



Lesson AHS.37

TEACHING OTHERS

Unit. Stage Four of Development—Serve

Problem Area. How Do I Grow Others and Contribute to Society?

Precepts. **A7:** Invest in Others by Enabling and Empowering Them

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Assess an empowering and enabling teaching plan.
- 2 Present an empowering and enabling teaching plan.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Johnson, Constance, and Spencer Johnson, “The One Minute Teacher: How to Teach Others to Teach Themselves,” New York, New York, William Morrow & Co., 1988.
National FFA Organization’s “Essential Learnings” materials, 2003.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.37.TM.A
- ✓ AHS.37.AS.A—three per student

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

There are no key terms in this lesson.



Interest Approach

Set-up—Explain that today they will have the opportunity to teach the plans they created in the prior lesson. Refer back to the two parts of effective teaching.



Refresh my memory on what the two keys to effective teaching are that we discussed in the prior lesson.

Response: enable and empower

 To make sure that you are ready to enable and empower your students, we need to get you in the mindset of a brilliant teacher. Quietly record your answers to each of the following questions.

 Think of the best teacher you have ever had.

 Take 10 seconds to write down why he or she was the best.

Allow a few minutes for students to share their responses.



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 Those are all great ideas and those are the characteristics that I want to see in you as you teach your lessons today.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Assess an empowering and enabling teaching plan.

I. Assessing an empowering and enabling teaching plan

 Now, what are the five steps of the empower and enable teaching model?

This would be a great place to review some of the nursery rhymes from the last lesson if applicable.

Before students can begin teaching they need to understand how they will be evaluating each other. Display AHS.37.TM.A to discuss the descriptors in the rubric. Make sure that everyone understands how to score and total at the bottom. Each step of the process is worth a total of 2 points. The subtotal of points will be multiplied by 10 to give the total lesson score.

Objective 2. Present an empowering and enabling teaching plan.

II. Presenting an empowering and enabling teaching plan.

Divide the students into groups of three. This can be done by taking the total number of students and dividing it by three. Then number the students off up to the product of that division. Students will be using the rubric on AHS.37.AS.A. Provide each student with at least three copies of the activity sheet. They will be scoring two students and themselves.



Students, divide into groups of three.

Once the students have assembled in their groups, provide the following instructions:



Take out the lesson plan that you developed yesterday.

Allow a few seconds for this.



Good teaching requires good students. Today we will all be supportive and respecting students to ensure a positive experience for all.



During the lesson, the teacher will be standing and the students sitting, unless otherwise instructed by the teacher.

 Teaching order will be determined by your birthday order beginning in January. Take 20 seconds to determine your teaching order.

 Each teacher will have 10 minutes to teach others in the group all of the steps in their lesson.

 At the end of 10 minutes, teachers and students will have two minutes to score the lesson using the rubric, AHS.37.AS.A, we just discussed. There should be no talking during the scoring. When scoring is complete, the evaluators need to be ready with one compliment for the teacher. After those compliments are shared, I will signal you to rotate to the next teacher.

 If your group finishes early, proceed with the scoring and wait quietly until all groups have finished.

 What can I clarify? The first teacher may begin.

Circulate around the room to ensure a supportive atmosphere. Rotate through two more 10 minute rounds.

When all students have taught, ask for all of the completed score sheets to be brought to the front of the classroom.

Review/Summary

Use a Picasso Moment to have students share one thing they learned about themselves during this teaching exercise.

 Draw one thing that represents something you learned about yourself during the teaching exercise.

Ask for volunteers to share their drawing.

Challenge them to always be on the lookout for an opportunity to teach!

Application

Extended Classroom Activity:

Have students create and present a lesson to present to a 4-H club or similar group of younger students.

►FFA Activity:

Have students create and present a lesson for the next FFA meeting.



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►SAE Activity:

Have students create and present a lesson on the benefits of their SAE to a class of younger students.

✓ Evaluation

Teaching Plan Evaluation Rubric AHS.37.AS.A

Answers to Assessment:

No Assessment



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AHS.37.TM.A

Teaching Plan Evaluation Rubric for _____

- 1. Encourage—provide value of the learning and confidence to learner—2 points**
2—Clearly defined why I needed to learn this, motivated me to learn, and made me feel confident as a learner
1—Achieved one of the three items above
0—Achieved none of the items above
- 2. Instruct—provide knowledge for success in an engaging way—2 points**
2—Provided knowledge in a clear and engaging method
1—Provided knowledge in a clear but not engaging method
0—Provided knowledge in neither a clear nor engaging manner
- 3. Provide experience—let learner test knowledge or skill in a safe environment—2 points**
2—I had the opportunity to apply new knowledge in a safe, supportive environment.
1—I had the opportunity to apply new knowledge.
0—I did not have the opportunity to test new knowledge.
- 4. Provide guidance or feedback—Recognize success and suggest improvement—2 points**
2—I was praised for successes in the experience and provided specific suggestions for improvement.
1—I was praised or provided specific suggestions for improvement but not both.
0 — Neither praise or suggestions for improvement were discussed.
- 5. Suggest application opportunities for learner to apply knowledge—2 points**
2—The teacher suggested or helped me discover two or more opportunities to apply what I learned.
1—The teacher suggested one opportunity for me to apply what I had learned.
0—No opportunities to apply learning were suggested.

Sub Total: 10 = Total Score



AHS.37.AS.A Name: _____

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