low expectations of followers, the followers will perform at sub-par levels, which elicit criticism, negative attitudes, and lowered expectations.
2. This process repeats itself in a downward spiral of negative attitudes, criticism, and lower expectations.

C. People generally perform to the level of expectation

Instruct the students:



Now that we have heard about the strengths of others in the class, we will be learning more about the strengths of others and individual differences that improve the effectiveness of team and organizational functions. Most of the lesson will involve individualized work. This next activity requires you to listen carefully, think creatively, and share your ideas with the class.





When we expect the best from others, we generally receive a high level of commitment, excellence, and production.



How do a leader's expectations of followers affect their production.

Go-with-the-Flow Moment. Students will represent how expectations of others, either higher or lower, affect production and success as a flowchart or diagram that shows the relationships between high or low expectations and output, production, or success.



Draw a diagram that illustrates higher expectations returning higher production and better results.



In your diagram, what happens when leaders expect great production or returns from followers.

Possible answers could include: frustration, satisfaction, and even higher levels of performance



On the contrary, in your diagram, what happens when leaders expect little from followers.

Possible answers could include: lower self-esteem, easy living, and lower production

Allow a few minutes for students to complete this activity.

Alternative Activity.



Instead of diagraming, for this next segment, we will be creating cubes, and no, this class has not become Basket Weaving 101.



We will demonstrate the differences between expectations of followers.



We will divide the class into two teams, the right half and the left half.

Create an atmosphere where one half has higher expectations than the other half.



As I mentioned a moment ago, we will be producing cubes. Select one person on each team to be the quality control manager, or person who monitors the progress and comments of the team.

Use AHS.28.AS.F as the directions for cube building and pass out directions to each team. Allow the teams three minutes to create as many cubes as possible.

Count the number of cubes produced.

Allow the quality control managers to report the teams' progress and comments and compare the teams' outcomes.



Objective 2. Identify talents and personalities needed to accomplish a task.

Instruct the students:



If a leader expects great strengths from others on the team, how does a leader determine what strengths he or she needs in order to accomplish a task. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity. Teach the following material using a Me-You-Us Moment. This strategy creates a comfortable environment that encourages each student to contribute his or her ideas. First, each student thinks about the question and writes down his or her answer, which is the “Me.” Next, students share with one or two others as they compare and modify their answers, which is the “You.” Finally, small groups or individuals share their answers with the entire class, which is the “Us.”



Think about the questions and writes down your answers, which is the “Me.”



Share with one or two others as you compare and modify your answers, which is the “You.”



Finally, small groups or individuals share your answers with the entire class, which is the “Us.”

Use the following dialogue to initiate the activity:



How does a leader identify the tasks needed to accomplish a task.



Before we can ever successfully start a project, we need to know what needs to be done. How can we best capitalize on the strengths of each member of the team.



What questions does a leader need to ask prior to initiating an activity. Develop a list of questions that the leader needs to ask prior to acting.

Allow a few minutes for students to complete this activity.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.28.TM.B, and AHS.28.AS.B and C to facilitate instruction about Objective 2. Relate key terms given in student definitions to the definitions given below.

II. In initiating action to accomplish a task or project, the team should develop a plan of action. The first step of developing the plan of action is to set the goals and direction. Secondly, the team needs to identify the specific talents and skills necessary for the accomplishment of the goals of the activity.

A. Plan of action to determine the strengths necessary to accomplish a task

1. What talents and skills are necessary.
2. What does the team want to accomplish.
3. What knowledge is necessary.
4. What special skills are needed to accomplish the goals.



B. What are the strengths of team members.

1. What talents and skills do members of the team bring to the table.
2. Who is the best organizer.
3. Who possesses critical and essential knowledge for team success.
4. Who can communicate the vision and the goals.
5. Who can facilitate collaboration within the team.
6. Who provides financial and resource management for the activity.
7. What outside experts may be necessary to provide additional resources, talents, knowledge, or skills.

Objective 3. Describe the theory of multiple intelligences and personality types.

Instruct the students:



Think about how people's personalities, skills, and learning styles differ. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity. Teach the following material in a Little Professor Moment. Working in pairs, students take turns teaching the information learned from the teacher.



