

Unit C: Communication

Lesson 4: Conducting a One-On-One Visit

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Identify reasons and situations for having a one-on-one visit.
2. Explain the steps in preparing for a one-on-one visit.
3. Conduct and evaluate a one-on-one visit.

Recommended Teaching Time: 2 hour

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets
- Paper
- Markers

Terms: The following terms are presented in this lesson (shown in bold italics):

- One-on-one visit

Interest Approach:

Get students to connect today's lesson with prior experiences they have had. Encourage students to think of material things they wanted or even times when they wanted to do something.

Script for Teacher: *Take a moment and quietly reflect on your life and think of a time when you wanted something that required a "yes" answer from someone older—a parent, guardian, teacher, or other adult. What was the situation?*

Have the students share their situations with the other members of the class. Hopefully there will be a variety of examples/situations shared by the students.

Establish the big-picture goal of today's lesson.

Script for Teacher: *Today, we are going to discover ways to get the answer we are seeking—and that answer is "yes." What's the answer?*

Students respond with "yes."

Script for Teacher: *Just as you wanted a “yes” from your parent or teacher in the previous examples, there will be times you want to hear that same response when trying to communicate your vision and goals to others.*

Depending on prior lessons, students may or may not have a solid understanding of what “vision” means. If clarification is needed, create the following discussion.

Script for Teacher: *To do this, we need to have a vision. We’ve used that word—vision—several times. Take a moment to think what “vision” means to you. What did you come up with?*

Capture student responses such as: A new idea you hope to make reality, a picture of the future, a goal that you want to accomplish.

Script for Teacher: *Today, we will also need to become movers and shakers, people who make things happen, and who get other people to see our vision and come along for the ride.*

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Identify reasons and situations for having a one-on-one visit.

Anticipated Problem: What are the reasons and situations for having a one-on-one visit?

Allow students to work collaboratively to identify some general reasons or purposes by having a one-on-one visit.

Script for Teacher: *Here’s the question: Why would we need to have a one-on-one visit?*

Script for Teacher: *Here’s an example to get you started: I need to get an answer to a question.*

Script for Teacher: *Jot some ideas down. You can use your neighbor’s brain to assist you.*

Capture student responses on the writing surface. Expected responses include: to find something out, to get approval for something, to ask a question, to get to know the other person, to get help, to offer to help.

Have students capture the content for Objective 1 in their notebooks.

Script for Teacher: *Let’s capture in our notebooks these reasons for having a one-on-one visit, and we’ll see if you mentioned some of them.*

Use TM: 4-1 (PowerPoint Slide 2).

- I. What is a One-on-one visit?
 - A. A meeting to communicate one's personal vision and persuade another person to buy-in or say "yes" to it
- II. Purposes of a one-on-one visit
 - A. To inform
 - B. To develop a relationship
 - C. To get approval
 - D. To seek assistance
 - E. To offer assistance

Seek additional input from students and add to the list any additional responses they might have.

Script for Teacher: *Are there other reasons why you, as a mover and a shaker, would need to conduct a one-on-one visit?*

Refer to the brainstormed list on the writing surface. Compare the students' responses and the five purposes listed on the Transparency Master or PowerPoint Slide.

Script for Teacher: *How can we relate your prior brainstorm to the five purposes you just captured in your notes?*

Cut WS: 4-1 into five cards and distribute them to random students. The following scenarios are on the cards.

- Advise the area agriculture extension specialist about the agriculture program before they come to school as a guest speaker.

This is an example of "A. To inform."

- Get to know a few of the village leaders, and project a positive image of the agriculture program.

This is an example of "B. To develop a relationship."

- Ask the school administration if your agricultural class can go on a field trip.

This is an example of "C. To get approval."

- See if the local veterinarian will accept job-shadowing students.

This is an example of "D. To seek assistance."

- Offer to help the school maintenance supervisor with school beautification.

This is an example of “E. To offer assistance.”

Set up the following activity, which will assess the students’ understanding of the five purposes for having a one-on-one visit.

Script for Teacher: *Here’s what you need to know to complete the next activity. Five students have cards that describe actual situations related to one of the five purposes of a one-on-one visit. After your peer stands up and reads the scenario to us, quickly and quietly discuss which one it relates to with the person beside you.*

Repeat for each of the five cards. Call on each student one at a time and allow time for discussion, then discuss as a group.

Make the transition into the next objective by previewing it.

Script for Teacher: *Now that we’ve discovered times when a one-on-one visit would be beneficial—or even necessary—let’s take a look at how to prepare for a visit.*

Objective 2: Explain the steps in preparing for a one-on-one visit.

Anticipated Problem: What are the steps in preparing for a one-on-one visit?

