



High School

National FFA Organization

Lesson HS.89

CONDUCTING A ONE-ON-ONE VISIT

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision.

Precepts. **M3:** Make effective business presentations.

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 Identify reasons and situations for having a one-on-one visit.
- 2 Explain the steps in preparing for a one-on-one visit.
- 3 Conduct and evaluate a one-on-one visit.



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Time. Instruction time for this lesson: 100 minutes.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Large sheets of paper
- ✓ Markers
- ✓ Copies of HS.89.AS.A—one per class, cut up into five cards
- ✓ Copies of HS.89.AS.B—one per student
- ✓ Copies of HS.89.Assess—one per student
- ✓ HS.89.TM.A
- ✓ HS.89.TM.B
- ✓ HS.89.TM.C
- ✓ HS.89.TM.D
- ✓ HS.89.TM.E
- ✓ HS.89.TM.F



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

➤ One-on-One Visit



Interest Approach

Get students to connect today's lesson with prior experiences they have had. Encourage students to think of material things they wanted or even times they wanted to do something.



Take a moment and quietly reflect on your life and think of a time when you wanted something that required a “yes” answer from someone older—a parent, guardian, teacher, or other adult. What was the situation.

Use the Me-you-us Moment to capture student responses. Possible responses include: I wanted a new bike for my birthday, and I had to convince my dad that I would take care of it; I wanted to go to the Valentine's Dance, and I had to convince my mom that I would be home by curfew; I needed some new running shoes for track and field, and I had to persuade my step-dad that they were necessary equipment; I wanted to go to a rock concert with some friends, and I tried to let my grandma know that I would behave and not do anything stupid; I needed an extra day for my science homework because I forgot to do it, and I tried to convince my teacher to let me have more time.

Establish the big-picture goal of today's lesson.



Today, we are going to discover ways to get the answer we are seeking—and that answer is “yes.” What's that answer.



Students respond with “yes.”



Just as you wanted a “yes” from your parent or teacher in the previous examples, there will be times you want to hear that same response when trying to communicate your vision and goals to others.

Depending on prior lessons, students may or may not have a solid understanding of what “vision” means. If clarification is needed, create the following discussion.



To do this, we need to have a vision. We’ve used that word—vision—several times. Take a moment to think what “vision” means to you. What did you come up with.

Capture student responses such as: A new idea you hope to make reality, a picture of the future, a goal that you want to accomplish

Use a modified Mother Goose Moment to teach the rhyme “Movers and Shakers” set to tune of Three Blind Mice. Students do not have to create lyrics, as they are already provided on HS.89.TM.A. Encourage students to have fun and be willing to act a little silly.



Today, we will also need to become movers and shakers, people who make things happen, and who get other people to see our vision and come along for the ride. Now is our opportunity to get a little silly before buckling down and becoming focused learners.

Show HS.89.TM.A or place on writing surface.

Mover and shaker,
Mover and shaker,
I make things happen,
I make things happen,
I have a vision to communicate,
Need to persuade, I cannot wait,
Get ‘em to say yes to my vision so great,
In a one-on-one visit,
One-on-one visit.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify reasons and situations for having a one-on-one visit.

Allow students to work collaboratively to identify some general reasons or purposes by having a one-on-one visit. Play upbeat music.

 Here's the question: Why would we need to have a one-on-one visit.

 Here's an example to get you started: I need to get an answer to a question.

 Jot some ideas down. You can use your neighbor's brain to assist you.

Capture student responses on the writing surface. Expected responses include: To find something out, to get approval for something, to ask a question, to get to know the other person, to get help, to offer to help.

Have students capture the content for Objective 1 in their notebooks.

 Let's capture in our notebooks these reasons for having a one-on-one visit, and we'll see if you mentioned some of them.

Use HS.89.TM.B.

I. What is a One-On-One Visit.

A. A meeting to communicate one's personal vision and persuade another person to buy-in, or say "yes" to it

II. Purposes of a One-On-One Visit

- A. To inform
- B. To develop a relationship
- C. To get approval
- D. To seek assistance
- E. To offer assistance

Seek additional input from students and add to the transparency any responses they might have.

