



Middle School

National FFA Organization

Lesson MS.52

DEVELOPING SOLUTIONS AND STRATEGIES

Unit.

Stage Two of Development-We

Problem Area.

How Do I Build Relationships with Others?

Precepts.

H3 Develop and maintain relationships.

National Standards.

NL-ENG.K12-4 - Communication Skills - Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Summarize the benefits of meeting new people.
- 2 Define three elements of formal and informal settings for meeting new people.
- 3 Identify two challenges when meeting new people and offer one solution for each.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Foster, Chad. *Teenagers Preparing For The Real World*.
National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Transparencies and overhead projector
- ✓ HS.52.TM.A-one copy
- ✓ HS.52.TM.B-one copy
- ✓ HS.52.TM.C-one copy
- ✓ 1 deck of playing cards-one card per student
- ✓ 1 prize-candy bar, pen, homework pass are examples-
- ✓ HS.52.Assessment.A-one copy per student



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

- ▶ Formal settings
- ▶ Informal settings



Interest Approach

Sort the playing cards into pairs of identical cards. Be sure to have enough cards for everyone. Give each student one card as they enter the classroom. Tell them that the card in their hand is very important to their learning today. Students will have to find the person with the identical card. The team that does that in the shortest amount of time receives the prize. Time for this activity: One minute.



This is a competition. When I say "Cards," you have one minute to find the person holding the same card that you are holding. Once you find that person, shake hands and say, "You're my new best friend!" Ready? Cards.

Allow students 60 seconds. Declare a winner, then send students to their original seats.

Ask the following questions:



By a show of hands, how many of you had the opportunity to meet someone new this week? This month? How many of you will have the opportunity to meet someone new in the future?

Build anticipation for the lesson by engaging in the following dialogue.





All of you answered, "yes" to one of those questions I asked; therefore, this lesson is important and beneficial to all of us! Today let's talk about the benefits of meeting new people, the kinds of settings where you will meet new people, and even some challenges you may face when meeting others. So get ready to make new friends! Today you will take chances, and maybe try something that you have never done before. Let's be excited about meeting new people today.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Summarize the benefits of meeting people.

Let's see how many benefits we can receive from meeting new people.

The students will need pen and paper for this activity.



Pretend you are the person in the following scenarios. They each involve meeting new people so consider the benefits in these situations. There will be 4 scenarios. After each one, write the scenario number and underneath, list as many benefits as you can think of. When I say, "Pass," pass your paper to the person behind you. People in the back; bring your papers to the person at the front of the row. Ready? Pass.

Scenario number one - A senior in high school attending a college fair.

Allow students 30 seconds to write responses.





Pass.

Allow time to pass papers.



What are some of the benefits?

Allow two or three students to respond. Capture the thoughts on a public writing surface. Possible answers are: to find the right school, select a major.



Scenario number two - You are from Ohio, but you are moving to New York City.

Allow students 30 seconds to write responses.



Pass.

Allow time to pass papers.



What are some of the benefits?

Allow two or three students to respond. Capture the thoughts on a public writing surface.

Possible answers are: to learn your way around the city; find someone to depend on.



Scenario number three - You are a local political candidate.

Allow students 30 seconds to write responses.



Pass.

Allow time to pass papers.



What are some of the benefits?

Allow two or three students to respond. Capture the thoughts on a public writing surface.

Possible answers include: to get elected; serve the community's needs.



Now this last one is a little different and you will not pass this paper on when you are done. What are the benefits to meeting new people at this time in YOUR life? Write these down.

What are some of the benefits?

Allow two or three students to respond. Capture the thoughts on a public writing surface.



These are all great. Here are a few more to add to your list. If you don't already have these down, capture them in your notebook.

HS.52.TM.A

I. Benefits of meeting new people

I. Benefits of meeting new people

- A. Ability to gain new contacts or resources
- B. Ability to feel accepted by a person or group
- C. Gain skills or knowledge
- D. Develop friendships or business associates



So we've determined it is beneficial to meet others. But when it comes to actually walking up to someone and meeting them, we all know it's not as easy as finding someone similar to ourselves, walking up to them, shaking hands and being friends. We may feel a little nervous or awkward.

What determines your ability to meet other people? Take a moment to think about this question, and then jot your answer in your notebook.

Possible answers are opportunities, location, settings, self-esteem.



