



High School

National FFA Organization

Lesson HS.21

POSITIVE AND NEGATIVE INFLUENCE

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

C3 Demonstrate courage to take risks.

National Standards.

NPH-H.9-12.5 - Using Communication Skills to promoteHealth - Analyze how interpersonal communication affects relationships.



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

- 1 Differentiate between positive and negative influence.
- 2 Explain how influence might affect others.
- 3 Demonstrate how influence affects one's performance as a leader.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Student Evaluation—HS.21.Assess—one per student
- ✓ Under the Microscope—HS.21.AS.A—one per student
- ✓ Cootie Catcher—HS.21.AS.B—one per student
- ✓ Overhead Projector
- ✓ Transparencies HS.21.TM.A–C
- ✓ Paper
- ✓ Student Notebooks
- ✓ Writing Surface
- ✓ Writing Tools



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

- ▶ Influence
- ▶ Negative Influence
- ▶ Positive Influence



Interest Approach



Influence is an important part of our lives. It helps determine the type of support we will have, the kind of choices we will make and the quality of life we will enjoy. Influence is the power of one over another. We must be attentive, sensitive learners as we conduct a highly valuable scientific study. Be quick to respond to my instructions as I give them or the results of our next three experiments could be ruined.

When I say go, quietly turn to the person sitting next to you. Stand and face one another. One will be "Person A" and the other "Person B." This is your partner for this activity. Person A must lift his arms straight out to the side like a giant letter "T." Person B must press down on Person A's arms at the forearms. Keep both feet firmly planted on the ground during this portion. Person A in turn, must resist the pressing done by Person B with the strength of a superhero. Stop pressing and talking when I say stop. Ready, Set, Go!

Allow students to spend thirty seconds engaging in the activity. Person A is usually able to resist much of the pressing but will begin to get tired and will start to bring arms down. Say, "stop" and have the students remember the level of resistance Person A gave the first time, in response to Person B's action. Explain that this is the control of the experiment, by which all other results will be measured.





When I say go, Person B will be pressing down on Person A's arms while hurling insults at each other. Use insults like: "You are so weak." "Your shirt is ugly." "No one likes you." "You smell." Stop pressing and all talking when I say stop. Ready, Set, Go!

Allow students thirty seconds to engage in the activity. Usually, Person A is considerably less able to resist the pressing and their arms will give way much sooner than before. Say, "stop" and have the students remember the level of resistance Person A gave the second time, in response to Person B's action.

When I say go, you will repeat the action a third time. However, this time Person B will shower Person A with many positive comments while pressing on their arms with all their might. Use comments like: "You are brilliant." "You are so strong." "I love your shirt." "Everyone likes you." Stop your pressing and all talking when I say stop. Ready, Set, Go!

Allow students thirty seconds to engage in the activity. Usually, Person A is considerably better able to resist the pressing and their arms will hold much longer than ever before. Say, "stop" and have the students remember the level of resistance Person A gave the third time, in response to Person B's action. Have the students take their seats.



You were amazing! I saw some great things happening! You are all natural-born scientists!

Engage students in a short discussion about the change in Person A's level of strength and resistance each time they ran a test. Make a chart on the writing surface signifying the majority of the results-Test 1 = moderate resistance, Test 2 = low resistance, Test 3 = high resistance. Allow this discussion to lead students into the content of the lesson by posing the following questions:



Why did all of the A's perform poorly under the insult test yet beautifully under the compliment test?

Suggested Answers: Negative comments are damaging to one's self-esteem. Positive comments encourage us to do well.



What is it about positive comments that cause people to want to do a better job?

Suggested Answers: Positive comments make us feel better about ourselves, and cause us to do what we are capable of.



How does the type of influence of those around me affect the level of my performance?

Suggested Answers: If I am continually around negative influences, my growth will be slowed. If I associate with positive influences, I too will be more positive and will do a better job.

There were so many brilliant ideas generated here. Not only did we put our strength to the test, we challenged our thinking skills. Continue to draw on that brilliance as we look more closely at the differences between positive and negative influence.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Differentiate between positive and negative influence.



Being influenced by the right kind of person is extremely important to our lives, but how do we distinguish between all of the influences around us? Think quietly about the type of example portrayed by each person in the following four statements.

