



Middle School

National FFA Organization

Lesson MS.49

DEFINING PROBLEM SOLVING

Unit.

Stage Three of Development-DO

Problem Area.

How Do I Make Things Happen?

Precepts.

J4: Solve problems.

National Standards.

NL-ENG.K-12.12 - Applying Language Skills - Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Identify qualities of the mentor/protégé relationship.
- 2 Identify the parameters of the mentor/protégé relationship.
- 3 Create an action plan for the mentor/protégé relationship.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Bowman, Robert P., Ph.D. and Susan C. Bowman. Ed.S. *Becoming a Co-Pilot. Chapin, South Carolina. Youth Light. Inc, 1997.*

Mentor Center of Western Nevada, <http://www.wncc.nevada.edu/mentor/guidelines.htm>

National FFA Organization's Essential Learning's, 2003.

Peer Resources <http://www.peer.ca/peer.html>



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Transparencies and projector
- ✓ Copies of Activity Sheets-one per student
- ✓ Test and assessment-one per student
- ✓ Movie/TV clip representing a mentor/protégé relationship
- ✓ TV/VCR
- ✓ Index cards



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

- ▶ Mentor/Protégé Relationship



Interest Approach

▶ Suggested Activity:

Select two to three movie/TV clips, one to two minutes in length, that illustrate positive mentor relationships. Some examples may include Karate Kid, Star Wars, Shrek, Harry Potter, or Home Improvement. Give each student a sheet of paper: brightly colored is suggested.



Let's view the movie/TV clips. Lets identify themes you believe these clips have in common and write your ideas on the paper provided.

Show two or three clips that highlight the mentor/protégé relationship. Note: A second option for an interest approach has been provided if you are unable to obtain the necessary items for the suggested interest approach.

▶ Alternative Activity:

Place the names of popular mentor/protégé relationships on cards to pass out to the students. Some examples may include: Wilson and Tim Taylor from Home Improvement, Donkey and Shrek, etc. The teacher will place these cards between two students, who will be paired for the following activity. Allow 30 seconds for this interaction.





Let's take a moment and think of the TV Show Home Improvement. What type of relationship does Tim "The Tool man" Taylor have with his neighbor Wilson? What type of interactions do they have during each episode? Well today we will look at the type of relationship these individuals have. Let's examine these types of relationships by using role play cards. When I say "Go" turn over your card and work with the person to your right to role-play the relationship on the card. You will have 30 second to role-play. Ready...set...go.

Process the activity by asking the students the following:



What did these famous relationships have in common?

Common responses: someone to offer advice; someone to look up to.

Strive to get them to the answer of "mentors."

Elicit Responses:



What terms do we often hear used to describe this kind of relationship?

Common responses: mentor; coach; guide. Write the word "mentors" on a writing surface.



Our focus today is on mentors and the relationship established with a mentor. The Merriam Webster's Collegiate Dictionary defines mentor as "a trusted counselor or guide; tutor or coach"

As a class, we will be participating in a discussion. After a question is asked, you will give 10 seconds for students to form a response in their heads and you will call on students to share responses.

Gather responses around the word mentor on the writing surface that is on target.



We will be participating in a discussion. The guidelines are as follows:

I will ask the question.

We have 10 seconds to form a response in our heads.

Finally, I call on you please provide your response to the question.

Our responses will be written down to help define the term mentor.



What role did each mentor play in the life of these characters?

Common responses: support; resource person.



Describe the relationship.

Common Responses: open; trusting.



What kinds of activities did the characters do together?

Common Responses: talking, shared common interests.



How did the characters' interactions influence each other?

Common Responses: learn from each other; work with each other; accomplish common goals.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify qualities of the mentor/protégé relationship.



Think about a person that you value as a mentor in your life. This individual should be a positive relationship in your life. Close your eyes and, without talking, re-play in your mind the last positive encounter you had with this person. Take 30 seconds to quietly reflect. You may begin.

Time the students for 30 seconds. The classroom should be quiet during this time. Pass out a sheet of paper to each student.



Times up! Let's start our journey to examine our relationship with our mentors. Select the qualities that are important to you with your relationship with your mentor. Take a moment to describe these qualities that make this a positive relationship, we will have 30 seconds to capture our responses in our notebooks.

Use the Me-You-Us Moment to review the qualities that the students value in their relationships with a mentor.



Now that we have highlighted the qualities of the mentor relationship, select the quality that is most valuable to you and write it on the paper provided.

After students have gathered their thoughts on paper, have them form a circle, linking to each other by holding the sheets of paper between them. This way, every student can see all the responses.



