



High School

National FFA Organization

Lesson HS.96

DETERMINING END PRODUCTS OF PROCESS

Unit. Stage 3 of Development—DO

Problem Area. How Does the Vision Get Accomplished?

Precepts. A2 Focus on results.

National Standards. NL-ENG.K-12.8 — Developing Research Skills — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



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

- 1 Name personal values and compare to group values. .
- 2 List the benefits of determining the end products of a process.
- 3 Describe the steps it takes to reach a specific and pre-determined end result.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Covey, Sean. *Seven Habits of Highly Effective Teens*.



Tools, Equipment, and Supplies

- ✓ Markers, crayons, or colored writing utensils
- ✓ Lined notebook paper—one per student
- ✓ Mailing envelopes—one per student
- ✓ Plain paper—one sheet per student
- ✓ Scrap paper—one sheet per student
- ✓ HS.96.AS.A—one per half the class
- ✓ HS.96.AS.B—one per half the class
- ✓ HS.96.Assess—one per student



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

Value



Interest Approach

The students are going to be asked to make an origami swan out of a sheet of scrap paper. Do not provide them with any directions. Give them only two minutes to complete the task. The key is that they have no idea how to get to an origami swan from a sheet of scrap paper.



At this moment, or in the very near future, you'll receive a piece of scrap paper. 'Why?' you ask. To create an origami swan, of course! You will have two minutes to work on this.

Hand out a sheet of scrap paper to each student and give him or her two minutes to create their origami swan.



Many of you gave a good attempt at creating a swan. What would have been useful for you to construct an origami swan?

Possible responses: step by step instructions, a teacher to show me how, a model of an origami swan to use to replicate, having the desired swan in mind before you start.

Pose the following question:



What are the advantages of having a model of the finished product? Why?



Elicit responses.



If we have a clear example of what we're being asked to do when we are working on projects, assignments, or tasks, it is easier to accomplish that task. For example, if we had been asked to make a clay replica of the Statue of Liberty, it would be easier if we had a picture with which to work. If we had been asked to make a batch of sugar cookies, having the recipe and a sample would be helpful. Sometimes it is too easy to focus only on the next step, but being able to visualize or see an example of the end product can be helpful. Today we are going to see how focusing on the end product is a valuable habit, and how we can use that habit to our benefit.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Determine personal values.

The first thing students will need to do is to establish a personal mission statement. This will allow them to reflect on their personal values.



Sit back for a moment, close your eyes, and listen carefully and thoughtfully to the following scenario. You are currently in high school. You choose electives that interest you. Maybe you study a foreign language because you've been told you'll need one to get into college. Public education lasts for 12 years. Once you've finished high school, you are on your own. If we live until we're 75, that means that we have approximately 57 years left to do what we want in life. Being in public education is just a small fraction of that. Now, think about the following questions.

What would you like to do in your lifetime? Think deeply. Don't hold your dreams back. What would you do if you could do anything? Take a moment, keeping your eyes closed until you receive directions to open them.

Give them 30 seconds to a minute to sit quietly and contemplate. While their eyes are closed, place a sheet of plain paper in front of them, and spread out a variety of colorful writing utensils.



Keep your eyes closed. When I tell you to open your eyes, keep your thoughts in your mind and remain completely silent. You have a blank sheet of paper in front of you. When you open your eyes, draw a big cloud on your sheet of paper and write everything that you just thought about inside that cloud. Write down what you'd like to do in your lifetime. You will have three minutes. Open your eyes and begin.

Give the students three minutes to draw their thoughts.



Pause for a moment. Honor the thoughts you've captured. Look at your pencil and say, "way to go, little buddy!"



I'd guess no one has the same thoughts written down. Why? Well, the answer rests in our understanding of where our hopes and dreams grow from. Where is that place? Our values. We all value different things. A value is a personal rating of usefulness, importance, and worth.

I. Value

A. A value is a personal rating of usefulness, importance, and worth.

Lead students in conversation about how the dreams they identified relate to personal values.



Great work, everyone. I can tell you are putting a lot of thought into this is excellent. We're going to add a whole new layer of thinking to this process. We've seen how each of us can think through our attitudes, hopes and dreams to identify our values. The question is: can a group do the same? For example, can the local chamber of commerce identify its values as a group? Can a business? Can an organization, like our school, do the same? What leads you to believe that they can? <I>Elicit responses.<I*>

Use a Me-You-Us Moment to address the next question.



What are the benefits of a group identifying its values?

Provide transition to next step in lesson.



When you are able to help a group identify its values, you better prepare that group for success. That makes you a very valuable member of the group. You can add more value by bringing knowledge of two more skills to the table. These skills will tap into the knowledge of the group values.

Objective 2. Understand the benefits of determining the end products.

For the next activity, the students will need to be in two different groups. Each group is going to be given the same situation, but only one group will have a clearly defined expectation. This will demonstrate the benefit of determining the end products before beginning a task.



For the next activity, you are going to need to stand up quietly, choose a partner, and stand across the room from that person. You will have 30 seconds to do this.

Give them 30 seconds to divide themselves.



The half on my right side is one group, and those of you on my left side are the other group. You will need to form yourselves into a circle, far enough apart from the other group so they cannot hear you.



Give them a moment to do this.



Each group will be getting a scenario. It is the same scenario, but each group will only have two minutes to solve the scenario. Make sure you work quietly enough not to give your information or solutions away to the other group.

