



Lesson MS.56

MODIFYING AND EVALUATING ACTIONS

Unit. Stage Three of Development—DO

Problem Area. How Do I Make Things Happen?

Precepts. J4: Solve Problems

National Standards. NL-ENG.K12.7--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 Objective. As a result of this lesson, the student will ...

- 1 Identify ways to modify and evaluate solutions and actions.



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1



Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's "Essential Learnings," 2003.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ Student Notebooks or Journals
- ✓ MS.56.AS.A—one per group of two students
- ✓ MS.56.TM.A
- ✓ MS.56.TM.B
- ✓ MS.56.Assess—one per student

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

- **Action**
- **Solution**
- **Modify**
- **Evaluate**



Interest Approach

This activity will allow students to be aware of examining and modifying the solutions and actions they make.



Today, we must be an observant learner. We need to be analytical because we will be examining many situations. When I say, "Action," stand up and find a partner. We will have 30 seconds. Action!

Be sure every person has a partner.



Great! You and your partner will receive a handout that has three scenarios on it. We will develop a possible solution for each scenario presented, based on the problem solving strategies we have already learned. As a reminder, the strategies we will use are: defining the problem, analyzing the problem, proposing solutions, and taking action. Write solutions on the handout. We have six minutes to complete this activity.

Answer any questions the students may have.



Begin!



2

Pass out a copy of MS.56.AS.A to each group. Allow the students six minutes to complete the task. Walk around the room and assist students with their needs. At the end of time, ask for students to volunteer to share their answers with the class.

Place MS.56.TM.B on the overhead projector. Use this transparency to work through and record the solutions with the students.



We all came up with some very interesting solutions to the problems you were given! Today in class, we will learn how to evaluate our choices. We will also learn to modify your choices to ensure you are making the best choices. We need to be an active participant in today's lesson so we will gain the skills needed to evaluate and modify choices and actions. This is important, because throughout life we will need to evaluate our choices and have the skills it takes to change them. Today we will discover strategies to help you do just that.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify ways to modify and evaluate solutions and actions.



Let's all be energized learners today! We need to be energized in order to gain as much knowledge as possible to help us learn to evaluate our choices and solutions. In order to do this, there are some terms and information we need to know. Please get out our notebooks and capture the following information.

Use transparency MS.56.TM.A.

I. Modifying and evaluating actions and solutions

A. Key Terms

1. **Solution:** an answer to, or the outcome of, a problem
2. **Action:** following through to complete a solution
3. **Modify:** to change or alter
4. **Evaluate:** to examine and review

B. How do you evaluate your solutions or actions?

1. What is the impact of your solution on others?
2. What potential problems will your solution cause?

C. How do you modify your solutions or actions?

1. Consider the possible alternatives to the solutions.
2. Add to or delete portions of the solution.

Use a Motion Moment to review the key terms.



Let's review our key terms through the use of hand motions. For each term, solution, action, modify, and evaluate we are going to make a hand motion to remember the term. Are we ready?

When I say the word solution let's all make a capital "S" with our index finger. Ready – "Solution." Great job! Let's try another one.

When I say the word action, I want you to stand up and give us your best karate stance. Ready – "Action." Way to go!

When I say the word modify, take your hands and pretend to be changing a baby's diaper or changing the oil in a care – whichever you prefer. Ready – "Modify."

Great job! Ok, let's do the last word. The last word is evaluate. When I say evaluate take your hands

and act like you are a teacher grading an exam. Ready – “Evaluate.” Great job!

Spend some time rehearsing the motions being sure to insert and reinforce key content before moving on to the next point.

- B. How do you evaluate your solutions or actions?
 - 1. What is the impact of your solution on others?
 - 2. What potential problems will your solution cause?
- C. How do you modify your solutions or actions?
 - 1. Consider the possible alternatives to the solutions.
 - 2. Add to or delete portions of the solution.



Now that we have additional information about how to evaluate and modify solutions and actions, we have the opportunity to evaluate the choices we came up with earlier in class. With your partner, review your choices to the problems you received earlier in class. Evaluate and modify the solutions to each problem. Capture your new choices on the same sheet from the beginning of class. You will have six minutes to complete this task.

