



High School

National FFA Organization

Lesson HS.100

HUMAN POTENTIAL

Unit. Stage Four of Development—Serve

Problem Area. How Do I Help Others Grow?

Precepts. B3: Develop others.

National Standards. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



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

- 1 Define human potential.
- 2 Identify human potential.
- 3 Hypothesize the effect of human potential.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Clifton, Donald O. and Paula Nelson. *Soar With Your Strengths*. New York, New York. Dell Books, 1996.

Cooper, Robert K. *The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life*. New York, New York. Three Rivers Press, 2002.



Tools, Equipment, and Supplies

- ✓ Two unopened bottles of soda
- ✓ Writing surface or overhead projector
- ✓ HS.100.TM.A
- ✓ HS.100.AS.A—one per student
- ✓ Transparency Masters
- ✓ HS.100.Assess—one per student



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

- ▶ Human Potential
- ▶ Personal Assets



Interest Approach

Set-up—While shaking one unopened bottle of soda, ask the students the following questions:



Who wants to open this bottle? Why or why not?

Expected responses: no, because it will spray all over me; yes, because I can spray everyone.



How do you know that it will spray?

Expected response: prior experience



So, based on that prior experience, you know that it has the potential to spray. What is potential.

Capture their ideas on the writing surface. Common response: something that could happen.



We've decided there is potential in this bottle. Can you show it to me. Can you tell that it has potential if I just set it here?



Common response: no



Can you ever SEE potential? If so, what does it look like?

Looking for response: it is difficult to see, but we know it is there, based on our experiences with situations.



Do humans have potential? Share an example.

Common response: yes, sporting examples.



During our time together today, we will be looking at the potential within each other and ourselves. Just like the shaken bottle of soda, it may be difficult to see. But by working together and respecting each other's ideas, we will rise to the challenge. To do this, we need to discover the power of human potential, be able to spot it in a crowd, and know what to do with it when we find it.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define human potential.

Set-up—Explain that our daily lives are full of examples of human potential in action! To better understand human potential, we need to see its effect. Give the following directions.



In a moment, we will be on a hunt for the definition of human potential. It will require tapping into your potential and expertise. Your tools for this hunt will be an activity sheet with 12 words, your pencil or pen, your brain, and two minutes of time.

Based on our great discussion of potential so far, arrange the words in the best definition of human potential. The activity sheet will come to you face down; do not turn it over until I say, "ACTION."

Use a Choral Response Moment to clarify when they are to turn it over.



What are your questions?

Distribute HS.100.AS.A face down and say, "ACTION." Provide them a time update at one minute. At the end of two minutes, invite them to share their completed definition with a partner sitting next to them. Ask one of the pairs to share their definition.



Which pair would be willing to share what they found on their hunt for human potential?



After they have shared, congratulate them and provide the following on the writing surface or use HS.100.TM.A, and have students capture the definition and questions on their activity sheet, HS.100.AS.A.

- I. Human potential: Each individual's personal assets that can and should positively influence their world.
- A. Personal assets are your talents, skills and/or character strengths.
 - B. Human potential is the result of both genetic and environmental factors.
 - C. Human potential can be developed.
 - D. Human potential is of no value unless it is applied to a task or situation.

Use Hieroglyphics Moment to have students create symbols of the three characteristics of human potential.

Objective 2. Identify human potential.

Set-up—Explain that we need to put a face on this definition to bring it to life. That face is theirs. You will be using HS.100.AS.A for this process.



Based on our discussion of human potential, help me remember what the three types of personal assets were.

Responses are: talents, skills, and character strengths.



With those assets in your mind, picture a time when you experienced accomplishment. What was the talent, skill, or character strength that led to that success? Take 15 seconds to relate that situation to the personal asset that made it possible. Then write it in the asset section of your activity sheet.

Check to make sure each student has one. During this process, it will be important to remind them they need to see accomplishment not as others see it, but as they see it. It could range from reciting the creed to getting their driver's license. You may need to help them redefine accomplishment.

Ask students to share their responses. After they share, see if they can identify if the asset was a talent, skill, or character strength. If they are unsure, have the other students assist. Then have students write the asset type on their activity sheet. Now they will be expanding their list by thinking of assets within each area—talent, skill, and character strength.



