



Middle School

National FFA Organization

Lesson MS.57

FINDING OPPORTUNITIES TO MAKE POSITIVE CHANGE

Unit.

Stage Three of Development—DO

Problem Area.

How Do I Make Things Happen?

Precepts.

C5: Persuade others to commit

National Standards. NL-ENG.K12.12 — 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 Define a change agent and list three examples.
- 2 Identify the steps of the change process.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Transparencies
- ✓ Overhead projector
- ✓ Assorted markers or crayons
- ✓ Student notebooks or journals
- ✓ MS.57.AS.A—one of the cards per group
- ✓ MS.57.AS.B—one per student
- ✓ MS.57.TM.A
- ✓ MS.57.TM.B
- ✓ MS.57.TM.C
- ✓ MS.57.Assess—one per student



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

- ▶ Change agent
- ▶ Change process



Interest Approach

This activity will expose students to the idea that positive change impacts lives.



Businesses and companies spend a lot of money on commercials to sell their products. During the Super Bowl, a 30-second commercial now can run as high as \$2 million! So these companies try to make their commercials very exciting so they really grab the attention of their audience. Do you remember any exciting commercials you have seen recently?

Allow the students to list two or three commercials they have seen recently. Ask for volunteers to share with the class.



-Great! We are going to be creative and develop our own commercial based on a scenario. Our goal is to create and act out a commercial portraying what is on our card. Our commercial should last one minute. We will be working in groups; everyone in the group will help create the commercial. Two students will act out the commercial, and one student will serve as a narrator. You will have eight minutes to develop your commercial. Do you have any questions? Begin!

Place the students in groups of three. Ideas for putting groups together: Put all the students' names in a hat and pull out three at a time to assign to groups. Or select your own method for assigning groups. Pass out the cards from MS.57.AS.A. Each group needs to have one card. Give a two-minute warning before time expires.





"Time is up!" Let's share our commercials.

Once the time is up, have each group act out their commercial for the class.



How can positive changes impact the outcome of situations? A student changes his or her study habits, and his or her grades improve because of that positive change. A company creates a new product that makes the market more competitive, and as a result, products already on the market are improved. By making positive changes, a club can increase its membership. These are just a few examples of how positive change can impact the outcome of a situation.

Today, we need to be an active learner and participate in class in order to learn how we can begin to make positive changes in our lives.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define a change agent and list three examples.

Have students get out their notebooks.



We just discover how commercials can have an influence on our actions. We are going to cover some very important key terms and points that will help you gain the skills you need to make positive changes in your lives. Get out your notebooks to capture this vital information.

Use the Little Professor Moment strategy to engage the students' learning and to introduce the following key terms. Share the following information using MS.57.TM.A. Divide the students into partners and have the list ready to share.



Each of us will work with a partner for this activity. When your name is called, please stand up and move next to your partner. Stand together until everyone has been placed with someone.

Call out pairs.



Now that we are in pairs, please find a seat and sit next to each other. Decide which partner will be Einstein and which will be Michaelangelo.



Wait 30 seconds while students decide.



All of my Einstein's raise your hands. You have the job of being a very attentive learner. Please take notes in your notebook. Michelangelo's, we will ignore the instruction that is going on.

Okay Einstein's, please capture the following information:

Place MS.57.TM.A on the overhead.

I. Making positive changes

A. Key Terms

1. **Change agent**: someone who takes the lead in helping to make changes
2. **Change process**: steps to help you make changes



Einstein's, it is our turn to teach the Michelangelo's the information we have just gone over. Turn to your partner. We have one minute to teach the Michelangelo's.

Einstein's teach to Michelangelo's.



Great job, Einstein's! Michelangelo's, thank the Einstein's with a high-five!

Switch roles for the Little Professor Moment



Now, Michelangelo's, it is our turn to pay attention and capture the information I will share. Einstein's, this is our chance to relax and quietly talk to ourselves-in our heads, that is.

Okay Michelangelo's let's look at whom we can identify as a change agent. Remember, we stated that a change agent is someone who takes the lead in helping us make changes for the better. Can we think of any change agents?

Wait for some responses from the students.



Wonderful! We seem to have several examples of positive change agents. What makes a person a positive change agent?

Allow time for students to answer.



Great! Those were some wonderful answers. Let's capture some of those characteristics right now in our notebooks.

B. Identify characteristics of a positive change agent

1. Has a positive attitude
2. Has the ability to motivate
3. Believes that change is needed
4. Encourages teamwork in decision-making

Michelangelo's, thank you for being so attentive. It is now our turn to teach this information to the Einstein's. We one minute to teach them.

Michelangelo's teach the Einstein's.





Einstein's, thank the Michelangelo's for teaching you with a high-five on the count of three. Okay, 1 ... 2 ... 3!