You will work in pairs, each student taking on either the persona of Einstein or Lincoln.



The students who are Einsteins will listen to the teacher and take appropriate notes.



That student will then teach his or her partner, ensuring that the partner takes notes and learns the key information.



Partners will switch and repeat steps 2 and 3.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.28.TM.C, D, and E and AHS.28.AS.D and E to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

III. Multiple intelligences is a theory that suggests that people have different ways of perceiving and relating to the world around them. Personality types are a way of understanding that some people are introverted and others are extroverted and that some people make decisions based on logical thought and others on feelings. Learning styles is a theory about how people learn and assimilate information. Some people think in random patterns, while others think in methodical patterns, and some people think about abstract ideas, while others think more concretely.

Instruct students:



Einsteins, look over your notes, think about the three points we discussed, and prepare to teach the Lincolns. Ready, set, begin.

Give the students several moments to teach each other, and then ask them to switch roles.



- A. All people are different. Different is just different, not better and not worse. Differences are essential in effective teams. No one person possesses all of the necessary talents, attitudes, skills, or abilities necessary for team success. Successful teams capitalize on the differences in people and build on each individual's specific strengths.

Instruct students:

 Lincolns, look over your notes, think about the points we discussed, and prepare to teach the Einsteins. Ready, set, begin.

Give the students several moments to teach each other, and then ask them to switch roles.

- B. Multiple intelligences include:

1. Some people have strength in languages and communication.
2. Others are strong in reasoning and logic.
3. Certain people have an uncanny ability to visualize and map out ideas in their mind.
4. Athletes and other athletic people possess a bodily and motion intelligence.
5. Artistically and musically talented people understand sounds.
6. Some people develop relationships easily and effectively.
7. Other people are inward looking and understand the spiritual relationships among people and things.

Instruct students:

 Einsteins, look over your notes, think about the points we discussed, and prepare to teach the Lincolns. Ready, set, begin.

Give the students several moments to teach each other, and then ask them to switch roles.

- C. Personality styles include a combination of the first two of the following and the second two:

1. Introverted people are those who think and perceive inside their mind. These people think and plan their actions. They are not stuffy and boring, but calculatedly express themselves.
2. Extroverted people are those who think and perceive outwardly. They express their ideas, shoot from the hip, and are perceived as lively, outgoing people.
3. Thinking people rely on logic to make decisions.
4. Feeling people rely on their instincts and perceptions to make decisions.

Instruct students:

 Lincolns, look over your notes, think about the points we discussed, and prepare to teach the Einsteins. Ready, set, begin.

Give the students several moments to teach each other, and then ask them to switch roles.



D. Learning styles include a combination of the first two of the following and the second two:

1. Concrete thinkers think about realistic, factual, concrete ideas and activities.
2. More abstract thinkers think about theoretical, intangible, vague ideas and activities.
3. Sequential learners assimilate information by following a logical, even numerical, sequence and patterns.
4. Random learners assimilate information by not following patterns, but by visualizing random pieces of an intricate puzzle, then putting them all together at once.

Instruct students:



Einsteins, look over your notes, think about the points we discussed, and prepare to teach the Lincolns. Ready, set, begin.

Give the students several moments to teach each other.



Review/Summary

Instruct the students:



Think about how a leader assesses the strengths of others. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity

Students will be using a blank sheet of paper to assimilate information that they have just gleaned in a Picasso Moment.



On a blank sheet of paper, draw what the new information or concept means to you.

Ask students:



How can you pictorially represent assessing strengths in others. What would be included in the picture.

The Picasso Moment requires students to synthesize information.

Allow students one minute to complete this activity.

At this time pass out AHS.28.Assess.



►Extended Classroom Activity:

Have students assess the strengths of all members of the class and share with the class. Students should write a sentence, phrase, or word that represents a strength of each person in the class. Fashion the seats in the classroom in a horseshoe, and then ask one person to sit in the open end of the horseshoe. All members of the class share a strength with the person in the “hot seat.”

►FFA Activity:

Have students assess the strengths of each member of the chapter FFA officer team.

►SAE Activity:

Have students assess the strengths of each person involved in his or her SAE.