One asset within each of you is great, but I know there are more. Let's get serious about finding more. I would guess that each of you have at least two talents, two skills, and two character strengths that are ready and waiting to jump onto that page in front of you. Here's how we're going to get them there. When I say, "Go Looking," you will have the next three minutes to make a list of your top 10 greatest moments. At the end of three minutes, I will signal you to work with a partner near you for five minutes to identify the assets leading to each moment and their type. Try to have at least one of each asset represented in your list. Can I clarify anything for you? You have three minutes. Go looking!



At the conclusion of the five minutes, congratulate them on being able to spot human potential. We will use their list in the next step of this process. But as a quick review on how to identify potential review HS.100.TM.A and ask them to include it on their activity sheet, HS.100.AS.A.

II. To identify human potential

- A. Study the achievement of yourself and others.
- B. Identify personal assets involved in achievement.

Objective 3. Hypothesize the effect of human potential.

Set-up—Let them know that we have accomplished steps one and two, and are now ready for the most important and challenging part of the process. Refer them to section III on HS.100.AS.A, and discuss the example of the effect human potential can have.

III. Hypothesize where this potential could positively influence the world.

- A. Area—Strength—Hypothesized Effect
 - 1. Talent—Making Friends—Recruiting members for the chapter.
 - 2. Skill—Parliamentary Procedure—Serving as an officer of a community civic group.
 - 3. Character Strength—High Integrity—Serving as chapter treasurer.

Explain that they will now have the time to hypothesize about their potential. It will require a bit of dreaming, creativity, and a whole lot of respect and trust.



We are going to hypothesize about the human potential in this room. To accomplish this we will:

Focus on three of your assets, one in each area; dream how you could use them to positively influence your world. Think of one application that could happen within the next year, a second one that could happen within the next five years, and one that could happen far in the future. Capture these thoughts on your activity sheet.

You will have seven minutes from when I say, “Potential.” What questions are there?

Potential!

At seven minutes, ask if anyone could benefit from more time. When all are finished, congratulate them on completing the process of discovering the power of human potential, being able to spot it, and knowing what to do with it when they find it.





Review/Summary

Use Eye Witness News Moment in pairs to have the students share the effect of their human potential. Also, instruct the interviewers to ask the interviewees the following questions:

What is human potential?

How do you find it?

How do you decide what it can do?

Allow one minute per partner, then have them switch roles. After they have finished, hold up the second, unshaken soda bottle. Allow them to think it was the first shaken bottle. Make a big deal of its potential to spray, and open it in the middle of them. Discuss the lack of effect that occurs when the potential is not used. Challenge them to put their potential to use to positively impact their world!



Application

►Extended Classroom Activity:

Students could do a retrospective human potential profile on a famous American, linking what potential led to their effect on society.

►FFA Activity:

Students could select an FFA activity or leadership role that matches their human potential, hypothesize the result, and track their progress.

►SAE Activity:

Students could take one of their personal assets, hypothesize its effect on their SAE, and track their results.



Evaluation

HS.100.Assess

Answers to Assessment:

1. True
2. False
3. False
4. False
5. Human potential is each individual's personal assets that can and should positively influence their world.
6. Need to list two valid assets.
7. Need to have a realistic effect listed for each asset.



HUMAN POTENTIAL

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement—1 point each.

- _____ 1. Human potential is the result of both genetic and environmental factors.
- _____ 2. Your friends and family are personal assets.
- _____ 3. Human potential cannot be developed.
- _____ 4. Human potential is always of value.

►Part Two: Short Answer

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

5. Define human potential.
6. List two of your personal assets.
7. Describe the potential effect of the assets listed above.



HUMAN POTENTIAL

Human potential: Each individual's personal assets that can and should positively influence their world.

- ◆ **Personal assets are your talents, skills and/or character strengths.**
- ◆ **Human potential is the result of both genetic and environmental factors.**
- ◆ **Human potential can be developed.**
- ◆ **Human potential is of no value unless it is applied to a situation.**

To identify human potential:

- ◆ **Study the achievement of yourself and others.**
- ◆ **Identify personal assets involved in achievement.**

Hypothesize where the potential can influence the world.



I. The Hunt for Human Potential

Human Potential—

II. Identifying Human Potential

My Accomplishment: My Asset:

Top 10 greatest moments—

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

My Personal Assets—

Asset	Type	Effect on the world
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