



## Section 3: Part 2

# We: Relationship Building

Created: August/2016 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Learn about others to build relationships.
2. Understand and be able to identify positive listening skills.

**TIME REQUIRED:** Interest Approach - 5 minutes; Lesson and Activities - 45 minutes

**RESOURCES:** "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

### EQUIPMENT AND SUPPLIES NEEDED:

1. Relationship Building PowerPoint.
2. Public writing surface.
3. Blank paper.
4. One copy per student of the "Positive Listening Skills" worksheet.
5. Five tear sheets and markers (*optional*).

### THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to any LifeKnowledge unit.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### FFA Precept

- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PL-G.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

#### Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Initiative and Self-direction

### LESSON PLAN:

1. *Interest Approach:* Use the free internet service Poll Everywhere ([www.polleverywhere.com](http://www.polleverywhere.com)) to create an interactive polling system that uses cell phones or computers. Consider using the "word cloud" setting, which allows the most commonly repeated answers to show up larger than others. Should you not want to use this platform, the questions can be added to the PowerPoint. Include questions such as the ones listed below. After the polling, transition the group from knowing some basic information about the class group to learning more about each other individually.
  - a. What is your favorite color?
  - b. What is your favorite restaurant?
  - c. What is your favorite social media site?
  - d. My hobbies include...
  - e. What is your favorite thing about FFA?
2. *Activity #1:* Instruct the class to divide into two groups.
  - a. The groups need to form two circles, one inside the other.
  - b. As the circles rotate against each other and each person has a few seconds to share information, such as name and hometown, then answer a new question announced at each new stop.
    - i. Potential questions:
      1. Favorite song?
      2. Favorite dessert?
      3. Number of siblings?

NAME: \_\_\_\_\_

4. Meaning of your name?
  5. Favorite hobby or pastime?
  6. Have any animals or pets?
  7. Favorite sport to play or watch?
  8. Favorite movie?
  9. Best vacation place?
  10. Favorite food?
  11. Something you are passionate about?
- c. Once you have exhausted your list of questions or each person on the outside circle has conversed with everyone on the inside circle, have the students take a seat and wrap up with the following questions:
- i. What questions were easy to talk about? What questions were more difficult to talk about? Why?
  - ii. What did you learn about your peers?
  - iii. Were some people listening more intently than others? How could you tell?
  - iv. Why is it important to learn about others to build relationships?
3. Before beginning the next activity, refer back to the "Official FFA Student Handbook" and the information on building, strengthening and maintaining relationships. Have students independently read this section.
4. *Activity #2:* Begin with a discussion about being a good listener. Key back to the follow-up questions from the first activity.
- a. Discuss the following listening skills with the class. Emphasize the importance of listening to build relationships. The steps are from <http://www.mindtools.com/CommSkill/ActiveListening.htm>.
  - b. Divide the class into five groups. As an alternative to a traditional lecture, consider either having each group teach the class on one of the four listening skills and/or to create a skit that shows all of the characteristics listed within each listening skill. If desired, utilize the worksheet, "Positive Listening Skills."
  - i. *Pay Attention.* Give the speaker your undivided attention and acknowledge the message. Recognize that nonverbal communication also "speaks" loudly.
    1. Look at the speaker directly.
    2. Put aside distracting thoughts. Don't mentally prepare a rebuttal.
    3. Avoid being distracted by environmental factors.
    4. "Listen" to the speaker's body language.
    5. Refrain from side conversations when listening in a group setting.
  - ii. *Show that you are listening.* Use your own body language and appropriate gestures to convey your attention.
    1. Nod occasionally.
    2. Smile and use other appropriate facial expressions.
    3. Note your posture and make sure it is open and inviting.
    4. Encourage the speaker to continue by using small verbal comments like "yes" and "uh-huh."
  - iii. *Provide feedback.* Our personal filters, assumptions, judgements and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and ask questions.
    1. Reflect on what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.
    2. Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
    3. Summarize the speaker's comments periodically.
  - iv. *Defer judgement.* Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
    1. Allow the speaker to finish.
    2. Don't interrupt with counterarguments.
  - v. *Respond appropriately.* Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting the speaker down.
    1. Be candid, open and honest in your response.
    2. Assert your opinion respectfully.
    3. Treat the other person as that person would want to be treated.
5. *Follow Up:* Once these five steps have been discussed, use the *Hieroglyphic e-Moment®* to review.
- a. Each student needs a sheet of notebook paper.
  - b. They will draw an image or symbol to represent each step:
    - i. Pay attention.
    - ii. Show that you are listening.

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- iii. Provide feedback.
- iv. Defer judgement.
- v. Respond appropriately.

**6. *Leveling Up:***

- a. Tie back to the Personal Action Plan lesson and the people we identified to help us reach our goals. Have students plan ways to interact with these people and practice the listening skills. Schedule an in-class or out-of-class social with these strategically identified people to implement these skills.

**ADDITIONAL RESOURCES:**

POSITIVE LISTENING SKILLS – one copy per student.

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## Positive Listening Skills

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| <b>1. Pay Attention.</b><br>Give the speaker your undivided attention, and acknowledge the message. Recognize that nonverbal communication also “speaks” loudly.<br>a. Look at the speaker directly.<br>b. Put aside distracting thoughts. Don’t mentally prepare a rebuttal.<br>c. Avoid being distracted by environmental factors.<br>d. “Listen” to the speaker’s body language.<br>e. Refrain from side conversations when listening in a group setting.                                                                                                                 | <b>2. Show that you are listening.</b><br>Use your own body language and appropriate gestures to convey your attention.<br>a. Nod occasionally.<br>b. Smile and use other appropriate facial expressions.<br>c. Note your posture and make sure it is open and inviting.<br>d. Encourage the speaker to continue with small verbal comments like “yes” and “uh-huh.”                                                                                                                                                                                                                                                    |
| <b>3. Provide feedback.</b><br>Our personal filters, assumptions, judgements and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and ask questions.<br>a. Reflect on what has been said by paraphrasing. “What I’m hearing is...” and “Sounds like you are saying...” are great ways to reflect back.<br>b. Ask questions to clarify certain points. “What do you mean when you say...?” “Is this what you mean?”<br>c. Summarize the speaker’s comments periodically. | <b>4. Defer judgement.</b><br>Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.<br>a. Allow the speaker to finish.<br>b. Don’t interrupt with counterarguments.<br><b>5. Respond appropriately.</b><br>Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting the speaker down.<br>a. Be candid, open and honest in your response.<br>b. Assert your opinions respectfully.<br>c. Treat the other person as that person would want to be treated. |

Aligned to the following standards:  
FFA.PL-F; FFA.PL-G; FFA.PG-J; FFA.CS-N; CCSS.ELA-Literacy.SL.9-10.1; Critical Thinking and Problem Solving, Initiative and Self-Direction

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