Create student interest by asking students to work in small groups to brainstorm a list of five to six things that must be done to prepare for a date. It might be fun to split the groups according to gender to see the differences in the responses.

Script for Teacher: *We’ll need your maturity for this next exercise. It’s Saturday night, and you are in luck. Why? Because you have landed a date with that guy or girl you’ve been trying to get to go out with you for weeks. The question is: using only pictures or icons, what do you have to do to prepare for this very important one-on-one visit? Please, remember to be mature!*

Break students into their groups and give them three minutes to brainstorm a list. Then have the students share with the class.

Script for Teacher: *Pick the two absolutely most important things you need to do to get ready. You will be asked to share them with the class. Be ready when I call on your group.*

Give groups 20 seconds to decide their top two choices. Have each group share, then provide applause for each group as they finish.

Create a tie to the objective by asking:

Script for Teacher: *What does this activity have to do with conducting a one-on-one visit?*

Create student curiosity by gesturing the following: hold up five fingers and then draw a large capital P in the air. Do this several times so that all students can clearly see what you are doing. Ask the students:

Script for Teacher: *Let's open our eyes wide and become observant learners. What do you see?*

Invite students to do the motion as well. Ask the students to write five P's down the left margin of their notebooks. Write the following on the writing surface:

Prior
Planning
Prevents
Poor
Performance

Ask the students:

Script for Teacher: *What does this mean?*

Script for Teacher: *How important is it to conducting a date? To conducting a one-on-one visit?*

Distribute WS: 4-2 to each student. Invite students to capture TM: 4-2 on the activity sheet. Uncover one step at a time and discuss. The words that are missing on the worksheet are in parentheses below.

(PowerPoint Slide 3)

- III. Preparing for a one-on-one visit
 - A. Clearly define personal (vision).

Script for Teacher: *Ask yourself in less than (ten) words, what is your vision?*

- B. Identify key partners who are critical to (accomplishing) the vision.

Script for Teacher: *Ask yourself who can help in accomplishing my vision or who could possible (interfere)?*

- C. Set a (goal) for the meeting.

Script for Teacher: *Ask yourself, what do I want to (accomplish)?*

- D. Determine what (key messages) are important to the other person.

Script for Teacher: Ask yourself, what will the other person get excited about and what are his/her (interests)?

E. Schedule the visit at least one (week) in advance.

Script for Teacher: (Respect) the other person's schedule by giving him/her a week's notice.

F. Outline the (agenda) and send to the participant.

Script for Teacher: Let the other person know exactly what you will be discussing. There should be no (surprises).

G. Gather and/or create (supporting) materials.

Script for Teacher: Prepare any facts sheets, brochures, testimonials, etc. that would be beneficial to (persuading) them.

H. Confirm the visit the (day) before.

Script for Teacher: Plans do change, and the other person may need to (reschedule) or may have forgotten to write the meeting date on his/her calendar.

Objective 3: Conduct and evaluate a one-on-one visit.

Anticipated Problem: How do you conduct and evaluate a one-on-one visit?

Divide the class into groups of three and uncover the three parts to a one-on-one visit on TM: 4-3, TM: 4-4, and TM: 4-5. Each student in the triad will have a turn at explaining to his/her peers their assigned part.

IV. Conducting the one-on-one visit

(PowerPoint Slide 4)

A. Kicking it off

1. Arrive at least ten minutes early.
2. Introduce yourself (if needed) and thank the person for meeting with you.
3. Engage in casual conversation; be friendly and get the person talking.
4. Be clear about the reason for the meeting.

(PowerPoint Slide 5)

B. Selling the vision

1. Ask open-ended questions to get the other person talking about his/her needs.
2. Listen carefully and match the person's needs with your vision.
3. Use key messages to sell your vision.

(PowerPoint Slide 6)

C. Wrapping it up

1. Restate the agreed-upon outcome (if applicable).
2. End on time and thank the person for meeting with you.
3. Evaluate the success of the meeting.

Show students hand and body motions to review the three major parts. Kicking it off = kick with one leg. Selling the vision = hold your hand over the top of your eyes as if you are blocking out the sun. Wrapping it up = outline a box with your hands and then pretend to tie a bow on it.

Review/Summary: Use the questions on **PowerPoint Slide 7** to review the objectives of this lesson.

Challenge the students to become people who make things happen, and who have the courage to create a vision that requires the involvement of other people through conducting formal one-on-one visits.

Application: Arrange for various individuals such as community leaders and school administrators to participate in mock one-on-one visits with the students. Video the visits and have the students complete an evaluation.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample test is included.

