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LifeKnowledge® Featured Articles

Facilitating an Experience vs. Managing an Event

In their role as facilitator, agriculture educators hold the key to every experience. [Check out](#) how two former BLAST Off trainers shine some light on the keys to facilitation.

Precept in Action

Why do we save field trips for the end of the year?

[Click here](#) to read Dr. Kimberly Bellah's article about providing more meaningful experiences inside and outside of an agricultural education classroom.

Featured Lesson Plan

[Click here](#) to view this original LifeKnowledge lesson about creating positive impressions in public. Try this engaging lesson in your own classroom before your next event or guest speaker.

Reflective Questions

After facilitating an awesome activity or experience, what do you ask your students in reflection? [Check out](#) these reflective questions and a few coaching guide activities to break the ice.

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Facilitating an Experience vs. Managing an Event



Seth Heinert

A former national FFA officer and BLAST Off trainer, is now a first-year teacher at North Bend Central Junior Senior High School in Nebraska.

By Katy Wuthrick, Education Specialist, LifeKnowledge Center for Agricultural Education

There once was an English teacher (a terrible English teacher, as a matter of fact) who hit the nail on the head when it came to providing a memorable experience. He was trying to contrast two characters: first, he came into the classroom dressed in a very nice suit and tie; then he came in all muddy and gross and wearing short shorts – an awful visual.

Seth Heinert, an agriculture educator from Nebraska, told this story of a high school experience and explained, "Grabbing people's attention is creating a unique and novel situation. The goal in active facilitation is to have intense attention saturation. That is what students remember."

So many times, we get wrapped up in all of the logistics of an event. Once we have successfully managed what needs to be done, we crash. Let's take a step back and think about the experience each student has during that class period or event and figure out how we can help them make the most out of it.

The audience.

"Every audience or group of students is different," said Mary Christensen, a career counselor from Colorado. "Each group has a different feel as well as different styles of learning and maturity levels. Trying to keep everyone captivated is a big challenge. It's difficult teaching to different learning styles and weaving everything together, sometimes covering the same thing in three different ways."



A former state FFA officer and BLAST Off trainer who currently works as a career counselor for the College of Agricultural Sciences at Colorado State University in Fort Collins.

Both Heinert and Christensen pull from their classroom experience that not all groups are the same. This is not a novel idea, but when putting it into consideration when the goal is engaging facilitation, it plays a major role – even for tenured facilitators.

"I have two plant science classes, and they are like night and day," Heinert said. "If you hand them an assignment, one takes three days and one is done in less than one class period."

Understanding a group's dynamics is important when it comes to engagement. "I think if the students are not engaged, they aren't going to learn anything," Heinert stated. "If you think you are rocking and rolling up there as a facilitator and you see heads nodding off in the back, you are not a doing a good job as a facilitator, no matter how great you think you are."

The variety of learning styles address in LifeKnowledge resources can be very helpful in this situation. Each LK lesson was developed with e-Moments or engaging strategies in mind. The lessons embrace different learning modalities, multiple intelligences and higher-order thinking skills to bring a great variety of facilitating styles to your portfolio.

Facilitators hold the key to every experience.

"The best part of facilitating in agricultural leadership situations is the great students. The students I've worked with are motivated to grow and they're willing to challenge themselves," Christensen said. "I think about the long-term impact BLAST Off had on me and how cool it would be if current students experienced the same impact and really grabbed ahold of the long-lasting effects and opportunities for continual growth."

The overarching principle is to keep the students physically active in the material you are going through. Heinert believes the key to facilitation is allowing students to experience things first and then teaching them about it. "This can be brought to light in a simple example: If you get a new toy, you want to play with it first and then learn about it second; but how does that work on a daily basis in the classroom? For example, how do you give students an experience related to soil profiling without giving them some technique? How do you give them the experience before you 'label' it?" Heinert asked. He thinks it is important for the students to have the experience first and then talk about the philosophies behind it so they will have a framework to go back to as the technical aspect is taught.

LifeKnowledge was established with the philosophy of bringing leadership education to the classroom every day, providing opportunities for every student. When asked how teachers help students get the most out of every opportunity, Christensen replied, "Maximizing the opportunity is a combination of many aspects coming together – the theme and environment, background noise, choice of words, the way questions are asked and directions are given, plus the right combination of movement and interaction. Providing the maximum opportunity requires balancing all of those things."