How might the setting change your answer?

Possible answers include: if it is a casual setting, I feel more relaxed.

Objective 2. Define three elements of formal and informal settings for meeting new people.



HS.52.TM.B. This is a picture of a formal wedding reception.



Think about the picture that you see - the people in it, how they are dressed, what they are doing, how they are acting. Now when I say, "Picture," you will have two minutes to go to one of the four corners in the room and share with the other people there your general thoughts about the picture on the overhead. And when I say, "Look," you will immediately return your attention to the overhead projector for the next picture. Ready? Picture.

Dismiss them and wait 2 minutes. Look.

HS.52.TM.C. It is a picture of a birthday party for a child.



Think about the picture that you see.

Wait 10 seconds.



When I say, "Picture," again, move to a different corner and discuss your thoughts on the picture with the people there and when I say, "Stop," return to your seats. Picture.
Allow students 2 minutes to discuss the picture. Stop.

Let's share some ideas about the wedding picture and the birthday picture. We will divide the writing surface-chalkboard-in half, with the left side labeled "Wedding" and the right side labeled "Birthday."

We need volunteers to share their thoughts with the whole class. If you would like to share, please raise your hand. I will write your thoughts on the board. Please copy the information from the board into your notebooks.

Time the activity for two minutes.



If you could think of one word to describe the wedding, what would it be?

Possible answers include: pretty; classy; formal.



Formal is an excellent word to describe the wedding! Everybody grab that one and put it in your pocket. We will need it later.

Now, can anyone think of a word to describe the birthday party?

Possible answers include: fun; busy; casual; and informal.



Informal is a great word for the birthday party! Put that one in the other pocket. Now that everyone has had the opportunity to share your ideas, we will take a look at the definition of formal and informal settings. Record the following information in your notebooks.



II. Define the elements of a formal and an informal setting

A. **Formal Setting:** an environment where you are expected to be on your best behavior and show others respect, within a social context.

B. **Informal Setting:** an environment where you are allowed to have a casual atmosphere when meeting others. In most cases, you will know some people in the setting.

Elaborate on each of the following phrases. Explain to the students how the following information can factor into the tone of a setting.

C. Elements of a setting:

1. Dress-casual or formal
2. Language-formal or slang
3. Manners
4. Body language
5. Personalities of people in the room

Students will define a formal setting and an informal setting they have experienced.



Think of one formal setting you have been in and one informal setting you have been in. Wait a moment.

Ask the following questions:



What was different about the two settings?

What are things that might make it challenging to be in the formal setting? What about the informal setting?

Possible answers include: too shy; self-consciousness; lack of experience in meeting others.



Some of us are not comfortable with meeting new people and being in uncomfortable situations and that's okay because today we are going to discuss the challenges of meeting new people, and ways that we can overcome these challenges. Meeting new people may not be the easiest job we have to do, but we can become more comfortable with meeting new people.

Objective 3. Explain two challenges when meeting people.

Copy the following information into your notebook.

III. Challenges in meeting people:

- A. Fear-risking
- B. Safety-in community, trust of the other person
- C. Diversity-different backgrounds, interests
- D. Biases-people in a different economic bracket, different upbringing

Ask the following questions:

Why do you feel that we need to recognize the challenges in meeting new people?



What makes you fearful of meeting new people?

 What makes you fearful of meeting new people?
What are some things that you can do to make meeting new people not seem so bad?
What opportunities in FFA will we have to practice meeting other people?

Review/Summary

Lead the students in the following activity to demonstrate what they have learned about meeting new people today.

 Today we decided that we had to be able to take chances. Now you have the opportunity to be a wealth of knowledge for someone else in this room. You are about to share the secrets that we discovered about meeting new people today.

You have two choices: Hold up your right hand if you want to be a teacher. Put both hands on your hips if you want to be a student. Now teachers, find a student. If there are more students than teachers, it's okay. Teachers, take 30 seconds to decide how you will teach your student about meeting new people. Remember, you are thinking to yourself. Be sure to tell them the definition of formal and informal, benefits of meeting new people, and challenges of meeting new people.

Wait 30 seconds.

 Teachers, you have two minutes to teach your student what you learned about meeting new people today.

Wait two minutes. Process by asking the "students" the following questions:

 What are some benefits of meeting new people?
What are the settings in which we meet people?
What are some challenges in meeting new people?