Hand out HS.96.AS.A to one group and HS.96.AS.B to another group.



You have two minutes to solve the problem. Go.

Give them two minutes to solve the problem. At the end of two minutes bring them back to focus and have them share their responses. Have the group with HS.96.AS.A read their scenario and give their solution first. Then, have group HS.96.AS.B read their scenario and share their solution. Pose the following question:



What was different about the set of instructions supplied to each group.

Call on the groups to share their responses. What you're looking for is that one group had clear instructions to make a fire, and the other group had no idea what their end product was.



One group had a more clearly defined mission explaining how they would build a fire to keep warm; the other group had a very vague scenario. Think about the following question and be prepared to share an answer:

Which group was better off, and why.

Expected responses include: one group knew they had to start a fire right away and could get started; the other group had to think of ideas first, agree on an idea, then go with it; time was limited and one group had an advantage by having a clear end product.



Because timing was limited, it was getting dark and cold; the group that knew immediately to start a campfire was at a clear advantage over the group who had no clear outcome. Starting with a clear objective in mind was an advantage in this situation.

I. Determining the end product has benefits.

- A. Efficiency of time.
- B. A clear vision.
- C. An understanding of the task at hand.
- D. Know what is expected.



E. Break it down into manageable steps to complete.



Many times in life this is also the case. If we know what we're working toward, if we have the end in sight, it is much easier to work toward that goal. We are much more efficient. We have a clear vision. We know what we're suppose to do, and it is just easier. Determining the end product is a positive start to solving any problem.

Objective 3. Starting with the end in mind, be able to map out steps it takes to reach a specific and pre-determined end result.

This next section will help students see the value of first determining the end product, then work backwards to determine the steps necessary to reach that goal.



When it comes to school, what is a goal you've always wanted to accomplish. Is there a test you want to ace. Are you planning on running for a class officer. Do you want to make the honor roll this quarter. Think to yourself for a moment about a goal you'd like to set for school in the near future. Think of those dreams and those clouds.

Pause for 10 seconds.



Take a minute to think about this goal. Jot down your personal school goal on a sheet of paper. Be ready to share your goal when you're called on.

Give the students one minute to quietly think of a goal and write it down on a piece of scrap paper. Provide the colored writing utensils. Call on several students to share their goal.



All of you have written down something you would like to accomplish in school in the near future. Having the end product written down is the first step toward accomplishing a goal. If you didn't know what you were working toward, you would have no end in sight, and could possibly lose sight of your original goal before you ever reach it. On the same sheet of paper that you wrote your goal on, write today's date at the bottom. Starting from today's date at the bottom of your paper, working towards that goal, write down the steps it will take you to reach that goal. You will have three minutes to write these steps down.

Give the students three minutes to work on the steps to achieving their end product.



By first determining the end product you're aiming for, you can more efficiently set realistic steps to reach it. This will help you focus on your personal end product. By first defining your goal or



mission, and looking at the big picture, you can clarify your purpose, see where you're headed, and work most efficiently. This is a valuable tool to use.



Review/Summary

This review activity focuses on the students' abilities to see an end product they can clarify and work towards. This will range from a personal school goal to an end product they'd like to achieve, such as during their basketball season or filling out scholarship applications in time.



Think about tomorrow. What is something you would like to accomplish tomorrow. Write down the end product you'd like to accomplish, and using that as your starting point, map out the steps necessary to accomplishing it.

You can also have students write down why this is a beneficial means of accomplishing things.



Application

►Extended Classroom Activity:

Have the students set a goal for the grade they would like to earn in this class, and have them map out a plan of how they can reach this goal. This would be different for all students, and it will help you meet the student's diverse learning needs. This also reminds students that the grade they earn is up to them, and that their daily work affects the big picture of their final grade.

►FFA Activity:

Have the students set a goal for the FFA. This could mean running for chapter office, selling a certain amount of fruit in the annual fundraiser, or getting the scholarship application completed and in on time. Have them map out a plan to reach that goal.

►SAE Activity:

Have the students set a goal for their SAE project. This could include working a determined amount of hours, making a certain amount of money, or learning a specific new skill. Have them map out a plan to reach this goal.



Evaluation

Copy and hand out HS.96.Assess.



Answers to Assessment:

1. A value is a personal rating of usefulness, importance, and worth.
2. Answers may include: efficiency of time, a clear vision, an understanding of the task at hand. There are other acceptable answers.
3. Determine the end product, work backwards mapping out the steps and time necessary to reach the desired end product.



DETERMINING END PRODUCTS OF PROCESS

1. Define value.
2. What are two benefits of determining the end product before starting a problem.
3. What is the most efficient way to reach a pre-determined end product.



HS.96.AS.A

Imagine that your group is in a forest on a camping trip. It's getting dark. You have been instructed to wait until your camp leader comes to give you your mission. It's getting cold. You hear an owl in the distance, and notice the sun dipping lower and lower on the horizon. You have no idea how long you'll have to wait. The darkness is not very comfortable. What do you do.

HS.96.AS.B

Imagine that your group is in a forest. It's getting dark. You are going to have to stay there for a while yet, until you receive your mission from the camp leader. It's getting cold. You hear an owl in the distance, and notice the sun dipping lower and lower on the horizon. You have no idea how long you'll have to wait. The darkness is not very comfortable. You need to start a campfire to provide light and warmth. What do you need to do to accomplish this.