If time allows for another full class session on this topic, split into pairs and create personal visions, walk through the steps of preparing for a visit, and conduct a mock visit with a partner. This would provide for a real-life preview and application of this lesson's content.

Answers to Sample Test:

Part One: True or False

1. True
2. False
3. True
4. False
5. False

Part Two: Short Answer

6. Four of the following:
 - Clearly define personal vision.
 - Identify key partners who are critical to accomplishing vision.
 - Set a goal for the meeting.
 - Determine what key messages are important to the other person.
 - Schedule visit at least a week in advance.
 - Outline the agenda and send to the participant.
 - Gather and/or create supporting materials.
 - Confirm the visit the day before.
7. Four of the following:
 - Arrive at least 10 minutes early.
 - Introduce yourself (if needed) and thank them for meeting with you.
 - Engage in casual conversation; be friendly and get them talking.
 - Be clear about the reason for the meeting.
 - Ask open-ended questions to get the other person talking about his/her needs.
 - Listen carefully and match their needs with your vision.
 - Use key messages to sell your vision.
 - Restate the agreed outcome (if applicable).
 - End on time and thank them for meeting with you.
 - Evaluate the success of the meeting.

Conducting a One-On-One Visit

Part One: True or False.

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false”.

1. “To seek assistance” is one purpose of a one-on-one visit.
2. “Informing the school administrator of what you are going to plant in the different farm plots” would be an example of “getting approval”.
3. Prior planning prevents poor performance.
4. You should clearly define your vision after scheduling the one-on-one visit with a key person.
5. You should do all of the talking in a one-on-one visit to effectively persuade the other person to buy in to your vision.

Part Two: Short Answer.

Instructions: Provide information to answer the following questions.

6. List four of the eight steps in preparing for a one-on-one visit. Be specific.
7. List four of the 10 things you should do during a one-on-one visit. Be specific and do not include the titles of the three parts—kicking it off, selling the vision, and wrapping it up—in your answer.

WHAT IS A ONE-ON-ONE VISIT?

- A meeting to communicate one's personal vision and persuade another person to buy in, or say "yes" to it.

Purposes of a One-on-one visit:

- To inform
- To develop a relationship
- To get approval
- To seek assistance
- To offer assistance

PREPARING FOR A ONE-ON-ONE VISIT

- Clearly define your personal vision.
- Identify key partners who are critical to accomplishing the vision.
- Set a goal for the meeting.
- Determine what key messages are important to the other person.
- Schedule the visit at least one week in advance.
- Outline the agenda and send to the participant.
- Gather and/or create supporting materials.
- Confirm the visit the day before.

CONDUCTING THE ONE-ON-ONE VISIT

Kicking it off

- Arrive at least 10 minutes early.
- Introduce yourself (if needed) and thank the person for meeting with you.
- Engage in casual conversation; be friendly and get the person talking.
- Be clear about the reason for the meeting.

CONDUCTING THE ONE-ON-ONE VISIT

Selling the vision

- Ask open-ended questions to get the other person talking about his/her needs.
- Listen carefully and match the person's needs with your vision.
- Use key messages to sell your vision.

CONDUCTING THE ONE-ON-ONE VISIT

Wrapping it up

- Restate the agreed-upon outcome (if applicable).
- End on time and thank the person for meeting with you.
- Evaluate the success of the meeting.

WS: 4-1

Directions:

Cut up the five situations into separate slips and distribute to students—before class, if possible. Instruct students to hold on to them and be prepared to read them to the class when called upon.

Advise the area agriculture extension specialist about the agriculture program before they come to school as a guest speaker.

Get to know a few of the village leaders, and project a positive image of the agriculture program.

Ask the school administration if your agricultural class can go on a field trip.

See if the local veterinarian will accept job-shadowing students.

Offer to help the school maintenance supervisor with school beautification.

PREPARING FOR A ONE-ON-ONE VISIT

- A. Clearly define personal _____.
Ask yourself in less than _____ words, what is your vision?
- B. Identify key partners who are critical to _____ the vision.
Ask yourself who can help in accomplishing my vision or who could possibly _____?
- C. Set a _____ for the meeting.
Ask yourself, what do I want to _____?
- D. Determine what _____ are important to the other person.
Ask yourself, what will the other person get excited about, and what are his/her _____?
- E. Schedule the visit at least one _____ in advance.
_____ the other person's schedule by giving him/her a week's notice.
- F. Outline the _____ and send to the participant.
Let the other person know exactly what you will be discussing. There should be no _____.
- G. Gather and/or create _____ materials.
Prepare any fact sheets, brochures, testimonials, etc., that would be beneficial to _____ them.
- H. Confirm the visit _____ before.
Plans do change and the other person may need to _____ or may have forgotten to write the meeting date on his/her calendar.