I challenge you to consider different backgrounds, differences, and beliefs when you meet people. These can be reasons why others may not want to meet new people. Consider the ideas we discussed today, and allow yourself to be understanding of others.

Application

►Extended Classroom Activity:

Students will observe two individuals meeting. They will document on notebook paper how the meeting took place, the type of setting, the benefits of the people meeting, and the challenges of meeting new people. They will complete the activity and turn in the notebook paper for a grade.

►FFA Activity:

In planning the next FFA meeting, have students suggest two people they would like to meet from a formal setting- examples are school board president, farm bureau member.



►SAE Activity:

Have students identify two formal and informal settings related to their SAE area in which they could potentially meet new people. Have them name two benefits from each opportunity.

✓ Evaluation

Students will complete the in-class quiz. HS.52.Assessment.A.

Answers to Assessment:

1. Answers must include two of the following: ability to gain new contacts and resources; ability to feel accepted, gain skills or knowledge, and develop friendships or business associates.
- 2 . A formal setting is a place where you should be respectful, on your best behavior, a special event or environment. An informal setting is a casual atmosphere. In most cases, people that you know well surround you.

Your students may create other responses that you deem acceptable during classroom discussion.

3. Answers must include two of the following: fear, safety, diversity, and biases.



DEVELOPING SOLUTIONS AND STRATEGIES

Instructions: Answer either “true” or “false” to each question.

- _____ 1. A strategy is a plan of action intended to create a solution to a specific problem.
- _____ 2. The first strategy in solving a problem is to establish criteria to evaluate solutions.
- _____ 3. Problems are solved by working through the five strategies of the problem-solving process.
- _____ 4. When analyzing a problem, it is important to examine what makes it a problem.
- _____ 5. Every problem should have more than one solution. It is up to the individual to select the most beneficial solution.



PROBLEM-SOLVING STRATEGIES

What is a strategy.

♦ A strategy is a plan of action intended to create a solution to a specific problem.

Problem-solving strategies

♦ Define the problem—what is the problem you want to solve.

♦ Analyze the problem—what makes this a problem.

♦ Establish criteria to evaluate solutions— how would I like to solve this problem.

♦ Propose solutions—what are the possible solutions.

♦ Take actions—what would be the best way to act on the solution I decided upon.



SCENARIO:

You have been asked to solve a problem between Jon and Paul, who have been best friends for many years. They do everything together and spend a lot of time at each other's houses. Jon was at Paul's house recently, and they were playing video games all afternoon. When it was time for Jon to go home, he asked Paul if he could borrow the game and return it to him the next day at school. Paul agreed, and Jon took the game home and played with it all evening. When he was getting ready to go to bed, he pulled out the game and placed it next to his bag to take to school the next day. Jon woke up late and was in a hurry. He forgot about the video game he had placed next to his bag. By accident, he stepped on the game and broke it. When Paul saw Jon at school, he asked for the game. Jon told him how he broke it. Paul got mad and stormed off.

- ◆ Define the problem:
- ◆ Analyze the problem:
- ◆ Establish criteria to evaluate solutions:
- ◆ Propose solutions:
- ◆ Take action:



Example:

	A	B	C	D	E	F	G	H	I	J
1										

Ocean

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Key:



(2) Submarines [2 boxes]



(1) Destroyer [3 boxes]



(1) Cruiser [4 boxes]



(1) Battleship [5 boxes] **Key:**



Empty Ocean

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



Example:

	A	B	C	D	E	F	G	H	I	J
1										

Ocean

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

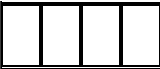
Key:



(2) Submarines [2 boxes]



(1) Destroyer [3 boxes]



(1) Cruiser [4 boxes]



(1) Battleship [5 boxes]



Empty Ocean

	A	B	C	D	E	F	G	H	I	J
1										
2										
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SCENARIO

You have been asked to solve a problem that exists between the FFA president and vice president. The two officers are having problems and are not getting along. The vice president feels he should have been president and is not following the lead of the president. Instead of working as a team, the two make each meeting a contest to see who can get the most members to listen to him or her. This is dividing the chapter. Please come up with at least one solution to help solve the problem and reunite the FFA Chapter.

Define the problem:

Analyze the problem:

Establish criteria to evaluate solutions:

Propose solutions:

Take action:

