



Middle School

National FFA Organization

Lesson MS.54

IDENTIFYING OTHERS WHO CAN HELP

Unit.

Stage Three of Development—DO

Problem Area.

How Do I Make Things Happen?

Precepts.

N2: Demonstrates problem-solving skills.

National Standards.

NL-ENG.K12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

1. Identify the benefits of asking for help, and what type of individual or groups someone should ask for help.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Transparencies
- ✓ Overhead projector
- ✓ Assorted markers or crayons
- ✓ Student notebooks or journals
- ✓ Blank transparency sheets—one per group of two students
- ✓ MS.54.AS.A—as many as are needed to have two matching pairs in class. Must be cut into cards.
- ✓ MS.54.AS.B—one per group of two students
- ✓ MS.54.AS.C—one per student
- ✓ MS.54.TM.A
- ✓ MS.54.TM.B
- ✓ MS.54.TM.C
- ✓ MS.54.Assess—one per student



Key Term. The following term is presented in this lesson and appears in bold italics:

▶ Solution



Interest Approach

This activity will help students realize that when they are trying to solve problems, they may need another person or group to help them. As the students enter the classroom, hand each of them a word card. Every two students will get the same word on their cards. Cards can be found on MS.54.AS.A.



In front of us is a card with a word on it. When I say "solution," get up and find the person in the room who has the same word card as you. We will have 30 seconds to find our partner and sit together. Solution!

Wait 30 seconds and be sure everyone has a partner. The students do not need to take anything with them



Great job! The person next to us will be our partner for today.

Please select one person from your group to be the artist and one person to be the describer. Each group will receive a sheet of paper with a drawing on it, an overhead sheet, and a marker. You will have 15 seconds to decide.



Wait approximately 15 seconds for the students to decide. When distributing materials, use overhead markers so transparencies can be reused.



Who are my artists? The artists will draw their vision of the picture on the upper half of the overhead sheet with the marker, while keeping their eyes closed! You may not ask any questions, and you must draw what the describer tells you to draw.

As for my describers, we will give directions to the artist on how to draw the picture.

We will have three minutes to complete our work of art. Time starts when everyone receives the paper. Remember artists, keep your eyes closed, and please do not talk or ask questions.

Hand out sheet MS.54.AS.B and associated materials



You may begin!

Allow time for students to create their artwork. While the students are working, set up the overhead projector, because the students will share their artwork with the entire class



5 ... 4 ... 3 ... 2 ... 1 ... time is up! Put your markers down.

Wonderful! I saw some really good things happening in the class during our drawing session!

In a moment, each pair will take three minutes to discuss the following questions. Be sure to capture your answers below your artwork on the overhead sheet, using your marker. Be prepared to share your answers with the entire class.

Put up transparency MS.54.TM.A, from which students may answer questions.



Here are the questions:

What made it difficult to solve this problem? Why?

What would have made it easier to solve the problem? Why?

Based on this activity, what do you think today's class will be about?

You have four minutes to complete this task. What are your questions? Begin!

Allow the student's time to answer the questions. Once students have completed the task, have each group come up and share their artwork and answers to the questions. Write these steps on the board for the students as a reminder of the ground rules.



Before we begin, let's review the ground rules for presenting answers:

1. There is no right or wrong answer.
2. No one is to make fun of another person or his or her work.
3. Everyone has the right to his or her own opinion.
4. No one is to be talking while a group is presenting.
5. When each group is finished, everyone will give a round of applause.



Our groups will now present their information on the overhead. Please come forward, one group at a time. Each group will have 45 seconds to relay its information.

Ask for volunteers to come forward and present their results. It is fine if time does not allow for all groups to share.



Thank you, groups! What variety of different pictures!. Some of us guessed that today we are going to be talking about problem solving and how to ask for assistance in developing a solution. It would have been very difficult if I had told you to close your eyes and draw the picture without the assistance of your partner.

Many times we face problems in our lives we are unable to solve by ourselves. We may need to ask for help. So today, we will discover the benefits of asking for help in developing solutions to problems. Let's also identify individuals whom we should ask to help us. In order for us to discover these exciting ideas, we will need to be a curious learner and be willing to admit we can't do everything on our own. This involves taking a risk, but together we will be successful!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the benefits of asking for help, and what type of individual or groups someone should ask for help.

Put up transparency MS.54.TM.B, from which students may answer questions.



Let's capture our answers to the following questions in our notebooks:

When should someone seek assistance in solving a problem?

What type of individual or groups of people should someone ask for help?

What benefits do you think a person can receive in asking for help?

You will have four minutes to answer these questions.

Wait three minutes.



Is there any group that would like to share their answers?

Capture answers on a public writing surface.





Look at the variety of answers! It is important for people to seek out others for assistance when solving problems. There are a few things to keep in mind when seeking out people for help. In a moment, we are going to go over some of the important ideas to consider. Please capture these ideas in your notebooks.

When going through these notes, you may decide to stop at each question and get feedback from the class before giving them the answer to the terms or questions.