Read each statement aloud. Wait 15 seconds between each statement.



You go to your English class and witness the students being rude to the teacher... again. Your teacher tends to focus on the positive behaviors of the class, rather than only on the negative.

You go to the mall and one of your friends puts a pair of earrings into her bag without paying for them.

You spend the afternoon at your friend's house playing video games. Your friend continually speaks to his mother in a disrespectful manner.

You go out to dinner with your family. Your older sister says "thank you" each time the waitress comes to refill her water glass.

When I say go, turn to a different person next to you and share your thoughts about the people described in the statements I just read. Be prepared to share your thoughts later with everyone. Ready, Set, Go!

Once students have had an opportunity to share with a partner, call on various students to share with the class. Capture the student responses on the writing surface. Encourage students to share the following terms as part of their responses: positive influence, negative influence.



Fantastic! You are all certainly familiar with appropriate ways to act in these situations.

Have students capture the following content in their notebooks and show HS.21.TM.A

I. Positive Influence vs. Negative Influence

A. **Positive Influence:** the power of one over another resulting in favorable growth.

B. **Negative Influence:** the power of one over another resulting in stagnant or unfavorable growth.



Having the right type of influence is important to the direction our lives will take. Positive influences are all around us, as evidenced by the statements read earlier. That said, so are the negative ones. Influence is a power everyone possesses. Look inward at how we influence those around us.



Objective 2. Explain how influence might affect others.

Pass out a copy of Under the Microscope, HS.21.AS.A, face down to each student. Give the following instructions:



When I say go, turn the activity sheet over. Complete the survey based on how we influence others. Respond honestly to each statement. Turn your paper face down again when you are finished, signaling your readiness to continue. Ready, Set, Go!

Allow one minute for students to read through the Under the Microscope survey and respond. Encourage students to keep working by giving them time warnings. Have the student's turn their papers back over and listen to the following:



I am sure many of us have answered the questions differently, however, if you marked a "+" in eight or more of the blanks, you are considered to be a positive influence on others. What were some of the activities listed on the survey?

Solicit responses from several students.

Have students capture the following content in their notebooks and show and present the information in HS.21.TM.B

II. Activities to positively influence those around me

- A. Be a good example in all situations.
- B. Make positive choices for myself.
- C. Avoid the use of drugs and alcohol.
- D. Treat others the way you would want to be treated.
- E. Speak respectfully to my elders-parents, teachers, community members.



Can you think of other activities that will help you become a positive influence?

Solicit responses.



Wow, we are really getting the hang of this. Great job!

Model a hand motion of reaching up, grasping and rolling; then have the students mirror the gesture.



Imagine the information we have just gained is a lump of chocolate chip cookie dough. Take the dough and roll it into a tight, smooth ball. We know how we can positively influence others in everyday life now transfer that knowledge. How can it make us better leaders?

Motion taking the ball, placing it in your mouth and swallowing.



Off we go!

Objective 3. Demonstrate how influence affects one's performance as a leader.

Have students use the Cartographer Moment strategy to create concept maps in their notebooks while showing HS.21.TM.C.



III. To lead is to influence.

A. Positive influence affects a leader's performance by:

1. Gaining the respect of others.
2. Building a positive reputation.
3. Improved self-image.
4. Greater number of successes.
5. Lessened impact by daily stresses.
6. Greater ease in decision-making.

B. Everyone can influence!

Have students use the Party Host Moment strategy in groups of four, to reinforce the concept of a leader being a positive influence. Spend two minutes with this activity, checking in with each group to gauge their progress. Occasionally say things like "We're on fire!" and "Look at us go!" to maintain student focus. At the close of the activity, have students thank their group members by having them link arms and leading them in a unified, "We are so good!" Thank students for being such awesome learners and leaders.



Review/Summary

Have students create a "Cootie Catcher" highlighting the various concepts covered in the lesson, HS.21.AS.B. The Cootie Catcher can be used to study the concepts individually or with a friend.



Let's make sure our "Cootie Catcher" captures the difference between positive and negative influences, ways you influence others, and ways influence affects one's performance as a leader.

Have you ever tasted a lemon? Its sour! Yuck! You see, being a positive influence causes you to make lemonade out of a lemon situation, which is something all leaders ought to be able to do. Let's make lemonade!