Objective 2. Identify the steps of the change process.

We have defined what a change agent is and what the change process is. We have also gone over what characteristics are needed to become a change agent. We are now going to go over steps involved in the change process. In order to go from the first floor of a school to the second floor, we must walk up some steps. Each step takes us closer to the next floor. The change process is just like this example. It is important to learn and follow all the steps in the change process to help make positive changes in your lives. Please capture the following steps in your notebooks.

Place MS.57.TM.B on the overhead, from which students may copy notes.



The steps in the change process

4. Determine if change is needed. The question you need to ask is, "Do I need to make changes in my life?"
5. Identify the change. What changes do I need to make? What will this change do?
6. Select the style. How do I implement the change? What will I need to do to achieve this change?

Let's look at an example we can apply the first three steps in the change process. Please listen carefully to this scenario as I read it aloud:

A girl wants to be a cheerleader for the middle school basketball squad. She took some formal dance instruction and gymnastics when she was younger, but has not done anything in a few years. Looking at this example, let's determine what change is needed.

Allow students to provide feedback. Responses may be: start working out; go back to dance class; practice cheers

Allow students to provide feedback. Responses may be: she will be in shape; will have new moves for tryouts; will be able to keep up with the squad



We have looked at steps one and two. Now let's see how step three applies to this situation. Remember, step three deals with selecting a style. Please stand up and turn to your neighbor.

Wait for the students to stand up and see everyone has a partner.



In a moment, you will have 30 seconds and will be asked to share your thoughts with the class. Discuss the Question with your neighbor. Any questions?

Allow time to answer questions.





Please discuss this question with your partner: How should the girl implement change to help her reach her goal? Go!

Wait 30 seconds for the students to talk.



Time's up! I heard a lot of great discussion happening. Please go back to your seats. Would someone please share his or her thoughts on this questions with the class?

Allow time for the students to provide feedback. Responses may be: enroll in classes; practice with a current cheerleader; seek help from the coach



Time's up! I heard a lot of great discussion happening. Please go back to your seats. Would someone please share his or her thoughts on this questions with the class.

Allow time for the students to provide feedback. Responses may be: enroll in classes; practice with a current cheerleader; seek help from the coach



Excellent! You have successfully worked through the first three steps of the change process. We are going to continue with the next three steps. We are also going to continue to work with our example of the girl who aspires to be a cheerleader for the middle school basketball squad. Please capture the next three steps in the change process in your notebook.

Continue to use MS.57.TM.B on the overhead for the last three steps of the change process.

4. Inspire: What can I do to help inspire this change?

5. Share: How do I tell others about the change?

6. Incorporate: How do I apply the change?



Now that we have the next three steps down, let's look at them in depth. Step four is to inspire. This step wants you to think of some motivational tools that will help you achieve your change. Continuing to look at our example of the girl who wants to be a cheerleader, let's answer this question in our heads. What can the girl do to help inspire or motivate her to make the change to achieve the goal to be a cheerleader?

Allow the students 30 seconds to answer the question.



Would someone please share his or her thoughts with the class on what the girl can do to inspire her change?

Allow students to provide feedback. Possible responses may be: read cheering magazines; watch the high school girls practice; talk with a high school cheerleader



Our next step is to share. With whom should the girl share her new goal?

Allow students to provide feedback. Possible responses may be: with friends, parents, counselors, or teachers



Cool answers! Finally, let's look at the last step, to incorporate. How should the girl apply the change to make it a reality?

Allow students to provide feedback. Possible response may be: try out for team and be selected





Now we have identified some change agents and the process for making positive changes in your lives. We have worked through an example and have come up with some really good ideas of what the girl needs to do to achieve her goal of being a cheerleader.

Now it is our turn to think of a positive change we would like to make in our life. On the worksheet provided, work through the steps of the change process. When we have completed working through the steps, write a paragraph that describes the change you want to make in your life and how you would follow these steps to ensure that you achieved this positive change. To help you with this, let's look at one quick example.

Place MS.57.TM.C on the overhead so that students can follow the steps.



A student wants to become the quarterback for his school's football team. He decides to make a positive change by exercising, lifting weights, and eating healthy food. To make sure he stays with his goals, he keeps track of how much he exercises, he increases the amount of weight he lifts, and he keeps track of what types of food he eats. Your example may be similar to this student's, or it can be on anything you choose to change in your life. You have ten minutes to complete this task. What are your questions?

Allow the students to ask questions.

Pass out MS.57.AS.B to the students.



When we receive the worksheet, you may begin. Remember, we have ten minutes to complete this task.

Wait ten minutes for students to complete this task. Walk around the classroom to ensure that students stay on task.



In order to make positive changes, we need to not only follow the steps, but we also need to set the wheels in motion and begin to work on each step, just as we did with our example of the girl wanting to be a cheerleader. These steps and the change agents ensure that you will make the positive changes you want to achieve in your life.