✓ Evaluation

AHS.28.Assess

Answers to Assessment:

Part One: Matching

1. c
2. b
3. a

Part Two: Completion

1. multiple intelligence, personality, learning
2. upward, downward

Part Three: Short Answer

1. Some people have strength in languages and communication. Others are strong in reasoning and logic. Certain people have an uncanny ability to visualize and map out ideas in their mind. Athletes and other athletic people possess a bodily and motion intelligence. Artistically and musically talented people understand sounds. Some people develop relationships easily and effectively. Other people are inward looking and understand the spiritual relationships among people and things.
2. When leaders expect the best from a team, the team performs at higher levels of excellence and production. This instigates higher levels of expectations from the leaders, more feedback, and greater rewards. The process repeats itself in an upward spiral of higher expectations and higher performance.



ASSESSING THE STRENGTHS OF OTHERS

►Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term by the definition.

- a. Learning styles
- b. Multiple intelligences
- c. Personality types

- _____ 1. A way of understanding that some people are introverted and others are extroverted and that some people make decisions based on logical thought and others on their feelings.
- _____ 2. A theory about how people learn and assimilate information
- _____ 3. A theory that suggests that people have different ways of perceiving and relating to the world around them

►Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. In order to effectively assess the strengths of others, a person would take into account each team member's _____, his or her _____ type, and his or her _____ style.
2. High expectations form an _____ spiral, while lower expectations form a _____ spiral.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. Describe the different forms of intelligence.
2. How does a leader's high expectation of followers affect their excellence and production.



LEADER'S EXPECTATION

Even Higher Production / Excellence



Higher Production / Excellence



Higher Expectations



High Production / Excellence



High Expectations



QUESTIONS ABOUT ASSESSMENT OF OTHERS

What talents and skills are necessary.

- ◆ What does the team want to accomplish.
- ◆ What knowledge is necessary.
- ◆ What special skills are needed to accomplish the goals.

What talents and skills do members of the team bring to the table.

- ◆ Who is the best organizer.
- ◆ Who possesses critical and essential knowledge for team success.
- ◆ Who can communicate the vision and the goals.
- ◆ Who can facilitate collaboration within the team.
- ◆ Who provides financial and resource management for the activity.
- ◆ What outside experts may be necessary to provide additional resources, talents, knowledge, or skills.



MULTIPLE INTELLIGENCES

- ◆ **Languages and communication**
- ◆ **Reasoning and logic**
- ◆ **Visualize and map out ideas**
- ◆ **Bodily and motion**
- ◆ **Artistic and musical**
- ◆ **Relationships**
- ◆ **Inward-looking and spirituality**



PERSONALITY TYPES

◆ **Introverted—think and perceive inside their mind**

◆ **Extroverted people—think and perceive outwardly**

◆ **Thinking people—rely on logic to make decisions**

◆ **Feeling people—rely on their instincts and perceptions to make decisions**



LEARNING STYLES

- ◆ **Concrete thinkers—realistic, factual, concrete ideas and activities**
- ◆ **Abstract thinkers—theoretical, intangible, vague ideas and activities**
- ◆ **Sequential learners—assimilate information by following a logical, even numerical, sequence and patterns**
- ◆ **Random learners—assimilate information by not following patterns, but by visualizing random pieces of an intricate puzzle, then putting them all together at once**



ASSESSING THE STRENGTHS OF OTHERS

Directions: On the chart below, please identify all of your classmates and identify one key strength or attribute of each person that would be beneficial when working on a project as a team.

Teammate	Strengths or Attributes
1.	A. B.
2.	A. B.
3.	A. B.
4.	A. B.
5.	A. B.
6.	A. B.
7.	A. B.
8.	A. B.
9.	A. B.
10.	A. B.
11.	A. B.
12.	A. B.



Teammate	Strengths or Attributes
13.	A. B.
14.	A. B.
15.	A. B.
16.	A. B.



ASSESSING THE STRENGTHS OF OTHERS

II. The first step of developing the plan of action is to set the _____ and direction. Secondly, the team needs to identify the specific talents and skills necessary for the accomplishment of the goals of the activity.