 Are there other reasons why you, as a mover and shaker, would need to conduct a one-on-one visit.

Refer to the brainstormed list on the writing surface. Compare the students' responses and the five purposes listed on the transparency.





How can we relate your prior brainstorm to the five purposes you just captured in your notes.

Cut HS.89.AS.A into five cards and distribute them to random students. The following scenarios are on the cards.

- *Advise the guidance counselor that agriculture education is for all types of students.*

This is an example of “A. To inform.”

- *Get to know a school board member, and project a positive image of FFA members.*

This is an example of “B. To develop a relationship.”

- *Ask the principal if your FFA chapter can attend the National FFA Convention.*

This is an example of “C. To get approval.”

- *See if the local veterinarian will accept job-shadowing students.*

This is an example of “D. To seek assistance.”

- *Offer to help the school maintenance supervisor with school beautification.*

This is an example of “E. To offer assistance.”

Set-up the following activity, which will assess the students’ understanding of the five purposes for having a one-on-one visit.



Here’s what you need to know to complete the next activity. Five students have cards that describe actual situations related to one of the five purposes of a one-on-one visit. After your peer stands up and reads the scenario to us, quickly and quietly discuss which one it relates to with the person beside you.

Repeat for each of the five cards. Call on each student one at a time and allow time for discussion, then discuss as a group.

Make the transition into the next objective by previewing it.



Now that we’ve discovered times when a one-on-one visit would be beneficial—or even necessary—let’s take a look at how to prepare for the visit.

Objective 2. Explain the steps in preparing for a one-on-one visit.

Create student interest by asking students to work in small groups to brainstorm a list of five to six things that must be done to prepare for a date. It might be fun to split the groups according to gender to see the differences in the responses. Use a Picasso Moment to facilitate the brainstorming.



We'll need your maturity for this next exercise. It's Saturday night, and you are in luck. Why. Because you have landed a date with that guy or girl you've been trying to get to go out with you for weeks. The question is: using only pictures or icons, what do you have to do to prepare for this very important one-on-one visit. Please, only PG-13 responses are allowed!

Break students into their groups and give them three minutes to brainstorm a list. Play upbeat music. Then share with the class.

Pick the two absolutely most important things you need to do to get ready. You will be asked to share them with the class. Be ready when I call on your group.

Give groups 20 seconds to decide their top two choices. Have each group share, then provide a standing "O" for each group as they finish. A standing "O" is where students hold their hands in the air in the shape of an "O" and say "Ohhhhhh!"

Create a tie to the objective by asking:

What does this activity have to do with conducting a one-on-one visit.

Create student curiosity by gesturing the following: hold up five fingers and then draw a large capital "P" in the air. Do this several times so that all students can clearly see what you are doing. Ask the students:

Let's open our eyes wide and become observant learners. What do you see.

Invite students to do the motion as well. Ask the students to write five P's down the left margin of their notebooks. Write the following on the writing surface:

Prior
Planning
Prevents
Poor
Performance

Ask the students:

What does this mean.

How important is it to conducting a date. To conducting a one-on-one visit.

Distribute HS.89.AS.B to each student. Invite students to capture HS.89.TM.C on the activity sheet. Uncover one step at a time and discuss. The words that are missing on the activity sheet are in parentheses below.

II. Preparing for a One-on-One Visit

A. Clearly define personal (vision).



Share with students:



Ask yourself in less than (ten) words, what is your vision.

B. Identify key partners who are critical to (accomplishing) the vision.

Share with students:



Ask yourself who can help in accomplishing my vision or who could possibly (interfere).

C. Set a (goal) for the meeting.

Share with students:



Ask yourself, what do I want to (accomplish).

D. Determine what (key messages) are important to the other person.

Share with students:



Ask yourself, what will the other person get excited about and what are his or her (interests).

E. Schedule the visit at least one (week) in advance.

Share with students:



(Respect) the other person's schedule by giving him or her a week's notice.

F. Outline the (agenda) and send to the participant.

Share with students:



Let the other person know exactly what you will be discussing. There should be no (surprises).

