

LifeKnowledge

Real Lessons for Real Life



High School



National FFA Organization

Lesson HS.51

THE IMPORTANCE OF BUILDING RELATIONSHIPS

Unit. Stage Two of Development—We

Problem Area. How Do I Build Relationships with Others?

Precepts. **B4:** Eliminate barriers in building relationships

H3: Develop, Maintain and Grow Healthy Relationships

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 List three reasons why it is important to build relationships.

- 2** Describe two ways to maintain and strengthen relationships.
- 3** Make a communication timeline illustrating strategies for building, maintaining, and strengthening relationships.



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 **Time.** Instruction time for this lesson: 50 minutes.

Resources

Maxwell, John C., "Your Road Map For Success," Nashville, Tennessee, Thomas Nelson, Inc., 1984.

National FFA "Essential Learnings," 2003.

Tools, Equipment, and Supplies

- ✓ Index Cards—one per student
- ✓ HS.51.AS.A—one copy per ten students
- ✓ HS.51.AS.B—one per student

Interest Approach

You will be setting up a descriptive story for the students. They will use the Me-You-Us Moment to work through the following activity.

 Let's talk for a few minutes about blind dates. Clap one time if you have ever been on a blind date or know someone who has been on a blind date. *Clap!* And clap twice if you have ever been on a

successful blind date or know someone who has been on a successful blind date. *Clap! Clap!* See, there's a difference. Now when I say, "Think," think about all of the things it took or would have taken to make that date successful. Then write these thoughts into your notebooks. Ready? Think.

Allow one minute for students to write ideas in their notebooks.

Possible answers include opening doors, saying thank you and being friendly



Now, take 60 seconds and share your ideas with the person next to you. Go!

Count one minute while students share their results.



When I point to your group, share one of your ideas with the entire class.

Possible answers include made a good impression, had plans ready to go, treated the other person with manners and respect and was on your best behavior.

Process the activity by asking the following questions:



Those are all good ideas. Now I used the blind date example because most of the things you suggested people should do or not do in order to have a successful blind date are the same things essential to building a good relationship.

Why is it important to build quality relationships?

Solicit responses from students. Possible answers include to find happiness, learn, grow, have new opportunities or touch lives of others.





Today we are going to learn the importance of building the relationships we already have, and even some tips on how to start new relationships. We need to be courteous learners who are focused on matters of the heart. Relationships start with the heart, so let's put our hearts and minds into today's lesson!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List three reasons why it is important to build relationships.

► **Barter Activity:**

Students will receive an index card with a statement on it. These statements are on HS.51.A.S.A and can be printed off and taped or glued to an index card, with one statement per card.

Each student will receive one card, and will have about three minutes to find the person who has what they need to be complete. For example, the situation on card A is a person who is being relocated to another state and card B is someone with a moving company. The object is for each student to find their match so that each side can achieve what they need.



If you have a birthday in the months of January to June, raise your right hand. If your birthday is July through December, raise your left hand.

If these sides seem even, you can start the activity. If this procedure did not separate the students well enough then you can use your own method to split them up.



When I say, "Move," you will come to the right side of the room if you have your right hand raised, and you will go to the left side of the room if you have your left hand raised. Move!

Give students one minute to move.



Each of you will receive a card. When I say, "Search," find the person who may be able to help you, based upon the information on your card. Think about something you may need or want, based on what you see on your card. After three minutes, you will hear the word "freeze." You



will immediately go to your seat with your partner. What are your questions? Search.

Time students for three minutes. At the end of three minutes say, “Freeze.”

 Please find a seat with your partner, and we'll discuss the benefits of building the relationship you just discovered.

Process the activity with the following questions:

 Tell us the situation on your card and who you selected to solve the problem. Why did you select that person?

Give students a chance to answer. Suggest other possible solutions to problems showing them that problems can have different solutions.

 What other situations can you think of where you have needed someone to help? Tell me about your situation.