Heinert provides daily leadership in his classroom by facilitating experiences such as SAEs, field trips, guest speakers, trade shows and community service. "He who dies with the most experience wins," Heinert said.

Christensen and Heinert agree that having students engaged in what is going on outside the classroom is a valuable learning experience. "I find that assessing the experience is the challenge. It is the application of the experiences you provide. How do you assess whether students have mastered the experience and found the value?" Heinert asks.

Life skills that stick.

How do facilitators make students understand the value of outwardly simple skills that will one day come into play as a valued life skill?

Christensen explains that providing examples and different scenarios is very important. "Students must put the application piece of the magic formula into some context. Where does this information go beyond today? Their brains may not think about the long-term implications, so we must take them there through our application of each lesson," Christensen said.

Outwardly simple skills like writing a thank-you note take place in classrooms all around the country, but Heinert deems that while teaching the skill of writing a thank-you is relatively simple, it is up to each student whether or not they develop an appreciation for that skill. You can drill into them the life skills they will need in the future, but unless they see a need for it on a personal level, it will not stick.

Advisors and facilitators may find that one way to make their advice stick is to create a personal connection. "Helping students build confidence can be done in a variety of different ways," Christensen said. "Verbally expressing to students that you believe in them can have an amazing impact."

"Advisors can challenge students while holding them accountable to their true potential," Christensen continues. "The relationship behind the facilitation is also important. Utilizing one-on-one relationships can help involve each student."

Improve yourself.

Reflection is a big part of the learning experience, so many LifeKnowledge Coaching Guide activities provide reflective questions to help students connect to the big picture. Christensen explains that reflection is also how she improves her facilitation skills – by "being open to critique and suggestions from others. I tend to analyze my own performance after every workshop or class period. I think about how the examples I provided helped them connect to the content or how I can phrase things better or make directions more concise."

Heinert and Christensen, both young professionals, continue to see ways to improve from each experience. "The bottom line is preparation," Christensen states. "For me, it is hard to think of meaningful processing questions right off the top of my head. So I prepare questions that make students think deeply and critically. Second to preparation is the desire to improve. If teachers are open to critique and if folks are actively engaged in what you have going on with LK, they are definitely on the right path in helping themselves maximize every opportunity."

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Why do we save field trips for the end of the year?

By Kimberly Bellah, Ph.D., Assistant Professor, Agricultural Services & Development, Tarleton State University, Stephenville, Texas

All too often, the last few weeks of school are those that both the students and the teachers most anticipate. After all, the standardized testing is complete, we've covered what we need to in order to best prepare the students for final exams, and now it's time to party! Literally, this is the time of year when we celebrate and reward students for their hard work.

So, what do those rewards look like? For some, it is a party in the classroom. For others, this is the time for trips to the science museum, the aquarium, the local agricultural attraction and other locations that we teachers use as the carrot to dangle in front of our students throughout the year. Students frequently hear the message that they will get to go someplace fun if they ... are really good, perform well, finish a unit, etc. Whatever the reason filled in at the end of the sentence, the result is the same: The experience always comes after the knowledge!

What would the teaching unit look like, and how would students be more appropriately engaged, if we visited the local technologically up-to-date dairy before we began talking about dairy production? How much deeper could the curriculum be explored if the students had firsthand experience to reference before delving into the theory? David Kolb's theory of experiential learning tells us that a common concrete experience is critical for students to be able to retain information long-term. Further, regardless if the experience is direct or vicarious, students who can draw on that previous experience are more appropriately ready for the theory behind the material.

What would on-site behavior look like if students were oriented to an experience via a video presentation the week before they attended? Research shows that male students especially have a hunter-gatherer mentality whereby their internal wiring forces them to secure the perimeter of any new location to ensure everyone is safe. You've seen it happen: A bus unloads at a career development event or county show and the male students who have never been there before start milling around and then they divide and conquer. Several minutes later, the teacher finally manages to corral everyone and attempts to give them instructions about where to go, how to behave, what to do and where to meet when the visit is completed. All the while, heads are spinning around seemingly independent of bodies as the students strive to absorb everything and see everyone at once. How much of that instructional information was truly absorbed and stored for retention later?