Please bring your sheet of paper and form a circle around the room. Next, link with the students next to you by holding on to each other's cards to make a chain. These are the qualities that bind us together.

Discuss the various qualities and why some are more important to them than others.



Are there any qualities that are less valuable to you? Discuss this with one person as you return to your seat.

Ask the following processing questions, write the following processing questions on a writing surface, and have students capture in their notes the thoughts shared.



Write the following key questions and your answers in your notes.
Are there any qualities that were less valuable to you? Why?

Common Responses: punctuality, because I would rather they be honest than on time.



What qualities are the most important to you? Why?

Common Responses: I value honesty because my mentor needs to be honest with me so I can grow



What qualities do you hope to develop in your mentor/protégé relationship?

Common Responses: respect and an understanding of different views.



Place a copy of HS.AS.49 on the students' desks.



Look at section A of the handout that has been provided for you. Use the next two minutes to record your thoughts. Begin now.

Time the students for two minutes while you move about the room and respond to questions.



Who would like to volunteer to share their responses?

Call on the volunteers to share their responses.



Let's praise them for their thoughts with power snaps, all students snapping fingers rapidly together.

It is important to understand the positive qualities of your mentor/protégé relationship and what you hope to gain from this experience. This understanding will ensure success for both you and your mentor.

Elicit Responses.



Take ten seconds to think about this question: What do you hope to gain from having a mentor?

Allow 10 seconds for processing a silent response.



Here are a few ideas, please script the following thoughts into your notes.

Show HS.49.TM.A.

I. How will you benefit from your mentor/protégé relationship?

A. **Mentor/Protégé Relationship:** a dynamic process whereby each participant respects and trusts the other's advice, counsel and guidance across a significant period of time.

B. Companion

C. Role Model

D. Resource Person



Think of other benefits you will gain by having a mentor.

Add the responses that are on target to HS.49.TM.A.



Please add these responses to section B of your activity sheet.

Allow students time to complete section B of the action plan. This should take approximately five minutes.



Now that we know the type of person we want as a mentor, we need to consider what we want to accomplish in the relationships with our mentors.



Objective 2. Identify the parameters of the mentor/protégé relationship.

Students will be working to define the mentor/protégé relationship by researching the parameters that need to be followed in the relationship.



Reflect back to those qualities of a mentor/protégé relationship that we brainstormed. When we take the necessary steps to bring those qualities to our relationship, the experience is sure to be a success. But to ensure this, we need to define a few of the parameters, or the guidelines that need to be followed in the relationship.

Explain that students will be working in five groups or pairs to explore the five basic parameters for a mentor/protégé relationship using the Hieroglyphics Moment. Divide students into five groups or pairs at this time.



In a moment you will receive a piece of paper with a parameter written on it. Let's start our journey to examine our relationship with our mentors. Using the Hieroglyphics Moment to represent this parameter. Be prepared to share your groups drawing with the class. When you are given the cue, begin the drawing. Ready...set...go.

Each group shares and asks the rest of the class to figure out the parameter.



Let's see if we can figure out the basic parameter from the illustration we have drawn. While a group is presenting let's quietly write what we think the parameter is in our notebooks. If the incorrect parameter is guessed, please note the correct response in your notebook.

What group wants to present first? Please come to the front of the room.

Share the following information to the students from HS.49.TM.B.

II. Mentor/Protégé Relationship Parameters

- A. Meet regularly with the mentor to review and discuss goals.
- B. Be available for assistance, advice, and support to accomplish the common goals.
- C. Recognize the ethical responsibilities of the mentor/protégé relationship.
- D. Listen to the mentor/protégé's questions and concerns.
- E. Accept the feedback and suggestions given by the mentor/protégé.
- F. Meet in a regular location at a regular time.



This information will be essential to developing and maintaining a positive relationship with your mentor. When we hear the cue, please return to your activity sheet and complete Section B. Let's list the benefits of the mentor/protégé relationship and identifying potential activities you could do with your mentor. Be sure that your activities fall into the parameters we have defined. You may begin.



Objective 3. Create an action plan for the mentor/protégé relationship.

The students will create an action plan that will outline the mentor/protégé relationship and their responsibilities.



We have identified the qualities of a mentor/protégé relationship and have set the parameters of the relationship. Let's explore how we put what we have learned into action?

Answer: we are going to develop an Action Plan!



We will begin to build an Action Plan that will guide our mentor/protégé relationships. Let's review some of the items that we will need to include in our action plan. Please capture the following information in your notebooks.