Possible answers include because we were moving and needed to learn our way around the neighborhood.

 Take time to write the following thoughts in your notebooks: (HS.51.TM.A)

I. What are some reasons that we may want to build relationships?

- A. Friendship and companions
 - 1. School friends, church friends, club friends or teammates
- B. Work or professional
 - 1. Boss, supervisors, co-workers
- C. Community activities and involvement

1. 4-H, Grange, youth groups, volunteer opportunities
- D. Mutual interests between two people
 1. Someone with a common interest or hobby
 - a. Dance team, choir, athletics



What other relationships can you identify?

If students come up with more answers, write them on the overhead with an erasable overhead marker.



Now that we know the reasons we have relationships, let's think about some ways we can maintain and strengthen those relationships.

Objective 2. Describe two ways to strengthen and maintain relationships



Think for a moment about a relationship in your life that may need attention or work. Once you have that relationship in mind, take another moment to think about something you could do to make the relationship better, to strengthen it. Now write these thoughts into your notebook. When you're finished, give me a thumbs up sign.

Wait about one to two minutes for the students to have their ideas, then proceed.



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Let's visit about some of the relationships that need attention. You don't need to tell us the relationship; instead, share some way that you plan on working on the relationship.

Call on volunteers to answer the question. See outline for ideal answers.



Please write the information on the overhead into your notebooks. (HS.51.TM.B)

I. Ways to strengthen and maintain relationships

- A. Take time out
 - 1. Make time for the people that matter most to you. Share with others who may need someone to care about them.
- B. Do the little things that matter most
 - 1. Send notes, make phone calls, and stay in touch with friends and family.
- C. Attend activities and events together
 - 1. Spend time doing mutual hobbies with someone you consider a friend.
 - 2. Movies, music, sports, youth groups, traveling, FFA
- D. Have meaningful conversations
 - 1. World topics, religion, travel



Everyone stand up. Now, let's take a pledge together as a class that we will take time to work on our relationships. Repeat after me: "I promise to take more time to work on my relationships with others by doing the little things, participating in hobbies, and having meaningful conversations." Excellent! I challenge you to put this plan into action.

Objective 3. Make a communication timeline illustrating strategies for building, maintaining, and strengthening relationships.



Let's take a moment to look back at what we have learned so far today. We talked about the meaningful relationships in our lives and what it takes to strengthen them. We made a pledge to value these relationships and committed to making them even better. So we've talked the talk, now let's walk the walk. One way to help us do that is to create a timeline for the things we pledged to do.

Optional activity: Use Hole in One Moment. Students should picture repairing the relationship that they described as needing work in objective two. They picture actually mending the relationship. (Put this after the timeline.)



The time has come to put those good intentions of building and maintaining relationships into action. Take a few moments to complete this timeline on your own. Let's take this seriously because in one month, we are going to pull these out and see if we did what we said we would.

Pass out HS.51.AS.B



I. Timeline for building, maintaining, and strengthening my relationships with others.

- A. I will take time to truly get to know _____ by having meaningful conversations. I will spend time with _____ by participating in mutual hobbies with them. I plan on having these events completed by _____ (enter date).
- B. I will make an effort to be involved in my community and school by participating in activities such as _____. By doing this, I will be building relationships with other students, peers, and community members. I plan on being involved in my community by _____ (enter date).

Possible answers for line one, section B, are student council, basketball, or choir. Possible answers for line two, section B, are trash pick up, Salvation Army volunteer or food pantry volunteer.



Review/Summary



Think back to our discussion at the beginning of class about the blind date. Tell us one way why it was a success or what we could have done to make the date a success.

Possible responses-- being polite; paying attention to details.

Now think about our barter activity. What was so important about finding the other person in relation to your card?

Possible responses-- I needed something they had; it was a good fit.



What can we do to strengthen relationships?

Possible responses-- take time for the little things; be active in mutual hobbies; or communicate during meaningful conversations.