Allow the students six minutes to complete this task. Call on different groups to share their new choices and what made them make changes from their original choices.



It is important to evaluate and modify solutions to make sure we have the best outcome possible. If we use the criteria we have talked about today, we will be able to evaluate and modify your solutions to any problem we may have. Once we modify our solutions, we must go to the action stage and put the wheels in motion to complete the modification. We will take our final solutions to the problems we have been working with during class today and develop the steps necessary to complete the solution. With our partner, develop three steps we will take in order to put this solution in action. Capture your answers in your notebooks. What questions do we have? We will have six minutes to complete this task. Be prepared to share our answers with the class. Begin!

Allow the students six minutes to complete the task. Ask for volunteers to discuss their steps for

placing the solutions in action. Discuss the choices and the steps in great detail so the student will see the connections of using the action steps to implement the choice.



Review/Summary

Use the Me-You-Us Moment strategy to review and answer the following questions:



Why is it important to evaluate and modify solutions and actions?
What criteria should you follow when modifying solutions and actions?

Today, we were able to see how the strategies you learned previously for problem solving can be used to help modify and change our choices. You also have learned that it is important to develop steps for implementing our choices and setting the wheels in motion. Learning these skills is important because they will help you evaluate and make modifications to our choices before putting them in action to solve problems you may encounter throughout life.



Application

► Extended Classroom Activity:

Have students evaluate and modify a choice they made to solve a problem. Have the students write a paragraph describing the problem, the solutions, and their evaluating and modifying process.



4

► FFA Activity:

Have students evaluate and modify a choice in the solution to a problem in the FFA chapter.

► SAE Activity:

Have students evaluate and modify a choice in the solution to a problem in their SAE Project.

✓ Evaluation

A written test is provided to evaluate the objectives of this lesson. Provide each student with MS.56.Assess.

Answers to Assessment:

1. True
2. False
3. True
4. True
5. True



MS.56.Assess Name: _____

MODIFYING AND EVALUATING ACTIONS

► True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside each statement.

- _____ 1. A solution is the answer to, or the outcome of, a problem.
- _____ 2. Actions are not following through to complete a solution.
- _____ 3. To modify is to change or alter something.

_____ 4. To evaluate a solution is to examine and review it.

_____ 5. It is important to evaluate and modify solutions, especially to examine the impacts of the solution on others.



MS.56.TM.A

MODIFYING AND EVALUATING ACTIONS AND SOLUTIONS

Key Terms

- ◆ ***Solution:*** an answer to, or the outcome of, a problem
- ◆ ***Action:*** following through to complete a solution
- ◆ ***Modify:*** to change or alter
- ◆ ***Evaluate:*** to examine and review

How do you evaluate your solutions or actions?

- ◆ **What is the impact of your solution on others?**
- ◆ **What potential problems will your solution cause?**

How do you modify your solutions or actions?

- ◆ **Consider the possible alternatives to the solutions.**
- ◆ **Add to or delete portions of the solution.**



MS.56.TM.B

PROBLEM 1:

Your local FFA chapter has been asked to participate in a community clean-up project on the day of the big middle school dance. Many students are concerned about the project because it is the same day as the dance. All the chapter officers are attending the dance, and are planning to spend the day preparing for the dance with shopping and getting

hair and make-up done. They feel that getting ready for and going to the dance is more important, and do not think the chapter should participate in the project. However, many of the members feel they should participate in the project because it will benefit the community, and they reason that there will still be time to get ready for and attend the dance. What solutions do you have to solve this problem? Please explain.



PROBLEM 2:

A group of girls in your school is spreading gossip about your friend. They are saying things about your friend's appearance, and are spreading a rumor about your friend's relationship with you. They are saying you are only friends because you give her money to sit with you at lunch. You know this is not true, and that your friend likes you and enjoys your company. How would you solve this problem and stop the rumors being spread about you and your friend? Please explain.



PROBLEM 3:

It has been discovered that a relative who farms along the river in your hometown is the cause of the pollution being leached into the water. He has been over-fertilizing and has been using a lot of chemical treatments on his crops. The community has asked him to make changes to help control the problem. Your family has called a meeting to help offer some solutions. What solutions do you have to help him resolve this problem? Please explain.



MS.56.AS.A Name: _____

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