A. Plan of action to determine the strengths necessary to accomplish a _____

1. What _____ and skills are necessary.
2. What does the team want to _____.
3. What _____ is necessary.
4. What special skills are needed to accomplish the goals.

B. What are the _____ of team members.

1. What talents and skills do members of the team bring to the table.
2. Who is the best _____.
3. Who possesses _____ and _____ knowledge for team success.
4. Who can _____ the vision and the goals.
5. Who can facilitate _____ within the team.
6. Who provides financial and resource management for the activity.
7. What outside _____ may be necessary to provide additional resources, talents, knowledge, or skills.



ANSWERS TO—AHS.28.AS.B

II. The first step of developing the plan of action is to set the goals and direction. Secondly, the team needs to identify the specific talents and skills necessary for the accomplishment of the goals of the activity.

A. Plan of action to determine the strengths necessary to accomplish a task

1. What talents and skills are necessary.
2. What does the team want to accomplish.
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1. What talents and skills do members of the team bring to the table.
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7. What outside experts may be necessary to provide additional resources, talents, knowledge, or skills.



MULTIPLE INTELLIGENCES, PERSONALITY TYPES, AND LEARNING STYLES

- III. Multiple intelligences is a theory that suggests that people have different ways of _____ and relating to the world around them. Personality types are a way of understanding that some people are _____ and others are extroverted and that some people make decisions based on logical thought and others _____.
- Learning styles is a theory about how people learn and _____ information. Some people think in random patterns, while others think in methodical patterns, and some people think about abstract ideas, while others think more concretely.
- A. All people are different. Different is just _____, not better and not worse. Differences are _____ in effective teams. No one person possesses all of the necessary talents, attitudes, skills, or abilities necessary for team success. Successful teams capitalize on the differences in people and build on each individual's specific strengths.
- B. Multiple intelligences include:
1. Some people have strength in _____ and communication.
 2. Other people are strong in reasoning and logic.
 3. Certain people have an uncanny ability to _____ and map out ideas in their mind.
 4. Athletes and other athletic people possess a bodily and _____ intelligence.
 5. Artistically and musically talented people understand sounds.
 6. Some people develop _____ easily and effectively.
 7. Other people are inward looking and understand the _____ among people and things.
- C. Personality styles include a combination of the first two of the following and the second two:
1. Introverted people are those who think and perceive _____ their minds. These people think and plan their actions. They are not stuffy and boring, but _____ express themselves.
 2. Extroverted people are those who think and perceive _____. They express their ideas, shoot from the hip, and are perceived as lively, outgoing people.
 3. Thinking people rely on _____ to make decisions.
 4. Feeling people rely on their _____ and _____ to make decisions.



D. Learning styles include a combination of the first two of the following and the second two:

1. Concrete thinkers think about _____, _____, concrete ideas and activities.
2. More abstract thinkers think about _____, _____, vague ideas and activities.
3. Sequential learners assimilate information by following a logical, even _____, sequence and patterns.
4. Random learners assimilate information by not following patterns, rather by visualizing _____ of an intricate puzzle, then putting them all together at once.



ANSWERS TO AHS.28.AS.D

III. Multiple intelligences is a theory that suggest that people have different ways of perceiving and relating to the world around them. Personality types are a way of understanding that some people are introverted and others are extroverted and that some people make decisions based on logical thought and others on their feelings. Learning styles is a theory about how people learn and assimilate information. Some people think in random patterns, while others think in methodical patterns, and some people think about abstract ideas, while others think more concretely.

A. All people are different. Different is just different, not better and not worse. Differences are essential in effective teams. No one person possesses all of the necessary talents, attitudes, skills, or abilities necessary for team success. Successful teams capitalize on the differences in people and build on each individual's specific strengths.

B. Multiple intelligences include:

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CUBE BUILDING DIRECTIONS

1. Fold 8.5 x 11 paper into halves width-wise, then into fourths width-wise, as if you were folding the paper to place in an envelope. Tear the paper into fourths so that you have four strips 8.5" x 2.5".
2. Fold all four of these strips into thirds.
3. Form a cube with those four strips, making a basket, like a strawberry basket with no handle.
4. Staple the paper into place.