Application

►Extended Classroom Activity:

Have students write a reflection statement about the type of influence they wish to have on others as a leader in their school and community. Describe how that influence will positively affect others.

►FFA Activity:

Encourage students to participate in the local FFA PALS Program.

►SAE Activity:

Encourage students to model ethical practices while presenting their SAE at fairs and shows.



Evaluation

A written test is included to measure Objectives 1, 2, and 3, HS.21.Assess



Answers to Assessment:

Part One: True or False

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

Part Two: Short Answer

6. The power of one over another resulting in stagnant or unfavorable growth.
7. Select two of the following:
 - a. Be a good example in all situations.
 - b. Make positive choices for myself.
 - c. Avoid the use of drugs and alcohol.
 - d. Treat others the way you would want to be treated.
 - e. Speak respectfully to elders (parents, teachers, community members).



POSITIVE AND NEGATIVE INFLUENCE

►Part One: True or False

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

- _____ 1. Positive influence can result in stagnant growth.
- _____ 2. Influence helps dictate the kind of choices we will make and the quality of life we will lead.
- _____ 3. Positive influence can lessen the impact daily stresses have on our lives.
- _____ 4. Everyone can influence.
- _____ 5. To lead is to influence.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. Define “negative influence.”
7. List two activities you can do to positively influence those around you.



POSITIVE INFLUENCE VS. NEGATIVE INFLUENCE



◆ **Positive Influence:** the power of one over another resulting in favorable growth.



◆ **Negative Influence:** the power of one over another resulting in stagnant or unfavorable growth.



ACTIVITIES TO POSITIVELY INFLUENCE THOSE AROUND ME

- ◆ **Be a good example in all situations.**
- ◆ **Make positive choices for myself.**
- ◆ **Avoid the use of drugs and alcohol.**
- ◆ **Treat others the way you would want to be treated.**
- ◆ **Speak respectfully to my elders—parents, teachers, community members.**



TO LEAD IS TO INFLUENCE

◆ **Positive influence affects a leader's performance by:**

- ➔ **Gaining the respect of others.**
- ➔ **Building a positive reputation.**
- ➔ **Improving self-image.**
- ➔ **Increasing number of successes.**
- ➔ **Lessening impact by daily stresses.**
- ➔ **Increasing ease in decision-making.**

◆ **Everyone can influence!**



UNDER THE MICRO SCOPE

►Instructions:

Draw a “+” next to those statements you actively model. Draw a “-” next to those statements you do not actively model.

- _____ 1. You stick up for those members of your school who are picked on regularly by your peers.
- _____ 2. When a friend makes an inappropriate comment about another person, you call attention to the improper nature of the statement and let them know you do not appreciate it.
- _____ 3. You only use appropriate language with your friends, even though their language is filled with a variety of curse words.
- _____ 4. You always say positive things, even when you are in the company of those who continually dwell on the negative.
- _____ 5. You can always be trusted to resist shoplifting when you take clothing into the dressing room.
- _____ 6. You never throw garbage on the ground, not even gum wrappers.
- _____ 7. You speak well of everyone, no matter how much you may not like them.
- _____ 8. You do not pass on stories you hear about others.
- _____ 9. You remember to say “please” and “thank you” to others when they do things for you.
- _____ 10. You encourage others to participate.



COOTIE CATCHER

►Instructions:

1. Pass out sheets of blank white paper.
2. Holding the paper lengthwise, fold the upper right corner in to align the top of the sheet with the left side, to create a right triangle. Stop.
3. Fold the bottom rectangular portion up to the base of the new triangle and tear off neatly.
4. Diagonally fold the top point of the triangle to match with its bottom right corner.
5. Unfold the new triangle, revealing a creased square.
6. Fold each corner of the square in to meet the point of intersection and crease.
7. Turn the newly folded square over.
8. Fold in the corners of the new square to meet the point of intersection and crease.
9. Fold the bottom of the newest square up once.
10. Slip fingers between the loose flaps on the outer rectangle.
11. Write topics for questions on the outer square portions—there are four.
12. Write eight questions on the inner triangles.
13. Write the eight answers on the inside of the flap created by those inner triangles.

