



## Section 3: Part 2

# We: Respecting Others

Created: January /2017 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Realize that others have diverse perceptions and views of life.
2. Recognize uniqueness and similarities among others.

**TIME REQUIRED:** 30 minutes

**RESOURCES:** FFA.org – My Journey

### EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Respecting Others" worksheet for each student.
2. Blank sheets of paper for each student.
3. Public writing surface.

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

#### FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

#### Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

#### Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

### LESSON PLAN:

1. **Introduction:** Draw a 16-square grid on the public writing surface or somewhere everyone can see it, or display the grid attached to this document.
2. **Activity #1:** How many squares are there?
  - a. Draw attention to the 16-square grid and ask students to take one minute and record on a scrap piece of paper how many squares they see.
  - b. Ask volunteers to share their answers with the class and to rationalize how they came up with their answers. Allow as many different answers to be shared as possible.
  - c. Debrief with the following questions:
    - i. Why did we have different answers?
    - ii. How did working as a class and hearing others' answers help us see different perspectives?
    - iii. How did we benefit from those forms of collective intelligence?
    - iv. In what other situations in life would more than one perspective be helpful?
3. **Activity #2:** My hands vs. your hands.
  - a. Assign partners within the class.

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

- b. Each pair needs one sheet of blank paper.
  - c. Instruct one student from each pair to outline a hand on the sheet of paper.
  - d. On the opposite end of the paper, the other partner should outline a hand.
  - e. In some places, the outlines will overlap. In those areas, the pair should write things about themselves that are similar. In the lower parts of the palm or in the areas that do not overlap, the pair should write things that are different about each other.
  - f. Debrief with the following questions:
    - i. We all have hands, right...but no two hands are the same. How is this similar to our other attributes or talents?
    - ii. What would this classroom or a team be like if everyone brought the same skills to the table?
    - iii. How did each of us develop different characteristics and talents?
- 4. Follow Up:** Have students complete the "Respecting Others" worksheet.
- 5. Leveling Up:** Have students think of areas within the FFA chapter where more perspective would be a valuable tool.