Preparation of students for trips and events requires the teacher to do his or her homework in advance. As teachers, we understand what the expectation is because we have been there at another time. The students, on the other hand, have no conceptual idea of what to expect; therefore, they are consumed not only with learning or performing in their area, but they must also learn about the environment around them. Teachers who prepare students in advance – not just practicing for the content in the contest or preparing handouts for students to complete while on the field trip but alerting the students to what they may see, hear, smell, taste or touch – are lessening the students' anxiety level and allowing their brains to engage in the experience more quickly than those who are still trying to comprehend the overall size of the state fairgrounds!

When teachers ask students to be accountable while on a trip to the state or national FFA convention, to the local stock show, to the pizza farm or to the invitational career development event, students understand that they are there to learn and not simply play around. A pre-tour of the site allows the teacher to develop materials with which the students will engage during the experience. Tying handout materials to the state standards the students will be tested on later helps them make the connection between this field trip and the learning that occurs within the confines of the classroom.

These strategies and others make the learning experience richer and more tangible for those students who fail to make the connection to the theoretical-only delivery method in class. More critical, though, is the concept that students who fail to earn the "fun" trip at the end of the year because of behavioral issues may actually choose to engage more in the classroom because of the real-life connection they make to the tangible experience they had at the start of the curricular unit. What would the class look like then if all of the students and teachers eagerly anticipated the entire year?

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MS.19 - Creating Positive Impressions in Public

Read this lesson to see how the Picasso and Go-with-the-Flow e-Moments can help students prepare for their future interactions with the public.

MS.19 - Objectives

- Describe the importance of making a positive impression.
- Discuss conduct and appearance for various settings.
- Demonstrate proper conduct and appearance.

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Reflective Questions

The purpose of reflective questions is to encourage students to think carefully about material and to process information in new ways. Following are some examples of reflective questions.*

- What is the main idea of _____ ?
- How does _____ affect _____ ?

- What is the meaning of _____ ?
- What is a new example of _____ ?
- Explain why _____ .
- Explain how _____ .
- What conclusions can be drawn from _____ ?
- What is the difference between _____ and _____ ?
- How are _____ and _____ similar?
- How would I use _____ to _____ ?
- What are the strengths and weaknesses of _____ ?
- What is the best _____ and why?
- This idea is important because _____ .

One of the most important parts of facilitating an event is the last piece – reflection. Some of the best learning experiences come from that reflection. Sometimes we must work to pull information out of students to help them reflect on what they learned/experienced, but the resulting benefit is priceless.

Try these two LifeKnowledge® Coaching Guide activities to get a start in performing activities followed by solid reflective questions.

- After a state or national convention ([Click Here](#))
- After a community service activity ([Click Here](#))

** Taken from Muskingum College Learning Strategies Database, which can be found at <http://www.muskingum.edu/~cal/database/general/question1.html>. Questions adapted from King, A. (1992). Comparison of self-questioning, summarizing, and note-taking review as strategies for learning from lectures. American Educational Research Journal, 29, 303-323.*

Five Tips for New Teachers

By Cindi Rigsbee

Rigsbee is the recipient of many educational honors and has published her advice in various well-known print and electronic educational resources. Most recently, these five tips were published in *Education Week* (Sept. 10, 2008).

Her top five tips for new teachers are:

1. Hit the floor running and breathe when you leave.
2. Always remember, the show must go on.
3. Put on your cheerleading uniform.
4. If you make them the enemy, you will lose.
5. Don't hide your light under a bushel.

To learn more about these intriguing tips, [click here](#) and read Rigsbee's article as she explains each thought-provoking idea.

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LK NEWS

Last chance to be a winning bidder and support FFA! National FFA Alumni Online Timed Benefit Auction ends Wednesday, October 29 at 12 p.m. (EDT)

[Click here](#) to view the auction catalog, register and bid! Over 100 items for your home, pet, shop or just for fun! Funds generated from the auctions provide WLC and collegiate scholarships for FFA members.

Convention Wrap-up

Thank you to all those who stopped by the LifeKnowledge booth at the national FFA convention. We hope everyone had a great time in Indianapolis and a successful convention.