Show and discuss HS.49.TM.C.



So you have a mentor... NOW WHAT?

III. Guidelines for the mentor/protégé relationship

- A. Arrange your first meeting date, time, and place. Plan at least 30 minutes to 1 hour.
- B. Discuss and outline a list of short-term, intermediate, and long-term goals for you and your mentor.
- C. Select at least one goal in each area and create an action plan with deadlines.
- D. Set your next meeting date, time, and place. If possible, your next three meetings can be arranged. Remember:
Times must be good for both of you. Meet in a public place where both are comfortable.
- E. Identify an agenda for the next meeting. Including the following:
 - discuss progress and get suggestions from your mentor
 - evaluate progress and goals
 - ET new timelines and deadlines as accomplishments are made

Students will work on section C of the Action Plan in which they will write down their responsibilities and expectations of the mentor/protégé relationship.



Let's apply what we know about mentors to our personal Action Plans. When you have questions, ask me. Fill in section C of your Action Plan. You may begin.

Time the students for five minutes. Provide updates on the time while you assist as needed.



During the next week you will meet with your mentor and share this action plan. Take it with you so you, your mentor, and your parents or guardian can sign the action plan.





You did an awesome job solving problems today and came up with some creative alternatives to each step. Now you will have the opportunity to do this on your own.



Review/Summary

For a summary, the students will complete an additional worksheet that will continue their thoughts on the mentor/protégé relationship. Use the Show What You Know Moment to review the worksheet.



Today we had the chance to learn what constitutes a healthy mentor/protégé relationship. We discovered qualities of a healthy mentor/protégé relationship, and we established some activities that would be appropriate for working with a mentor. In order for you to show that you have grasped the concepts from today's lesson, for the next two minutes complete AS.49.HO.B.



Application

►Extended Classroom Activity:

Have each student choose someone they feel looks up to them and arrange to meet with them on a regular basis so they can serve as a mentor.

►FFA Activity:

Have each student participate in a PALS or mentoring activity with the FFA Chapter.



►SAE Activity:

Have each student encourage their mentor to work with them planting a flowerbed at the local park for a community service project.

Connection to other lessons. High School Lesson 48, "The role of mentors."

✓ Evaluation

A written test, HS.49.Test.A, is provided along with an authentic assessment tool.

►Authentic Assessment:

Instruct the students to use the Go-with-the-flow Moment to have students think through and illustrate the development of a mentor/protégé relationship..

Answers to Assessment:

True or False

1. False
2. True
- 3 . True
- 4 . True

Short Answer

- 5 . Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
- 6 . Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
- 7 . Common Responses: Honesty, Trustworthy, Flexibility, and Considerate.



DEFINING PROBLEM SOLVING

Instructions: Match the problem-solving step with the appropriate example.

- _____ 1. Identify the problem.
- _____ 2. Collect all needed information.
- _____ 3. Guess what the solution will be.
- _____ 4. Test to see if your guess works.
- _____ 5. See what the result is.
- _____ 6. Retry until wanted solution is reached.

- A. You should not smoke.
- B. Ask friends and family members, and look up information on the Internet about the pros and cons of smoking.
- C. You cough, wheeze, and get sick from the experience—not to mention your clothes stink.
- D. Try smoking to see if you like it.
- E. Should you start smoking.
- F. You will not start smoking.



DEFINE PROBLEM SOLVING

Definition of problem solving

◆ *Problem solving is the process by which problems are identified and solved.*



PROBLEM-SOLVING PROCESS

Six steps in the problem-solving process

- ◆ **Identify the problem.**
- ◆ **Collect all needed information.**
- ◆ **Guess what the solution will be.**
- ◆ **Test to see if your guess works.**
- ◆ **See what the result is.**
- ◆ **Retry until wanted solution is reached.**



PROBLEM: DETERMINE WHETHER A COW IS A BEEF OR DAIRY BREED

Six steps in the problem-solving process

- ◆ **Identify the problem.**
- ◆ **Collect all needed information.**
- ◆ **Guess what the solution will be.**
- ◆ **Test to see if your guess works.**
- ◆ **See what the result is.**
- ◆ **Retry until wanted solution is reached.**



PROBLEM TO BE PUT IN ORDER

Cut the following lines into strips so the students can put them in the correct order.

Whom am I going to ask to the dance
next Friday.

Make a list of all the possible people who are
not dating anyone and whom I like.

I will try asking my number-one choice.

I asked my number-one choice and
was turned down.

My number-one choice will not work.

I will now ask my number-two choice and keep
going down the list until someone says yes!