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

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

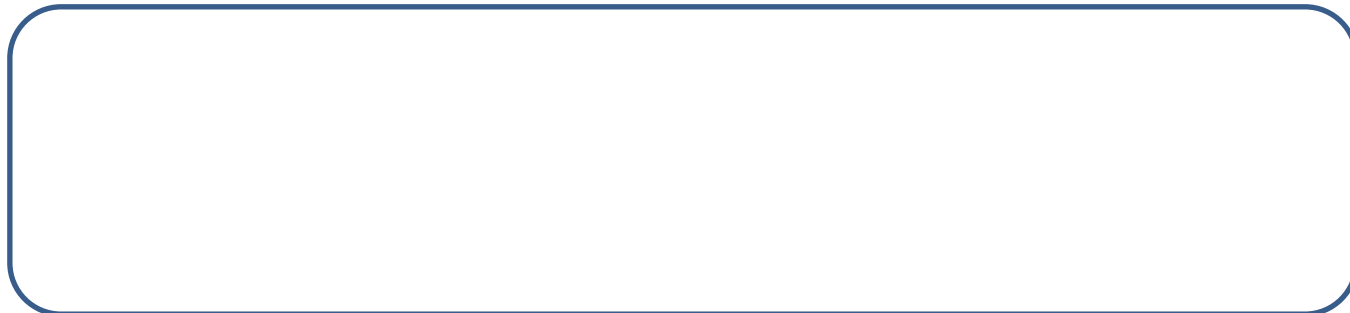
NAME: \_\_\_\_\_

# Respecting Others

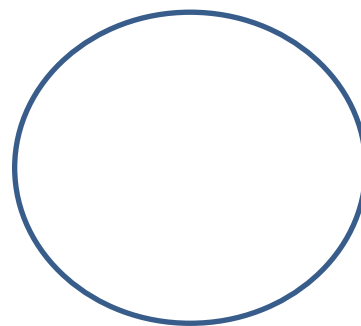
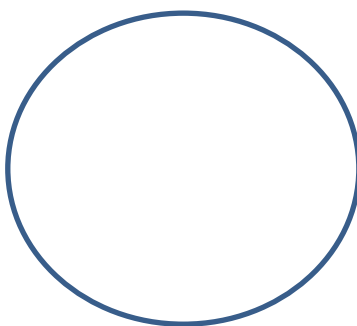
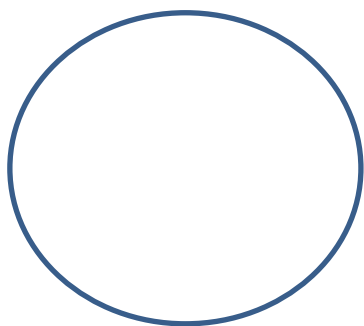
## DIRECTIONS:

Complete the following worksheet by answering the questions.

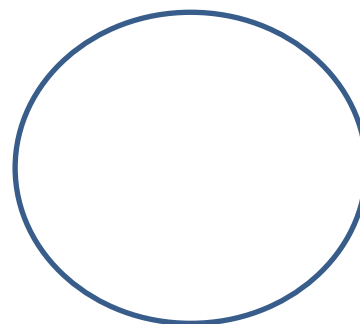
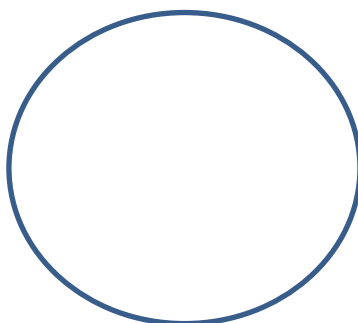
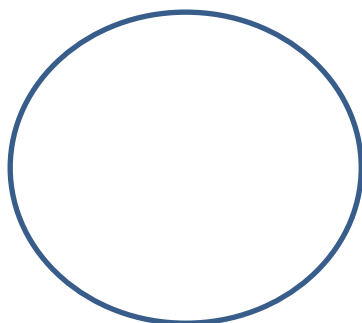
1. How does a collaborative effort benefit you in a team project?



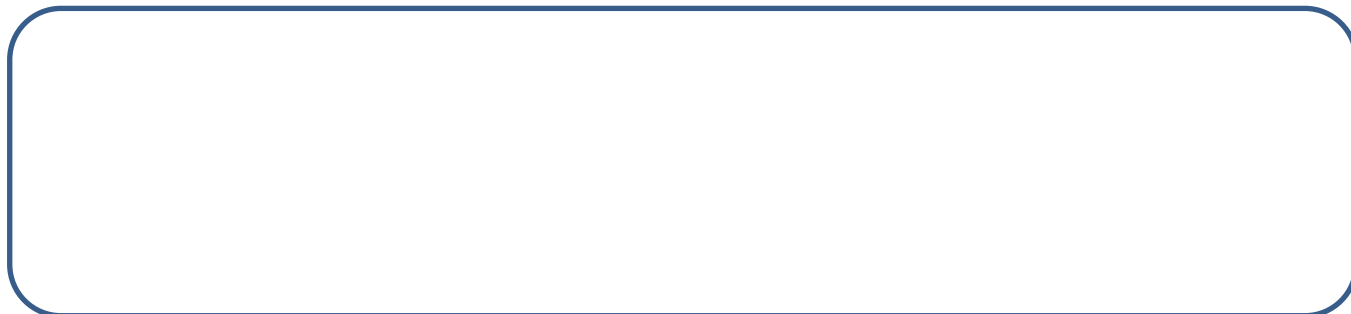
2. List three items you and your partner listed as similarities after you outlined your hands.



3. List three items you and your partner listed as differences after you outlined your hands.



4. How are similarities and differences valuable in our classroom or school?



Aligned to the following standards:  
FFA.PL-A., FFA.PL-B., FFA.PL-F., FFA.PG-H., FFA.PG-J., FFA.CS-M., CCSS.ELA-Literacy.SL.9-10.4, CRP.04.