Convention Special

The LifeKnowledge Center for Agricultural Education is offering a special convention promotion! Order LifeKnowledge® Online NOW through Nov. 15 to receive an extra four months free! For just \$99, you can access all the LifeKnowledge materials that will provide you with the tools, guides and plans you need to build a total program for 16 months. Subscribe today!

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Lesson MS.19

CREATING POSITIVE IMPRESSIONS IN PUBLIC

Unit. Stage One of Development—ME

Problem Area. What Foundational Skills Do I Need for Personal Growth?

Precepts. H2: Present Self Appropriately in Various Settings

National Standards. NL-ENG.K12.12--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 Describe the importance of making a positive impression.
- 2 Discuss conduct and appearance for various settings.
- 3 Demonstrate proper conduct and appearance.



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

 **Resources**

Fox, Sue. *Etiquette for Dummies*. New York: Hungry Minds, 1999.

✓ **Tools, Equipment, and Supplies**


- ✓ Clothing Items
- ✓ MS.19.TM.A
- ✓ MS.19.TM.B
- ✓ MS.19.TM.C
- ✓ MS.19.Assess—one per student
- ✓ MS.19.Test—one per student

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

- ▶ ***Impression***
- ▶ ***Body language***

 **Interest Approach**

Select two students from the class and take them into a separate room or hallway. Provide them with clothing to wear that makes one appear very neat and the other sloppy. Instruct the two students to answer the questions they are asked in a manner that depicts how they are dressed. Encourage them to use their imaginations and act the part.

 Today you are going to pretend you are a store owner, and you are looking for a part-time

employee to help you at your business. This person will be assisting the receptionist in answering the telephone and greeting customers as they enter the store. Take 30 seconds to write down a question you would ask this potential employee.

Time the students for 30 seconds



Time is up! For the next few minutes, you will be conducting interviews with candidates who are applying for the job. You need to act very professionally throughout this interview process. When I call your name, you may ask the candidate your question.

Introduce the first student, posing as a messy person with poor manners. Call on students to ask their questions.

Introduce the second student, posing as the neat and tidy person with good manners who makes a positive first impression. Call on students to ask the same questions as before. Elicit responses.



2



Which person would you hire for the job, and what qualities make him or her a better fit for the position?

Common responses: neat; answered questions more completely; fit the job description.



Why is it important to look the part when you are applying for a job? In what other situations is it also important to look the part? For the rest of this class period, we will be looking at characteristics you can use to make positive impressions on people.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the importance of making a positive impression.



Let's look more deeply into what making a positive impression really means.

Share MS.19.TM.A.



Write the following definition and information in your notes.

I. What is an impression?

A. An **impression** is the effect, feeling, or image we give or receive as the result of an experience. When we meet someone for the first time, we take with us a memory of how that person first appeared to us within the first 30 seconds of our meeting, and we also leave a memory of ourselves with the person we have just met; this is called a first impression.



Are there any characteristics that you think are missing from this list?

Call on students to share responses and list on the transparency those that are on target.



Now, using a Picasso Moment, you will identify those characteristics that will help you make a positive impression on others. Take out a sheet of paper and utensils to color with. Draw yourself as you are dressed today. Then draw yourself so you would make a more positive impression on someone you may meet today. You will have five minutes to perform this activity. Begin!

Time the students for five minutes while you are circulating in the room.



Time is up! Take the next 30 seconds to share your picture with your neighbor and tell him or her what you would change about your appearance today.

Time the students for 30 seconds.



Time's up! Next, let's explore some things you can change today that will make a better first impression.

Objective 2. Discuss conduct and appearance for various settings.



Who can tell me what a mime is? Have any of you ever seen a mime perform? Mimes have the ability to communicate with their audience without talking. We all have mime-like characteristics, and we need to be aware of the messages we send even though we may not be uttering a word!

I need three volunteers to come forward. Who would like to help me?

Call on three students and have them line up at the front of the room.



Without uttering a word, I would like you to show the class you are sad, using only body language.

Thank you! Next, without uttering a word, I would like you to show the class you are upset, using only body language.

Finally, without saying a word, show the class you are confused, using only body language.