I. Seeking assistance in solving problems

A. What is a **solution**?

1. A solution is the answer or end result to a problem.

B. What is the benefit of asking for help?

1. To share the load of the problem
2. To get more possible solutions
3. To draw on someone else's strengths and experience
4. To provide support
5. To give guidance

C. From what types of individual or groups should you ask for help?

1. Parents and family
2. Friends
3. Teachers and guidance counselors
4. Service people—police, community leaders, clergy
5. Anyone who may benefit you in solving your problem

In advance, use transparency MS.54.TM.C to prepare a letter describing a problem you are facing, and have it ready on an overhead to share as an example for your students.



We have now learned the benefits of asking for help and have identified people to help us with our problem solving. Let's quietly think of a problem we are currently facing. If you do not want to use a problem you are currently facing, think of a problem you know someone else may be facing. Think of an individual or group of individuals you could go to for help in solving the problem.

We will then write a letter to that individual or group, explaining our problem and asking them for help with its solution. We will use the sheet provided. We have ten minutes to complete this task. What questions do you have?

I am here to help if anyone needs me in any way. Before you begin, I would like to share an example with you of a problem I am currently facing. On the overhead is a copy of my letter asking for help. Read through my sample silently. When you have finished reading my example, you may begin!

Pass out a copy of MS.54.AS.C to each student. Allow time for each student to compose his or her own letter. Walk around the room to provide any assistance that may be needed.





Great! Would anyone like to share what he or she has written? Remember, the ground rules we talked about earlier still apply!

Wait for students to share. If no students share, ask if someone would be willing to read a portion of his or her letter.



Those were some problems that need help in being solved, and we selected excellent people to help support us in solving our problems. If we would like to send this letter to the person we wrote it to, I will provide you with an envelope and can help you address it. Otherwise, please place the letter in your notebook.



Review/Summary

Have the students use Bob the Weather Guy Moment strategy to review the information. Ask for volunteers to report to the class. Students will have one minute to prepare their responses.



Today we were able to examine how important it is to ask for help when faced with problems that need solving. Many times, asking for help will allow us to explore many different solutions. Many of these solutions may be ones that we may not have achieved on our own. There may be times when we need to share the problem with someone and get help so we can make a wise decision. Never be afraid to share the problems we are having with someone. If we do not ask for help when we need it, we will never know the potential a person may have to help us solve your problems.



Application

►Extended Classroom Activity:

Have students write a journal entry on how they felt after asking for help in solving a problem.

►FFA Activity:

Have students ask for help in solving a problem within the FFA chapter.>

►SAE Activity:

Have students seek out help for problems within their SAE project.



✓ Evaluation

A written test is provided to evaluate the objectives of this lesson. Provide each student with a copy of MS.54.Assess.

Answers to Assessment:

1. False
2. True
3. True
4. False
5. Answers will vary.



IDENTIFYING OTHERS WHO CAN HELP

► True or False

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

- _____ 1. You should never ask for assistance when trying to solve a problem.
- _____ 2. A solution is the answer to or the end result of a problem.
- _____ 3. Some benefits to asking for help are the sharing of the weight of the problem and getting support.
- _____ 4. Parents are not a source you should consult when seeking a solution to a problem.

► Short Answer

Instructions: Write out your answers in complete sentences.

5. Why is it difficult to ask for help. What did you learn in your lesson that will help you to ask for help in the future.



- ◆ **What made it difficult to solve this problem. Why.**
- ◆ **What would have made it easier to solve the problem. Why.**
- ◆ **Based on this activity, what do you think today's class will be about.**



- ◆ **When should someone seek assistance in solving a problem.**
- ◆ **What type of people or groups of people should someone ask for help.**
- ◆ **What benefits do you think a person can receive from asking for help.**



I. SEEKING ASSISTANCE IN SOLVING PROBLEMS

What is a solution.

- ◆ A solution is the answer or end result to a problem.

What is the benefit of asking for help.

- ◆ To share the load of the problem
- ◆ To get more possible solutions
- ◆ To draw on someone else's strengths and experience
- ◆ To provide support
- ◆ To give guidance

From what types of individual or groups should you ask for help.

- ◆ Parents and family
- ◆ Friends
- ◆ Teachers and guidance counselors
- ◆ Service people—police, community leaders, clergy
- ◆ Anyone that may benefit you in solving your problem



Solution	Solution
Teacher	Teacher
Counselor	Counselor
Principal	Principal
Parent	Parent
Police Officer	Police Officer
Fire Fighter	Fire Fighter
Doctor	Doctor
Nurse	Nurse
Leader	Leader
Friend	Friend
Family	Family
Problem	Problem
Help	Help
Sister	Sister
Brother	Brother
Clergy	Clergy
Specialist	Specialist
Scientist	Scientist
Adult	Adult



MS.54.AS.B Name: _____

Students will draw this picture on an overhead. One person in the group—the artist—will have his or her eyes closed while his or her partner describes the picture that is to be drawn.



MS.54.AS.C Name: _____

Date _____

Dear _____,

Sincerely,

