



High School

National FFA Organization

Lesson HS.102

FINDING OPPORTUNITIES FOR OTHERS TO GROW AND SUCCEED

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 Describe how to motivate a student to grow.
- 2 Create a growth plan for a younger member.
- 3 Plan for evaluating the success of the process.



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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.

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



Tools, Equipment, and Supplies

- ✓ 50 dominoes
- ✓ FFA Manual or Student Handbook for each student
- ✓ HS.102.AS.A—one per student
- ✓ Writing surface
- ✓ Overhead projector
- ✓ HS.102.TM.A
- ✓ HS.102.Assess—one per student



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

- ▶ Area of Improvement
- ▶ Success Partner



Interest Approach

Set-up—Open this lesson by explaining that today you will take assessing strengths a step further. It is about creating positive change in the lives of the people around them by developing the strengths of others. Ask them to think of a time when someone helped them grow.

You will be using the domino example to demonstrate the effect of developing the people around you. Divide the class into five groups. Then provide the following instructions.



We are going to use dominoes to illustrate how you can impact the people whom you meet each day. When I say, “Go,” you will have three minutes to set the dominoes so that, by touching only one, all will fall in the quickest amount of time.



Questions. Go.

After all groups have finished, have them test their design. Make sure that the students understand that the quickest configuration would be a flat pyramid design. When they do, process with the following questions.





Why is this configuration the quickest.

Expected response: the number affected doubles with each row



Compare this to what happens when one person develops another person.

Relate to the magnified effect they can have when developing the people around them. Reinforce that they can have the same effect on the people around them as that first domino. Today is about giving them what it takes to motivate others to grow and showing them how to set up others to grow.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe how to motivate a student to grow.

Set-up—Let them know that the first step in growing others is getting them motivated to grow. Remind the students of the time you asked them to think about earlier. Ask them to think about what motivated them to grow in that situation. Ask a few of the participants to share their responses. Then review HS.102.TM.A or the following on the overhead. Have the students capture it in their notes.

I. Motivating Growth

- A. You cannot motivate someone to grow; motivation must come from within
 - 1. Encourage internal motivation
 - a. Establish a relationship
 - i. Get to know them
 - ii. Understand their goals
 - b. Share the benefits of growth
 - i. Be ready to share the reasons for growth
 - ii. Tie benefits of growth to their goals

Use Cartographer Moment to visually represent how to motivate growth and have them share. Distribute HS.102.AS.A and ask the students to think about what motivates them by writing down two or three of their goals.



Objective 2. Create a growth plan for a younger member.

Explain that once the individual is motivated for growth, he or she is ready for a plan. The development plan will focus first on growing the existing strengths, then on developing skills to overcome an area of improvement.

Use *Little Professor Moment* to cover II. A and II. B, and get the following items in the student's notes.

II. Planning for growth

A. What to develop

1. Select two or three strengths
2. Select one area of improvement to develop new skills
 - a. Area of improvement is an area where skill needs to be developed to overcome a limitation.

B. How to develop

1. Share with them the benefits of growth
2. Match FFA and other activities to apply strengths
3. Identify training opportunities to develop skill for area of improvement

C. When to develop—Set Completion Date

To confirm knowledge of this process, have the participants complete this process on themselves using HS.102.AS.A. Provide FFA Manuals and FFA Student Handbooks to assist with ideas for development activities.

Objective 3. Plan for evaluating the success of the process.

Set-up—Once the plan is in place, it needs follow-through. Return to HS.102.TM.A or write the following on the overhead. Have the students capture it in their notes.

III. Managing the plan

A. Set review dates

B. Identify a success partner

1. Success partner is a person who is willing to keep track of their progress toward growth. Example: Parent, teacher, mentor, friend

Now that they have completed the process for themselves, it is time for them to practice developing others.

Using the bottom half of your activity sheet, you will now have the opportunity to begin building others. This is a process that requires trust and respect.





You will work to develop a partner in this room over the next 10 minutes. At the end of 10 minutes, you and your partner should each have a complete plan.



When I say, “Build,” you may select your partner and begin. Any questions. Build.

After all of the groups have finished, ask a pair to share their plans.



Review/Summary

Use Newton Moment to review process.

Set up 10 of the dominoes in a flat pyramid. When students have completed the project, start the domino pyramid and remind them of the effect they can have if they chose to develop the future leaders in their chapter, school, and community.



Application

►Extended Classroom Activity:

Ask the students to select a mentee to develop for growth.

►FFA Activity:

Have the students select a younger member to grow, using this process.

►SAE Activity:

Students could complete a personal growth plan focused on their SAE.



Evaluation

HS.102.Assess

Answers to Assessment:

1. F
2. T
3. F
4. T
5. An area of improvement is an area where skill needs to be developed to overcome a limitation.
6. Example: Remembering names
7. Any two FFA speaking events.



FINDING OPPORTUNITIES FOR OTHERS TO GROW AND SUCCEED

►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 point each.

- _____ 1. You can motivate someone to grow.
- _____ 2. Developing a growth plan begins with identifying strengths.
- _____ 3. A good growth plan will include more limitations to work on than strengths.
- _____ 4. A Success Partner is a person who is willing to keep track of a student’s progress toward growth.

►Part Two: Short Answer

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

5. Define area of improvement.
6. Give an example of an area of improvement.
7. List two FFA opportunities that would develop a student’s existing strength as a speaker.



DEVELOPING OTHERS

◆ **Motivating Growth**

➔ You cannot motivate someone to grow; motivation must come from within

◆ **Planning for growth**

- ➔ What to develop
- ➔ How to develop
- ➔ When to develop—Set completion date

◆ **Managing the plan**

- ➔ Set review dates
- ➔ Identify a success partner



HS.102.AS.A Name: _____

Growth Plan for:
Goals:

Strength	Benefits	Growth Activities	Completion Date	Success Partner	Area of Improvement

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Goals:

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