Review/Summary

Use the Me-You-Us Moment to get responses from the class for the following questions. Have the students capture their answers in their notebooks.



In a moment, we will answer a few questions about the information we have just gone over. In order to do this, we need to have our notebooks out. Please answer the following questions in our notebooks. We will have two minutes to complete this task. Go!

Write the questions on the board for the students as you read them.



Do you consider yourself to be a change agent? Why or why not?
Do you think it is important to make positive changes? Why or why not?

Wait two minutes for the students to complete their thoughts.





Great! Now that we have answered these questions, turn to a partner and share our answers with him or her. We will have a total of two minutes for both of us to share your answers with each other. Any questions?

Answer any questions the students may have.



Begin!

Wait two minutes for the students to share their thoughts.



5 ... 4 ... 3 ... 2 ... 1 ... stop! I heard a lot of great answers out there. Would anyone like to share one of his or her answers with the entire class?

Allow students to provide feedback.



- Thank you! Today we learned it is important to be a change agent and to rely on change agents to help us make positive changes in our lives. We also learned that if we follow the six steps of the change process, it would be a lot easier to make positive changes. Just like the girl who wanted to be a cheerleader or the boy who wanted to be quarterback, if we are willing to work through the steps of the change process, we will achieve positive changes in our lives.



Application

►Extended Classroom Activity:

Have students document their progress toward making the positive changes they identified earlier in the class.

►FFA Activity:

Have students identify a positive change needed to be made in the FFA chapter and follow the process to help make that change occur.

►SAE Activity:

Have students identify a positive change needed to be made in their SAE project and follow the process to help make that change occur.



Evaluation

A written test is provided to evaluate the objectives of this lesson. Provide each student with MS.57.Assess.



Answers to Assessment:

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



FINDING OPPORTUNITIES TO MAKE POSITIVE CHANGE

► 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. A positive change agent is someone who takes the lead to help make changes for the worse.

_____ 2. The change process is the steps to help make changes.

► Short Answer

Directions: Write in complete sentences the answer to the following questions.

3. How can you use the change process to make a difference in your life.

4. Why do you think it is important to make positive changes.

5. Do you consider yourself to be a change agent. Why or why not.



MAKING POSITIVE CHANGES

Key Terms

◆ ***Change agent: someone who takes the lead in helping make changes***

◆ ***Change process: the steps to help you make changes***

Change agents:

- ◆ **have a positive attitude**
- ◆ **have the ability to motivate**
- ◆ **believe that change is needed**
- ◆ **encourage teamwork in decision making**



THE STEPS IN THE CHANGE PROCESS

- ◆ **Determine if change is needed.** The question you need to ask is, “Do I need to make changes in my life.”
- ◆ **Identify the change.** What changes do I need to make. What will this change do.
- ◆ **Select the style.** How do I implement the change. What will I need to do to achieve this change.
- ◆ **Inspire:** What can I do to help inspire this change.
- ◆ **Share:** How do I tell others about the change.
- ◆ **Incorporate:** How do I apply the change.



SCENARIO:

A student wants to become the quarterback for his school's football team. He decides to work through the steps of the change process to help him achieve the goals necessary to bring about positive change in this life.

THE STEPS IN THE CHANGE PROCESS

Determine if changes are needed. If so, what changes are needed.

- ◆ Needs to change eating habits and work out to get in shape. Identify the change. How will these changes make a difference.
- ◆ Will be in better shape and be healthier. Select the style. How should he implement change to help reach his goal.
- ◆ Develop a balanced diet and prepare a workout and practice schedule.

Inspire. What will help to inspire or motivate him to work toward his goal.

- ◆ Talking with current players or watching college and professional football games.

Share. With whom should he speak about his goal.

- ◆ Parents, friends, teachers, or even the football coach.

Incorporate. How should he apply the change to make it a reality.

- ◆ Practicing, working out, trying out for the team, and being selected.



Student changes study habits and grades improve

Student changes study habits and grades improve

Develop a new product that makes something work better

Develop a new product that makes something work better

Change in a club to help increase membership

Change in a club to help increase membership



Instructions: Work through each of the steps to help make positive changes in your life.

Identify what positive changes you would like to make:

► **The Steps in the Change Process**

1. Determine if change is needed. If so, what changes are needed.
2. Identify the changes. How will these changes make a difference.
3. Select the style. How should I implement change to help reach this goal.
4. Inspire. What will help to inspire or to motivate me to work toward my goal.
5. Share. Whom should I tell about my new goal.
6. Incorporate. How should I apply this change to make it a reality.

Write a paragraph that describes the changes you want to make in your life and how you would follow these steps to ensure that you achieved these positive changes.

