



Advanced High School

National FFA Organization

Lesson AHS.16

TECHNIQUES FOR HANDLING CHANGE

Unit. Stage One of Development—Me

Problem Area. What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success.

Precepts. **O2:** Manages change.

National Standards. NPH-H.9-12.5 — Demonstrate strategies for solving interpersonal conflicts without harming self or others.

- ☒ **Student Learning Objectives.** As a result of this lesson, the student will ...
- 1 Explain the benefits of applying effective techniques and attitudes to embrace change.
 - 2 Demonstrate use of effective techniques and attitudes when embracing change.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Blanchard, Dr. Ken. “Managing the Journey.” Video Publishing House, Inc.
Johnson, Spencer, MD. Who Moved My Cheese. New York: Simon and Schuster
Audio.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Student notebook—one per student
- ✓ Overhead projector
- ✓ AHS.16.TM.A
- ✓ AHS.16.TM.B
- ✓ AHS.16.TM.C
- ✓ AHS.16.TM.D
- ✓ AHS.16.TM.E
- ✓ AHS.16.TM.F
- ✓ AHS.16.TM.G
- ✓ AHS.16.TM.H
- ✓ AHS.16.AS.A—one or two per student
- ✓ AHS.16.Assess—one per student



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

- ▶ Change process
- ▶ Leading change



Interest Approach



In our Lesson AHS.15 on change last time, we discussed change, positive change, and negative change. In today’s lesson, we are going to learn how to cope with change and develop strategies that will assist us in dealing with the change process. Let’s write these key words on the writing surface. What were the key words we learned in our last lesson.

Have the students use their notes or memory to come up with the words “change,” “positive change,” and “negative change.”

Little Professor Moment. Use this strategy to get the students to refocus on the word “change” and the change process.





Think about what we discussed in our last lesson about change. You will have two minutes to teach each other everything you know about change. Teach about the words on the writing surface. You may begin.

After about one minute have the students switch roles.



OK, stop. Our lesson today is going to help develop strategies for coping with change.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain the benefits of applying effective techniques and attitudes to embrace change.

I. Effective techniques and attitudes to embrace change



Think with me for a moment about a scenario. Shut your eyes and imagine that it is 85 degrees, the sun is out, and you are at the beach where a pleasant breeze is blowing in off the water. You and your friends have a beach umbrella, beach ball, and towels. All of a sudden you hear a clap of thunder and look back toward your car that is about a half mile away. You see black clouds and debris blowing in the air. Before you can react, the wind switches and a strong wind hits the beach, the clouds hide the sun, and the temperature drops 20 degrees. Things have changed. Think about what you would do.

Pause.



Open your eyes. What changed. Think quietly for a moment about what you would do in this scenario.

Have students get in groups of two and discuss what they would have done in this scenario. Look for answers ranging from nothing, to run to the car, to wrap in the towels. What about the beach umbrella.



Students, select a partner.



Explain to your partner what changes you would have made in your day.

Pause for a moment and listen to students' responses.



Stop. That is one example of change in our daily lives. Let's look at another scenario. Close your eyes again and imagine that the teachers and administrators at your school decide that they are going to shorten your lunch period from 30 minutes to 18 and the passing time between classes to three minutes. This will increase the amount of time students have in class by about 28 min-



utes. They need to do this to meet the state requirement for minimum instructional minutes. They say that the day couldn't be any longer because of athletics and busing schedules. This change will take place tomorrow. How will you handle this change. Open your eyes. In your notebooks quietly write "Effect of Schedule Change." Under this heading, write three or four changes in your daily routine that would be necessary if this happened.

Pause for a moment.

Ask the students to respond orally. Responses may include: unfairness, anger, why., no way, they can't do this, we'll all be late, what about bathroom time., and I don't have time to eat now.



What is the difference between the two scenarios and your willingness to change. Are there differences of personal feeling. Why. Are you willing to accept the weather change. Are you resisting the change as proposed by the educators in the school. Why.

Listen to the responses and you should hear things like: everyone expects and recognizes that they have no control over weather, students weren't asked for input, or the change only affects us. You should hear some strong feelings of resistance.



Some of you would not be happy with this kind of change. If change is going to be successfully implemented and universally accepted by those affected, several steps must occur. Now we are going to learn the common steps in the change process, and then we are going to discover that we can use these same steps to lead change.

Objective 2. Demonstrate use of effective techniques and attitudes when embracing change.

II. A Change process is a series of actions or occurrences that affect change.

Place transparency AHS.16.TM.A on the overhead: "Common Steps in the Change Process."

A. Common steps in the change process

1. Provide or gather information
2. Change your or another's attitude
3. Change your or another's behavior
4. Change the whole group's behavior



Take this information down in your notebook.

Pause and observe them writing the information.



These concepts are critical in leading or accepting the changes that we face everyday.



It is time for us to look at another scenario. Your FFA chapter wants to implement an award system for members who excel in FFA activities, school academics, school attendance, citizenship,



leadership, and ethics. A committee has met and implemented a point system after researching the system with other chapters, the advisor, parents, and the school administration.

Hand out AHS.16.AS.A. You may use a different format if you choose.



Using the activity sheet that was just handed out and, working in groups of three, develop an action plan for the implementation of the new award system. The project has been identified for you on the activity sheet. Think about what tasks would be necessary for successful completion of this project. Write at least two activities that would need to be completed under each of the subheadings. List how you would accomplish this in the second column and who is responsible for getting it done in the third column. In the last column, write down what results you want from each activity. We will be sharing our results when we are finished. You will have less than ten minutes to complete the activity sheet. Begin now.

Pause.

Walk around and help the students as necessary. Remind the students that the “Things to Do” column subheadings are the steps in the change process. After six to nine minutes, students should be significantly completed. Give them more time if they need it.



Stop. Think with me for a few seconds. In our last lesson and earlier in this lesson, many of you were concerned about change and that change was mostly negative. With this last activity, you have led the process of change.

Place AHS.16.TM.A on the overhead again.



All four of these steps are necessary to successfully lead change or for you to accept change in your lives. To review again, you must....

Ask a student to summarize each of the points of the change process. Be sure to emphasize that in the first step, knowledge or information must first be provided. If someone does not have enough information, he or she probably will not understand the reasons to change or not change.



Now let's go back to your activity sheet, AHS.16.AS.A. One of you from each group will report. Let's start with your group. What action steps did you include. As these reports are given, write good ideas you may want to include in your plan on your sheets. Each one of you will complete this activity sheet for your notebook. Does anyone need a new activity sheet.

Continue with this process until all groups have reported. Then summarize.



Does anyone have any questions. Put these activity sheets in your notebook. These will be useful when you lead change or work through the process of accepting change in your life.

Place AHS.16.TM.B on the overhead.



Look up here for some other ways to help understand the change process and also as a way of summarizing our lesson. Take these facts down in your notes as we discuss the transparencies.



These transparencies will help summarize the change concept and how to lead or cope with change. These transparencies will normally lead to discussion. If time permits allow or discussion.

- B. Change is a fact of everyday life
 - 1. in our lives
 - 2. in organizations

Place AHS.16.C on the overhead.

- C. Change disrupts our normal routine
 - 1. makes us uncomfortable
 - 2. creates uncertainties

Place AHS.16.D on the overhead.

- D. Change is the only way to:
 - 1. grow
 - 2. improve
 - 3. progress
- E. both in our
 - 1. personal lives
 - 2. organizations

Place AHS.16.E on the overhead.

- F. If you keep doing what you've always done,
 - 1. you'll be where you've always been

Place AHS.16.F on the overhead.

- G. Change
 - 1. knowledge and information
 - a. first level of the change process
 - b. easiest step, but often neglected

Place AHS.16.G on the overhead.

- H. To implement change
 - 1. work closely with
 - a. the recipients of change
 - b. the implementers of change

Place AHS.16.H on the overhead.



I. As leaders

1. You can lead change—guide or direct others during the change process
 - a. in your personal life
 - b. in your organizations
 - i. athletic teams
 - ii. FFA
 - iii. church
 - iv. school



Review/Summary

The transparencies AHS.16.TM.A through AHS.16.TM.H and the activity sheet AHS.16.AS.A in this lesson will serve as the review and summary for the lesson. This lesson can be used to stimulate discussion on the change process and the leading of change in any organization.

At this time pass out AHS.16.Assess.



Application

►FFA Activity:

The assessment for this lesson is designed so that you as the teacher can use the instrument as a way to help students select the activity that they can use to secure change in the FFA organization.

►SAE Activity:

Students can use the change process as a way of evaluating the feasibility of changes that they may be considering in their SAEs. The entire process of expansion, downsizing, or redirection in their SAE is an example of change. Encourage students to consider all the steps in the change process as a way of making their decisions.

►Evaluation

AHS.16.Assess

You can select the change process that you would like to have the students develop or allow the students to select a topic that they would like to lead in the change process.

Answers to Assessment:

Answers are subjective but must include the four steps in the change process. The students will place the answers to the assessment in table form.

Students will need to address all four areas under each of the four steps.



Things to Do. How to Do It. Who's in Charge. Results

Provide Information or Knowledge

Change Individual's Attitude

Change Individual's Behavior

Change Group Behavior



ASSESSMENT ON LEADING CHANGE

Directions: Complete the following table on leading change. Your teacher will assign a project topic.

Project:

Planned Completion Date:

Things to Do	How to Do It	Who's in Charge	Results
Provide Information or Knowledge			
Change Individual's Attitude			
Change Individual's Behavior			
Change Group Behavior			

Comments:



COMMON STEPS IN THE CHANGE PROCESS

Provide or gather information

Change your or another's attitude

Change your or another's behavior

Change the whole group's behavior



CHANGE IS A FACT OF EVERYDAY LIFE

◆ in our lives

◆ in organizations



CHANGE DISRUPTS OUR NORMAL ROUTINE

- ◆ **makes us uncomfortable**
- ◆ **creates uncertainties**



CHANGE IS THE ONLY WAY TO:

- ◆ **grow**
- ◆ **improve**
- ◆ **progress**
- ◆ **both in our**
- ◆ **personal lives**
- ◆ **organizations**



**If you keep doing what you've
always done,**

**You'll be where you've always
been**



CHANGE

- ◆ **Knowledge and information**
- ◆ **First level of the change process**
- ◆ **Easiest step, but often neglected**



TO IMPLEMENT CHANGE

- ◆ **work closely with**
- ◆ **the recipients of change**
- ◆ **the implementers of change**



AS LEADERS

- ◆ **you can lead change**
- ◆ **in your personal life**
- ◆ **in your organizations**
- ◆ **athletic teams**
- ◆ **FFA**
- ◆ **church**
- ◆ **school**



ACTIVITY PLANNING SHEET

Project: Leading Change in the FFA Point System

Planned Completion Date:

Things to Do	How to Do It	Who's in Charge	Results
Provide Information or Knowledge			
Change Individual's Attitude			
Change Individual's Behavior			
Change Group Behavior			

Comments:

