



Advanced High School

National FFA Organization

Lesson AHS.43

IDENTIFYING OTHERS TO GROW AND DEVELOP

Unit. Stage Four of Development—Serve

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

Precepts. **B3:** Develop others.

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 List and model the characteristics of individuals who excel in developing others.
- 2 Explain and utilize the student growth matrix.
- 3 Recommend steps for growth based on need identified by the matrix.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John. *Becoming a Person of Influence*. Nashville, Tennessee: Thomas Nelson, 1997.

National FFA Organization's Essential Learnings materials, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.43.TM.A
- ✓ AHS.43.AS.A—one per student
- ✓ AHS.43.Assess—one per student
- ✓ Playing cards—three per student



Interest Approach

Set-up—Explain that this lesson is about choosing to see the potential in the people around us and knowing what to do once we see it. The interest approach will take students from considering their own growth to thinking about how they can and should be growing others. Using a standard deck of playing cards, shuffle enough cards for each person to have three.



To see how growth occurs in ourselves and others, you are going to have a little card competition.



Each of you will receive three cards. Leave them face down until I say, “Shuffle.”



At that time, you will have 30 seconds to try to get to one of the following combinations: three of a kind or three in a row.



You will change the cards in your hand by asking your classmates individually for the specific card you need.



If someone asks you for a card, you must give it to him or her. He or she must then give you a card.



At the end of 30 seconds, I will say “Call.” That will be your cue to quietly sit down with your new hand.



Are there any questions I can answer. Shuffle.



Count down the final ten seconds and say, “Call.” Then say:



Hold up your cards if you improved your hand.



Hold up your cards if you made it to three of a kind or three in a row.

Explain that each person is dealt a hand in life. By learning from others and developing ourselves through participation in FFA and other activities, we build on that hand. We learn what we need and we go after it. While we are developing ourselves, we can and should also be developing others who may not know what they need. To show this, divide the room in half and let them know that for the second half of this competition, they will be working in two teams.



Your team now has the task of trying to have the highest number of winning hands.



The process for trading will be a little different. You can work as a group in any way you wish to put together as many winning hands as possible.



“Shuffle” and “call” will again be the signs for the beginning and end of the 30 seconds.



Questions. Shuffle.

Count down the final ten seconds and say “Call.” Then say:



Stand if you have three of a kind or three in a row.



What group had the highest number of winning hands.

Measure success of each group. Direct next question to the group with the highest number of winning hands.



What helped you get the highest number of winning hands.

Expected response: we had the right cards; we helped each other figure out what we needed



What would have made the process easier for both groups.

Expected response: knowing what everyone needed and having all of the cards to complete their hand

Summarize by explaining that within FFA all of the cards exist for every member to be developed. But just like with the card game, it may be tough to see what card each individual needs. So they will need to learn to look for what that person needs. That is what today is all about. Learning to read the hands of others in order to help them grow and succeed!

To identify others to grow and develop, we will need to check our vision to make sure that we are ready to see their potential. Then we will decide if others need to be enabled or empowered and plan for their development based on need.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and model the characteristics of individuals who excel in developing others.

The first step in this process is to make sure the students have what it takes to identify the potential in others. It will require a vision check to make sure they are looking for the best in others. For this activity, they will be using AHS.43.AS.A.

Pass out AHS.43.AS.A.



To make sure you will be able to see the potential in the people around you, we need to take a Royal Vision Check.



Your activity sheet lists four ways that your vision might be impaired as you see others.



Your task is to consider each statement and then relate it to a jack, queen, king, or ace. Your report will include a brief description of why that impairment fits that card and a way to get past that impairment.



You will be working in groups of four for this project. Each person in your group will present one of the answers.



Ten minutes will be allowed for you to work.



Any questions. Begin.

Provide time updates at five minutes and again at one minute. At the conclusion of the ten minutes, ask for a team that wants to volunteer to go first. Remind them that they will need to include in their notes the ways to get past these vision-limiting factors. While each team shares, write their responses and suggestions on the writing surface or AHS.43.TM.A.

Display AHS.43.TM.A.

I. Limiting factors

- A. Comparing and competing
- B. Lack of understanding
- C. Viewing their future through your goals
- D. Focusing on their limitations



Objective 2. Explain and utilize the student growth matrix.

Explain that once we are able to see the potential of others, we need to know what to do with it. That is where the student growth matrix on AHS.43.AS.A becomes valuable. The matrix helps define the growth and development needed.



Take a look at the boxes on your activity sheet.



Write “Empowered” in the blank below the boxes.



On the left side of the boxes write “Enabled.”



Help me remember the difference between empowered and enabled from our lesson a few days ago when you were learning to teach—

AHS.36.Lesson. Looking for: empower—provide the motivation and confidence to apply knowledge; enable—provide with the knowledge needed to succeed



Why would these be important to consider when looking for opportunities to grow and develop others.

Lead to: they define the growth and development needed

Explain the quadrants of the matrix using AHS.43.TM.A, which should still be displayed.

II. Seeing the needs of others

A. Quadrant 1—Low Enabled, Low Empowered

1. Needs knowledge and motivation
2. Characteristics: unsure of ability to help, waits for assignment of specific task

B. Quadrant 2—Low Enabled, High Empowered

1. Needs knowledge
2. Characteristics: asks for responsibility but doesn't always follow through

C. Quadrant 3—High Enabled, Low Empowered

1. Needs motivation
2. Characteristics: doesn't ask for responsibility but completes tasks well

D. Quadrant 4—High Enabled, High Empowered

1. Needs opportunities to apply knowledge and motivation
2. Characteristics: recognized leader who looks for opportunities to create positive change

Use a Case Study Moment to solidify students' understanding of the matrix.



To add a human element to this grid, I need your help to create four case studies that describe a fictional individual who would fit into one of the four quadrants.



You will work in four groups.





Each group will secretly receive one of the four quadrants around which their case study will be based.



You will have ten minutes to complete the study and be ready to present your report.



When you present your case study character, the rest of the class should be able to decide your assigned quadrant.



Are there any questions. Begin.

Go to each of the four groups and in random order assign their quadrant, i.e. 3, 2, 4, 1.

Provide time updates at five minutes and again at one minute. At the conclusion of the ten minutes, ask for a team that wants to volunteer to go first. Remind the rest of the class to be listening for clues that indicate in which quadrant their case falls.

After all four teams have presented, ask the students to consider quietly where each team fits in the matrix and to write their name in the quadrant that reflects their current status. Then ask students to think of a member in their FFA chapter from each grade level and write him or her in the quadrant that reflects his or her growth and development potential need.

Objective 3. Recommend steps for growth based on need identified by the matrix.

Explain that now that students have the ability to see the potential of others clearly and know what they are looking for, they need to know what to do with it.

Review how to develop individuals in each of the quadrants of the matrix using AHS.43.TM.A. Ask the students to add this to their notes.

III. Developing others

- A. Quad 1—Start by enabling them with the knowledge necessary to succeed then empower
- B. Quad 2—Connect them with enabling, learning opportunities
- C. Quad 3—Empower them
- D. Quad 4—Ask them to assist in developing others

On their activity sheets, students are now going to come up with opportunities in their school and chapter that they can use to empower and enable. Use a Hieroglyphics Moment to have the students come up with three enabling and three empowering opportunities that they think would grow and develop the members of their chapter.



Students, draw three enabling and three empowering icons or pictures that represent opportunities that you think would grow and develop members of your chapter.



What pictures or icons will help you remember empowering and enabling opportunities that you think would grow and develop members of your chapter.



Allow three minutes for this activity. You can ask for volunteers to share their pictures.



Review/Summary

Use a Newton Moment to review.



Think of your best “why” question about empowering and enabling others.

Allow one minute for this thought process.



Now we will rotate, answering each question in rapid succession.

Ask for a volunteer to go first. Allow two minutes for this activity.

After the review, hold up four aces and explain that this hand is possible for all of the members of their chapter and their school. The catch is that they need to choose to see the potential in others and choose to grow and develop them!

At this time pass out AHS.43.Assess.



Application

►Extended Classroom Activity:

Have students study the characteristics of a teacher or mentor who they think is proficient at identifying others to grow and develop. Share their list of characteristics with the class for extra credit.

►FFA Activity:

Have students select five younger members to plot in the matrix and create a development plan for them based on their need.

►SAE Activity:

Have students identify a younger student with a similar SAE to mentor his or her growth and development using the matrix.



Evaluation

AHS.43.Assess

Answers to Assessment:

1. T



2. T
3. F
4. F
5. Comparing and competing, lack of understanding, viewing their future through your goals, seeing their faults
6. Looks for opportunities to create positive change
7. Answers will vary.



IDENTIFYING OTHERS TO GROW AND DEVELOP

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write “T” for “true” and “F” for “false” beside the statement. (1 point each)

- _____ 1. Quadrant 1 individuals need motivation and knowledge.
- _____ 2. Comparing can limit your ability to see potential.
- _____ 3. Quadrant 3 individuals look for opportunities to create positive change.
- _____ 4. Quadrant 2 individuals should be asked to help develop other students.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions. (2 points each)

- 5. Provide an example of a factor that limits your ability to see the potential in others. Also include one way that you can eliminate that limitation.

- 6. Describe the characteristics of a quadrant 4 individual.

- 7. List one example of an empowering opportunity and one example of an enabling opportunity.



LIMITING FACTORS

- ◆ **Comparing and competing**
- ◆ **Lack of understanding**
- ◆ **Viewing their future through your goals**
- ◆ **Focusing on their limitations**

SEEING THE NEEDS OF OTHERS

- ◆ **Quadrant 1—Low Enabled, Low Empowered**
 - ➔ Needs knowledge and motivation
 - ➔ Characteristics: unsure of ability to help, waits for assignment of specific task
- ◆ **Quadrant 2—Low Enabled, High Empowered**
 - ➔ Needs knowledge
 - ➔ Characteristics: asks for responsibility but doesn't always follow through
- ◆ **Quadrant 3—High Enabled, Low Empowered**
 - ➔ Needs motivation
 - ➔ Characteristics: doesn't ask for responsibility but completes tasks well



◆ **Quadrant 4—High Enabled, High Empowered**

- Needs opportunities to apply knowledge and motivation
- Characteristics: recognized leader who looks for opportunities to create positive change

DEVELOPING OTHERS

◆ **Quad 1—Start by enabling them with the knowledge necessary to succeed then empower**

◆ **Quad 2—Connect them with enabling, learning opportunities**

◆ **Quad 3—Empower them**

◆ **Quad 4—Ask them to assist in developing others**



I. Limiting Factors Matching Card Seeing Through It

- A. Comparing and competing
- B. Lack of understanding
- C. Viewing their future through your goals
- D. Focusing on their limitations

► **Student Growth Matrix**

Case Study Quadrant
Enabling and Empowering Opportunities

