

Lesson AHS.36

LEARNING TO TEACH OTHERS

Unit. Stage Four of Development—Serve

Problem Area. How Do I Grow Others and Contribute to Society?

Precepts. **A7:** Invest in Others by Enabling and Empowering Them

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 Objectives. As a result of this lesson, the student will …

1. Define teaching as enabling and empowering students.

2 Describe the steps in enabling and empowering students.

3 Construct a 10 minute lesson plan that enables and empowers.

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Time. Instruction time for this lesson: 50 minutes.

Resources

Johnson, Constance, and Spencer Johnson, "The One Minute Teacher: How to Teach Others to Teach Themselves," New York, New York, William Morrow & Co., 1988.
Maxwell, John., "Becoming a Person of Influence," Nashville, Tennessee, Thomas Nelson, 1997.
National FFA Organization's "Essential Learnings" materials, 2003.

Tools, Equipment, and Supplies

- FFA Manual and/or Student Handbook—one each per student
- Overhead Projector
- Writing Surface
- AHS.36.TM.A
- AHS.36.AS.A—two per student
- AHS.36.Assess—one per student

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

- **Empower**
- **Enable**

Interest Approach

Set-up—Explain to students that this lesson will prepare them to better serve their chapter by equipping them to teach others. The interest approach is intended to lead them to a realization that they each have the potential to teach—both in and out of a classroom.

Quietly reflect on all of the teachers from whom you have learned.

Take 30 seconds to write in your notes as many teachers as you can remember.

Allow 30 seconds. Then ask for a volunteer to share some of the names from his or her list. In almost all cases, they will list former classroom teachers.

How many of you only listed teachers you have had at school?

Expected response: almost all

Have you ever had any teachers outside of school? Who?

Expected response: yes—employer, parent, other



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Take 15 seconds and expand your list to include those additional teachers.

So, where does teaching occur?

Lead to response: anywhere there is a student willing to learn and a teacher ready to teach.

Write this thought on the writing surface or display AHS.36.TM.A.

Explain that this means each of them has the potential to be a teacher. Therefore, they need to be ready when the opportunity comes, to know what effective teaching does, and to know how to be effective teachers.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define teaching as enabling and empowering students.

This objective is included to reshape their definition of teaching from learning content to enabling and empowering students. Explain that throughout the rest of the day, they will be using their experience as learners to help shape how they will be effective teachers.

Consider a time when you really felt good as a learner.

Using the following question create a list and write it down. Please be prepared to share.

What did the teacher do that created that positive learning environment?

When students are finished and have shared their ideas, review AHS.36.TM.A or the following on the overhead. Have the students capture it in their notes.

I. Effective teaching—enables and empowers students
   A. ***Empower***—provide the motivation and confidence to apply knowledge

B. ***Enable***—provide with the knowledge needed to succeed

To give them specific examples of how effective teaching works, ask students to copy the list from the board and circle those items that are empowering and underline those that are enabling. Example:

- *empowering action—positive note sent to parents, compliments*
- *enabling action—shows why learning a specific topic is important*

Review the list and ask the students to share the assigned group.

Objective 2. Describe the steps in enabling and empowering students.

Armed with the knowledge of empowering and enabling, the students have the basic style of a brilliant teacher. Now they need to think about what process they can use to be an effective teacher that empowers and enables. Explain that they are going to be using this process to teach a lesson to their classmates in the following lesson.

Review AHS.36.TM.A or the following on the overhead. Have the students capture it in their notes.

II. The Enable and Empower Teaching Model
- A. Encourage—provide value to the learning and confidence to the learner
  - 1. Examples: help learner see benefits through a list or discover them through a puzzle
- B. Instruct—provide knowledge for success in an engaging way
  - 1. Examples: involve learner in the process by asking questions and having him or her draw the process
- C. Provide experience—let learner test knowledge or skill in a safe environment
  - 1. Examples: Give a quiz on the lesson or ask the learner to recreate the process or perform the skill
- D. Provide guidance or feedback—recognize success and suggest improvement
  - 1. Example: think about how to congratulate the learner and support needed improvement
- E. Suggest application opportunities for learner to apply knowledge
  - 1. Example: list at least two ways that he or she can use the knowledge in the next day or week

Have the students circle the word enable and underline the word empower in their notes. Then ask them to circle the enabling steps in the process and underline the empowering steps in the process. Discuss their responses. Guide them to the understanding that steps B and D are the enabling steps. Steps A and E are the empowering steps. Step C should be a combination of both.



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Circle the word enable and underline the word empower in your notes.

Now, circle the enabling steps in the process and underline the empowering steps in the process.

In order for them to see these steps in action, ask students to reflect on the lesson you have taught them so far today.

Think about steps A–E in actions. Can you give me an example of where I used one of these steps today?

Guide them to a few of the examples below.

The encourage step was included at the end of the interest approach when you explained that they all had the potential to be teachers.

The instruct step was covered with the discussion of the outlined material.

The experience step was used when they were asked to determine if the steps were enabling or empowering. It will also be used when they create their lessons in the next few minutes.

Has guidance or feedback been offered?

Yes, and more will come with the lesson presentations.

From where will the suggested application opportunities come?

In the review and conclusion of the lesson. Challenge them to look for them shortly.

To help them understand the lesson development process and to review the steps, use the following process.

Before you create a lesson on your own, we are going to work through the process together to create a lesson on how to tie a tie.

You can also have them create a lesson on tying a shoe.

Each of you will be assigned a group that will focus on one of the areas.

Divide class into groups and assign focus areas.

Your task will be to brainstorm as many possible ways that you could accomplish that step. You will have two minutes from when I say, "Build."

Any questions? Build.

It is important at this point to make your way to each of the groups and expand their thinking in each area. Add your own ideas to the list below.

- *Encourage—tell them the benefits of being able to tie their own tie*

- *Instruct—demonstrate the process for them; have them draw a picture of the process with you*
- *Provide experience—allow them to tie a tie; ask them to orally repeat the process or diagram the process*
- *Provide guidance feedback—compliment them on the steps they did well; suggest improvements*
- *Suggest application—have them name the next two times they will be in official dress; ask them them to teach a younger member the process*

After the completion of the two minutes, have each group share in the same order as the process and ask the rest of the class to share additional ideas. This section is important in giving them ideas for their presentations.

Objective 3. Construct a 10 minute lesson plan that enables and empowers.

III. Constructing a lesson plan that enables and empowers others

In this section, students will be using an FFA Manual or Student Handbook to select a topic and create their lessons. They will also be using AHS.36.AS.A as the template for their lesson. Distribute a manual or handbook and a blank copy of AHS.36.AS.A to each student.

Tomorrow you will have the opportunity to teach a 10-minute lesson to your classmates that we will create today.

The structure of the lesson will be based around the five steps that we just learned regarding enabling and empowering.

The topic and content of your lesson need to come from either the FFA Manual or Student Handbook. You can select anything from teaching how to tie a tie to describing the five symbols of the emblem.

All lesson topics need to have my approval to ensure that you have a topic that will work for this exercise. Once you have a topic idea, raise your hand and I will be around to determine if it will be appropriate.

You will have 20 minutes to quietly and individually come up with your topic and work on your lesson using the activity sheet.

What can I help clarify? Begin.

Keep an eye out for those students who are ready to have you approve their topics. Allow 20 minutes, guiding as necessary.

Review/Summary

Activity

Use the Mother Goose e-Moment to review content. Split students into small groups and ask them to create a nursery rhyme using the new concepts of teaching learned today from "instruct" to "suggest application." If this e-moment is too challenging, it can be simplified using the Dickens E-moment, where the story would not need to be in rhyme format.

In order to make sure we have today's concepts down rock solid, we are going to use a pretty unique way of reviewing them. Each of you will come up with a nursery rhyme that includes the main concepts, for example—instruct and suggest application—and be ready to present it to the class. Let's begin by refreshing our memories on what a nursery rhyme sounds like. Who will give us an example?

Ask your volunteer to say a few lines, you may need to be ready to share one of your own.

Great example, now you will have 5 minutes to create a rhyme that includes the main points from today's discussion, and be ready to present it to the rest of the class. You will be allowed to work with two other people. What can I clarify? Please begin!

After the activity and all the groups have shared (or as time allows)
Remind the students of how the lesson began, with them thinking of the teachers they had learned from both in and out of the classroom. Ask them to create a list of possible situations where they could be a teacher.

Before we go today, let's quickly create a list of possible situations where you could teach. For example: Sunday School, your brother or sister, etc.

Allow two minutes for this task.

Conclude with a challenge for them to keep their eyes open for opportunities to teach and a reminder to be ready to present their lessons tomorrow.

At this time, pass out AHS.36.Assess.

Application

Extended Classroom Activity:

Have students observe their teachers for a day, recording where they empowered and enabled

students.

FFA Activity:

Have students teach a freshman how to tie a tie.

SAE Activity:

Have students teach the chapter about their SAE at a chapter meeting.

Evaluation

AHS.36.Assess

Answers to Assessment:

1. true



2. false
3. true
4. false
5. Two enabling actions, i.e., allows discovery of learning, provides positive feedback
6. Two empowering actions, i.e., note to parent, compliment participation
7. encourage, instruct, experience, guidance or feedback, suggest application opportunities



AHS.36.Assess Name: _____

LEARNING TO TEACH OTHERS

Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word "true" or "false" beside the statement—1 point each.

_____1. Effective teaching requires both empowering and enabling.

_____2. Guided experience is not a required step when learning a new skill.

_____3. Instruction is an enabling step.

_____4. Good teachers enable students by providing them with confidence.

Part Two: Short Answer

Instructions: Provide information needed to answer the following questions—2 points each.

5. List two examples of how a teacher might enable a student.

6. List two examples of how a teacher might empower a student.

7. List the steps of the enabling and empowering teaching model.

AHS.36.TM.A

LEARNING TO TEACH OTHERS

Teaching occurs—Anywhere there is a student willing to learn and a teacher ready to teach

Effective teaching—enables and empowers students

- ***Empower*—provide the motivation and confidence to apply knowledge**
- ***Enable*—provide with the knowledge needed to succeed**

The enable and empower teaching model

- ***Encourage*—provide value to the learning and confidence to the learner**
- ***Instruct*—provide knowledge for success in an engaging way**
- ***Provide experience*—let learner test knowledge or skill in a safe environment**
- ***Provide guidance/feedback*—recognize success and suggest improvement**
- **Suggest application opportunities for learner to apply knowledge**

AHS.36.AS.A Name: _____

EMPOWERING AND ENABLING TEACHING PLAN

Topic:

A. Encourage—provide the value of the learning and confidence to the learner

B. Instruct—provide knowledge for success in an engaging way

C. Provide experience—let learner test knowledge or skill in a safe environment

D. Provide guidance or feedback—recognize success and suggest improvement

E. Suggest application opportunities for learner to apply knowledge