As we've seen, we send very clear messages without uttering a single word! It is imperative, therefore, that we make sure we are sending the message we intend. As **body language** is a key factor in making a positive first impression, we must be aware of the unspoken messages we are transmitting.

Share MS.19.TM.B.

II. What characteristics are included in making a positive first impression?

- A. Clothes
- B. Hair
- C. Voice
- D. Language, both verbal and non-verbal
- E. Manners
- F. Posture



What characteristics should be added to this list?

Write those on the transparency.



Now that we know what a positive first impression is and how to make one, let's practice!

Objective 3. Demonstrate proper conduct and appearance.



There are several things you can make a conscious effort to consider that will ensure you make a positive impression on others, including your clothing, your language, and your introductions.

Share MS.19.TM.C.

III. What you can do to make a positive impression

- A. Be impeccably groomed
 - 1. Comb hair neatly
 - 2. Select clothes that are neat, worn appropriately, and are flattering to your body style
- B. Use a voice and language that are appropriate for the setting.
- C. Employ good manners in all situations.
- D. Be conscious of the **body language**, or non-verbal communication, you use.
- E. Demonstrate good posture.

IV. Introductions

- A. Smile and show that you are happy to meet this person.
- B. When introducing a male to a female, say the woman's name first; for example, "Susie Smith, I would like you to meet Jack Jones."
- C. When introducing a person to a small group, say his or her name first, followed by the group; for example, "Susie Smith, I would like you to meet Jack, Janice, and Rob."
- D. When introducing yourself to someone new, say your name and a piece of information relevant to the situation, then wait for a response; for example, "I am John Smith. I am a senior at South High School."
- E. Next, find a similarity between those who are being introduced.



Now it is time to practice the skill we just learned. When I say "Tidy up," we have one minute to clean ourselves up. Let's take the time to tuck in our shirts, tie our shoes, comb your hair, or do

anything else that will create a positive first impression. Let's tidy up!

Time the students for one minute.



Time is up! Now that we are ready to make your first impressions, let's practice introducing one another.

For this activity, students are given name tags that say who they are and what they do. They will then use this information to introduce themselves to one another and begin a conversation. They have 30 seconds to make their first impression and will then switch to another person.



You are going to practice making introductions to one another. You will have 30 seconds to make a positive first impression. When I say "Switch," our 30 seconds are up, and we will need to move on to another person. What questions are there? Start your introductions!

Time the students for 30 second intervals, saying "Switch" between each one.



It is important to leave a positive impression with everyone we meet and to strive to remember names and information about people we could use to strike up another conversation if the opportunity comes around.



Review/Summary

Use a Go -With- the -Flow -Moment to represent the steps that must be taken to make a positive first impression.



Application

► **Extended Classroom Activity:**

Visit a nursing home and have the students practice making positive first impressions with those they do not know.

► **FFA Activity:**

Have students present to the chapter a demonstration on how to make a positive first impression.

► **SAE Activity:**

Have students apply their positive first impression skills by visiting a banker to inquire about getting a loan to assist them in their SAE program.

✓ **Evaluation**

A written test is provided along with an assessment tool.

Assessment:

Each student will have 30 seconds to make a positive first impression on you. They will be graded on the rubric attached.



Answers to Test:

Part One: True or False

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

Part Two: Short Answer

5. Voice, language, clothing, posture, introduction
6. Nod their head yes or no, smile to be happy, frown to be sad
7. "Mom, I would like you to meet Mr. Brown. Mr. Brown, this is my mother, Teresa."



MS.19.Test Name: _____

CREATING POSITIVE IMPRESSIONS IN PUBLIC

►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. Body language is non-verbal communication.
- _____ 2. Creating a first impression does not include your dress and hair.
- _____ 3. Creating an impression with someone takes about 30 minutes.
- _____ 4. When introducing a man and a woman, the woman’s name should be said first.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

5. List four things that are considered when making a first impression.

6. Describe how someone could use body language to make a statement.

7. Write how you would introduce your teacher to a parent or guardian?



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MS.19.Assess Name: _____

CREATING POSITIVE IMPRESSIONS

IN PUBLIC

Assessment of Student Performance on Creating a Positive First Impression			
Component	Level of Performance	Points Available	Points Earned
Participation	<p><u>Exceptional</u>: the student was neat and made a proper introduction, then proceeded with a conversation.</p> <p><u>Satisfactory</u>: the student was neat and introduced himself or herself.</p> <p><u>Needs Improvement</u>: the student was not neat and lacked information in the introduction.</p>	10	
Represents Definition of Personal Growth	<p><u>Exceptional</u>: the student included proper information in the introduction.</p> <p><u>Satisfactory</u>: the introduction was made.</p> <p><u>Needs Improvement</u>: introduction lacked important information.</p>	30	
Appropriateness and Originality	<p><u>Exceptional</u>: nothing questionable; shows very original thought.</p> <p><u>Satisfactory</u>: nothing questionable; idea is modified.</p> <p><u>Unacceptable</u>: inappropriate action or dialogue.</p>	10	
TOTAL POINTS			



MS.19.TM.A

WHAT IS AN IMPRESSION?

◆ An *impression* is the effect, feeling, or image we give or receive as the result of an experience. When we meet someone for the first time, we take with us a memory of how that person first appeared to us within the first 30 seconds of our meeting, and we also leave a memory of ourselves with the person we have just met; this is called a first impression.



10

MS.19.TM.B

WHAT CHARACTERISTICS ARE INCLUDED IN MAKING A POSITIVE FIRST IMPRESSION?

- ◆ **Clothes**
- ◆ **Hair**
- ◆ **Voice**
- ◆ **Language, verbal and non-verbal**
- ◆ **Manners**
- ◆ **Posture**



MS.19.TM.C

WHAT YOU CAN DO TO MAKE A POSITIVE FIRST IMPRESSION

- ◆ **Be impeccably groomed.**
 - ➔ **Comb hair neatly.**
 - ➔ **Select clothes that are neat, worn appropriately, and are flattering to your body style.**

- ◆ **Use a voice and language that are appropriate for the setting.**
- ◆ **Employ good manners in all situations.**
- ◆ **Be conscious of the body language, or non-verbal communication, you use.**
- ◆ **Demonstrate good posture.**





CONTEXT

Attending State and National FFA Conventions Lesson2

PRECEPT

F. Continuous improvement

SIGN OF SUCCESS

F2. Seek mentoring from others
F5. Acquire new knowledge

LEVEL OF APPLICATION

Awareness

PROGRAM COMPONENT

FFA

ACTIVITY

Attending general sessions at state or national convention

RESOURCES AND MATERIALS

None required.

DESCRIPTION

With so many fun and exciting things to do at state and national FFA conventions, general sessions can sometimes feel like a let-down following an energetic opening ceremony. In reality, these sessions are filled with great information.

Have an open conversation with the students regarding the value of attending general sessions. Stress that it's a privilege to be at convention and they need to take advantage of everything it has to offer including learning opportunities provided by the sessions.

Prior to the session, ask the students:

- Based on the program, what do you hope to learn that you will be able to use in your school life? Personal life? Life beyond school?

After the session, ask some follow-up questions (this can be done back at the hotel, on the bus, at dinner, etc.)

- After hearing the keynote speaker, can you think of one thing you will take with you and use for continuous improvement?
- What new knowledge do you have as a result of the session?



CONTEXT

Community Service Lesson3

PRECEPT

E. Awareness

SIGN OF SUCCESS

- E1. Address issues important to the community
- E2. Perform leadership tasks associated with citizenship
- E3. Participate in activities that promote appreciation of diversity

LEVEL OF APPLICATION

Mastery

PROGRAM COMPONENT

FFA

ACTIVITY

Assessment of community service activity

RESOURCES AND MATERIALS

None required.

DESCRIPTION

Take a few minutes to have students reflect on why they as a class or chapter participated in a community service activity. Have them make a list of why they think this activity was initiated. Have them share and compare their lists with another classmate. Here are some questions for them to consider when comparing:

- What did the lists have in common?
- How were they different?
- What are possible extensions for this activity?
- Are these extensions feasible?
- Are these extensions going to help the same target audience or a broader audience?

WRAP-UP QUESTIONS

- Why do you think it is important to assess a large program?
- Why should you aid others in need?
- Why is it important to take a leadership role in aiding others?