Tell us about the communication timeline you created. Why is that important to follow through?

Possible responses-- it is important to make relationships a priority for personal, professional and social reasons.



Building relationships is like building lives. We depend on others to enrich our life. Today we've been challenged to build someone's life by building a meaningful relationship with him or her.



Application

►Extended Classroom Activity:

Students will turn in the completed communication timeline from objective three.

►FFA Activity:

Students will keep a journal of FFA members that they meet at multiple functions. They will start to build a mutual interest relationship with them and keep track of where that person shows up in their lives. For example, someone that a student meets at state convention may also attend camp. A year from now, that person may be attending the same college, and even have the same major as your student.



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►SAE Activity:

Have students identify key employers with whom to strengthen ties for future job opportunities.



Evaluation

Students will complete HS.51.Assess.

Answers to Assessment:

1. Must have three of the following--friendship, work, community, mutual interests.
2. Take time, conversations, work, community, mutual interests.
3. Personal, professional and social



HS.51.Assess Name: _____

THE IMPORTANCE OF BUILDING RELATIONSHIPS

► Directions:

Please complete the following questions to the best of your ability.

1. Name three reasons why it is important to build relationships.

2. Describe two ways to strengthen relationships.

3. Why was the communication timeline important?



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HS.51.TM.A

WHAT ARE SOME REASONS THAT WE MAY WANT TO BUILD RELATIONSHIPS?

◆Friendship and companions

- School friends, church friends, club friends or teammates
- ♦ Work or professional
 - Boss, supervisors, co-workers
- ♦ Community activities and involvement
 - 4-H, Grange, youth groups, volunteer opportunities
- ♦ Mutual interests between two people
 - Someone with a common interest or hobby (dance team, choir, athletics)



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HS.51.TM.B

WAYS TO STRENGTHEN AND MAINTAIN RELATIONSHIPS

♦ Take time out.

→ Make time for the people that matter most to you. Share your time with others who may need someone to care about them

♦ Do the little things that matter most.

- ➔ Send notes, make phone calls, and stay in touch with friends and family.
- ◆ Attend activities and events together.
 - ➔ Spend time doing mutual hobbies with someone you consider a friend
 - ➔ Movies, music, sports, youth groups, traveling, FFA
- ◆ Have meaningful conversations
 - ➔ World issues, religion, traveling



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HS.51.AS.A

BARTER ACTIVITY DESCRIPTIONS FOR CARDS

You own a moving truck.

You are moving to a new state and need someone to help with the move.

You love vacationing in Aspen, Colorado, where there are ski resorts everywhere. Problem is, you don't know how to ski!

You are a ski instructor who is just starting a business. You need clients!

You are a high school janitor who has the key to the pop machine.

You are at a late basketball practice and need some pop, but the machine is locked.

You have some wonderful desserts to share, but no meal to go with them.

You fixed a huge meal, but have no dessert.

You have an awesome car. Only one problem—you have no license!

You have a driver's license, but you need a car.

You lost your dog.

You found a dog.

You are traveling to France, but you do not know the language.

You are a high school French teacher.

Your car is broken down.

You received an "A" in Auto Technology.

You forgot your sweatshirt for gym class.

You have a 'closet' in your locker. You are known to have extra t-shirts and sweatshirts.

You are a new student in school.

You are a high school guidance counselor who helps transfer students.



HS.51.AS.B Name: _____

Complete the following statements.

Timeline for building, maintaining and strengthening my relationships with others.

I will take time to truly get to know _____ by having meaningful conversations about _____. I will spend time with _____ by participating in mutual hobbies, which include _____.

I will make an effort to be involved in my community and school by participating in activities such as _____.

By doing this, I will be building relationships with other students, peers, and community members. I plan on being involved in my community by becoming involved in the following activities _____, _____, _____.

I plan on having these events completed by _____.

Student signature

Date



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