G. Gather and/or create (supporting) materials.

Share with students:



Prepare any fact sheets, brochures, testimonials, etc. that would be beneficial to (persuading) them.

H. Confirm the visit the (day) before.

Share with students:



Plans do change, and the other person may need to (reschedule) or may have forgotten to write the meeting date on his or her calendar.



Objective 3. Conduct and evaluate a one-on-one visit.

Divide the class into groups of three and use a Little Professor Moment as you uncover the three parts to a one-on-one visit on HS.89.TM.D, HS.89.TM.E, and HS.89.TM.F. Each student in the triad will have a turn at explaining to his/her peers their assigned part. Shut off the projector when they are discussing, so it cannot be used as a crutch.

III. Conducting the One-on-One Visit

A. Kicking It Off

1. Arrive at least ten minutes early.
2. Introduce yourself (if needed) and thank the person for meeting with you.
3. Engage in casual conversation; be friendly and get the person talking.
4. Be clear about the reason for the meeting.

Conduct the first Little Professor Moment.

B. Selling the Vision

1. Ask open-ended questions to get the other person talking about his or her needs.
2. Listen carefully and match the person's needs with your vision.
3. Use key messages to sell your vision.

Conduct the second Little Professor Moment.

C. Wrapping it Up

1. Restate the agreed-upon outcome (if applicable).
2. End on time and thank the person for meeting with you.
3. Evaluate the success of the meeting.

Conduct the third Little Professor Moment.

Use a Motion Moment to review the three major parts. Kicking it Off = kick with one leg. Selling the Vision = show off a product like a game show model might. Wrapping it Up = outline a box with your hands and then pretend to tie a bow on it.



Review/Summary

Have the students again recite the Mover and Shaker rhyme from the beginning of class. Challenge them to become people who make things happen, and who have the courage to create a vision that requires the involvement of other people through conducting formal one-on-one visits.



► **Extended Classroom Activity:**

Arrange for various individuals such as community leaders and school administrators to participate in mock one-on-one visits with the students. Video the visits and have the students complete an evaluation.

► **FFA Activity:**

Instead of doing it yourself, encourage officers and committee chairs to meet with the principal when organizing activities to obtain approval and seek input.

► **SAE Activity:**

Arrange one-on-one visits with students, so they can communicate the goals and objectives for their SAEs for the coming year.

► **Connections to Other Lessons:**

HS.17.Lesson: How Leaders Influence Others Through Vision

HS.51.Lesson: The Importance of Building Relationships

HS.62.Lesson: Collaborative Relationships

HS.63.Lesson: Cooperative Relationships

HS.84.Lesson: The Need for Communication to Influence Others

HS.88.Lesson: Using Key Messages

✓ **Evaluation**

If time allows for another full class session on this topic, split into pairs and create personal visions, walk through the steps of preparing for a visit, and conduct a mock visit with a partner. This would provide a real-life review and application of this lesson's content.

Use HS.89.Assess to evaluate student mastery of content.

Answers to Assessment:

Part One: True or False

1. True
2. False



3. True
4. False
5. False

Part Two: Short Answer

6. Four of the following:

- Clearly define personal vision.
- Identify key partners who are critical to accomplishing vision.
- Set a goal for the meeting.
- Determine what key messages are important to the other person.
- Schedule visit at least a week in advance.
- Outline the agenda and send to the participant.
- Gather and/or create supporting materials.
- Confirm the visit the day before.

7. Four of the following:

- Arrive at least 10 minutes early.
- Introduce yourself (if needed) and thank them for meeting with you.
- Engage in casual conversation; be friendly and get them talking.
- Be clear about the reason for the meeting.
- Ask open-ended questions to get the other person talking about his or her needs.
- Listen carefully and match their needs with your vision.
- Use key messages to sell your vision.
- Restate the agreed to outcome (if applicable).
- End on time and thank them for meeting with you.
- Evaluate the success of the meeting.



CONDUCTING A ONE-ON-ONE VISIT

►Part One: True or False

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

- _____ 1. “To seek assistance” is one purpose of a one-on-one visit.
- _____ 2. “Informing the guidance counselor about FFA scholarships” would be an example of “getting approval.”
- _____ 3. Prior planning prevents poor performance.
- _____ 4. You should clearly define your vision after scheduling the one-on-one visit with a key person.
- _____ 5. You should do all of the talking in a one-on-one visit to effectively persuade the other person to buy in to your vision.

►Part Two: Short Answer

Instructions: Provide information to answer the following questions.

6. List four of the eight steps in preparing for a one-on-one visit. Be specific.
7. List four of the 10 things you should do during a one-on-one visit. Be specific and do not include the titles of the three parts—Kicking it Off, Selling the Vision, and Wrapping it Up—in your answer.



ONE-ON-ONE VISIT RHYME

- ◆ Mover and shaker,
- ◆ Mover and shaker,
- ◆ I make things happen,
- ◆ I make things happen,
- ◆ I have a vision to communicate,
- ◆ Need to persuade, I cannot wait,
- ◆ Get 'em to say yes to my vision so great,
- ◆ In a one-on-one visit,
- ◆ One-on-one visit.



WHAT IS A ONE-ON-ONE VISIT.

◆ A meeting to communicate one's personal vision and persuade another person to buy in, or say "yes" to it.

Purposes of a One-On-One Visit:

- ◆ To inform
- ◆ To develop a relationship
- ◆ To get approval
- ◆ To seek assistance
- ◆ To offer assistance



PREPARING FOR A ONE-ON-ONE VISIT

Clearly define your personal vision.

Identify key partners who are critical to accomplishing the vision.

Set a goal for the meeting.

Determine what key messages are important to the other person.

Schedule the visit at least one week in advance.

Outline the agenda and send to the participant.

Gather and/or create supporting materials.

Confirm the visit the day before.



CONDUCTING THE ONE-ON-ONE VISIT

Kicking it Off

- ◆ Arrive at least 10 minutes early.
- ◆ Introduce yourself (if needed) and thank the person for meeting with you.
- ◆ Engage in casual conversation; be friendly and get the person talking.
- ◆ Be clear about the reason for the meeting.



CONDUCTING THE ONE-ON-ONE VISIT

Selling the Vision

- ◆ Ask open-ended questions to get the other person talking about his or her needs.
- ◆ Listen carefully and match the person's needs with your vision.
- ◆ Use key messages to sell your vision.



CONDUCTING THE ONE-ON-ONE VISIT

Wrapping it Up

- ◆ **Restate the agreed-upon outcome (if applicable).**
- ◆ **End on time and thank the person for meeting with you.**
- ◆ **Evaluate the success of the meeting.**



► **Directions:**

Cut up the five situations into separate slips and distribute to students—before class, if possible. Instruct students to hold on to them and be prepared to read them to the class when called upon.

Advise the guidance counselor that agriculture education is for all types of students.

Get to know a school board member and project a positive image of FFA members.

Ask the principal if your FFA chapter can attend the National FFA Convention.

See if the local veterinarian will accept job-shadowing students.

Offer to help the school maintenance supervisor with school beautification.



PREPARING FOR A ONE-ON-ONE VISIT

A. Clearly define personal _____.

Ask yourself in less than _____ words, what is your vision.

B. Identify key partners who are critical to _____ the vision.

Ask yourself who can help in accomplishing my vision or who could possibly _____.

C. Set a _____ for the meeting.

Ask yourself, what do I want to _____.

D. Determine what _____ are important to the other person.

Ask yourself, what will the other person get excited about, and what are his or her _____.

E. Schedule the visit at least one _____ in advance.

_____ the other person's schedule by giving him or her a week's notice.

F. Outline the _____ and send to the participant.

Let the other person know exactly what you will be discussing. There should be no _____.

G. Gather and/or create _____ materials.

Prepare any fact sheets, brochures, testimonials, etc., that would be beneficial to _____ them.

H. Confirm the visit the _____ before.

Plans do change and the other person may need to _____ or may have forgotten to write the meeting date on his or her calendar.

