



If You're Ripe, You'll Rot! – Personal Growth Plans

Middle School Food and Agricultural Literacy Curriculum

Precepts

Depending on each student's growth plan, this lesson could cover any of the following precepts:

- G Physical Growth
- H Social Growth
- I Professional Growth
- J Mental Growth
- K Emotional Growth
- L Spiritual Growth

National Standards

CS.01.03.01.b. Utilize visioning skills to develop a plan.

CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.

NL-ENG.K-12.12 – Applying Language Skills

Student Learning Objectives

As a result of this unit the student will...

Apply foundational and life skills learned through agriculture in the school and community setting.

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

Develop a plan that includes specific goals for leadership and personal growth.

Content Outline

Objective 1. Develop a plan that includes specific goals for leadership and personal growth.

I. The Importance of Personal Growth

- We should all be life-long learners
- If you do not have a plan for growth, you tend to stay where you are
- If you are ripe, you will rot
- Concept of we are never "ready" or "done growing"
- We must think about growth F.I.R.S.T.

Time

Instruction time for this lesson: 45 minutes.

Resources

Peterson, D.B, Hicks, M.D. (1995). *Development First: Strategies for Self-Development*. Minneapolis, MN: Personnel Decisions International.
Covey, S. (1998). *The Seven Habits of Highly Effective Teens*. New York, NY: Simon & Schuster.

Tools, Equipment and Supplies

Transparencies/Projector
Writing Surface
MS.IAS.3.6.TM.A – one per teacher
MS.IAS.3.6.TM.B- one copy to cut up
MS.IAS.3.6.AS.A– one per student
MS.IAS.3.6.ASSESS.A – one per student

Key Terms

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

Focus

Implement

Reflect

Seek Feedback

Transfer

Creating a Personal Growth Plan Using the F.I.R.S.T System

F: **Focus** on where you can grow

- Decide what is important to you, and where you want to **focus** first

I: **Identify** something you can do every day to grow

- Be Specific
- Write the items down and keep track of them

R: **Reflect** on what happens

- We learn from our mistakes
- Take time to evaluate what you do and the effect it has

S: **Seek feedback**

- All of us need somebody who will give us some feedback
- It could be someone different for different areas



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T: **Transfer** what you learned into your next steps

- Once you have grown in one area, take what you have learned and set new goals
- It is a cycle

Interest Approach

Before class begins, cut up **MS.IAS.3.6.TM.B** and put each of the explanations in an envelope and place them around the room, in preparation for objective 2.

As students walk in, have post-it notes placed on a desk or place near the door so students can grab one as they walk in.

Welcome back, everyone! As you make your way to a seat, grab three post-it notes from the desk and take them back to your desk. Put your name on them and wait for more directions.

Let's get started! When I say POST, you will take your first post-it note, find a place around the room and place the post-it note as high as you can on the wall. Remember, there are a few safety rules you should follow. First, you cannot stand on anything or use your friends. You should simply reach as high as you can and place the note. Second, be aware of people around you. Third, once you have posted your note, have a seat and wait for further directions. What questions are there? POST!

Monitor students – at times students need to be reminded of safety limits during this activity.

Great. Those marks seem to be pretty good. Now that we all know our current height, I wonder if we could get another post-it note higher than that one? When I say POST, grab another post-it note, and see if you can place it above the one you just placed. Remember the rules and to return to your seat when you are done. POST!

Most or all of you did better this time! That was as high as you could possibly place the post-it note, right? Well, let's see if we can do even better one last time. Post the final note and return to your chair. POST!

Great Job!

Process the experience with the following questions. Use any specific situations you witnessed to make the point that when we have a plan or something to shoot for, we usually can reach that goal.

What happened?

If you placed the first note as high as you could, how were you able to go higher?

What were some of the ideas you came up with to get the other notes higher?

Did you think you could get a note any higher after the first one? Why or why not?

Elicit Responses

The first note that you placed was where you currently are – status quo. If we had done only one post-it note, and then stopped, that is as high as it would have gone. BUT we developed a growth plan. Each of you came up with a plan of how you could get the note higher than before. You were purposeful in planning how to do better.

Who will explain what it means to be purposeful?

Elicit Responses

Exactly, it is taking time out of each day to make sure you are doing something you want to do.

How many of you have ever heard the saying, "If you are ripe, you will rot." Who will explain what that means?

Elicit Responses. You could go farther into this analogy using the process of how a fruit grows, becomes ripe, and then falls and rots. We should always be growing.

If we do not create a plan to continually take small steps to get better, we will end up staying right where we are at, or begin to rot like the saying explains.

Today we are going to develop our own personal growth plans so that we are never ripe, but are always growing.



Summary of Content and Teaching Strategies

Objective 1. Develop a plan that includes specific goals for leadership and personal growth.

Utilize MS.IAS.3.6.TM.A as an overview of content

A. The Importance of Personal Growth

President John F. Kennedy said, "The time to repair the roof is when the sun is shining." What does this mean to you? Who will share their ideas first?

Elicit Responses.

Yeah, the concept is that we should always be working to grow, even when things are going great. Just like you need to constantly keep a car serviced and taken care of, you should take the time to keep yourself on a growth track as well.

Let's discuss some areas of our lives that we can grow.

First you can grow in body. Let's get some examples of how we can grow and improve our body. We will share popcorn style so raise your hand and I'll call on you quickly.

Take examples from the students which should include: exercise, eat healthy, sleep well, relax, etc.

Exactly. What about ways we can grow our mind or the mental side of our life? Let's popcorn!

Take examples from students, which should include read, educate ourselves, take interesting classes, write, learn a new skill, etc.

What about how we can grow our emotional side or our hearts?

Take examples from students which should include building new relationships, serving others, laughing, spending time with family etc.

Finally we can grow in our role as a student. What are some examples of how we can be better students?

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Take examples from students which should include keeping a better calendar, turning in our work on time, behaving in class, joining a club or not losing our assignments.

For each and every one of us it is different, but we all have areas that we can grow.

This is a good place for you as the instructor to give an example of what you are trying to grow in. Maybe have some type of evidence of how you continually grow yourself. Include the system you use to monitor your goals for growth.

As you can see, it is important to have some kind of system to make sure you are continually growing. We are going to look at a Development FIRST system.

B. Developing a Personal Growth Plan Using the F.I.R.S.T. System

Utilize MS.IAS.3.6.TM.B

As you describe the acronym F.I.R.S.T., write each letter on a writing service from top to bottom so students can add the meaning to each letter when they find the information.

Now that we all know different areas we can grow and become better, let's begin creating our very own personal growth plan. We are going to put our personal growth F.I.R.S.T. You may be asking, "What does F.I.R.S.T. stand for?" Refer to acronym on writing surface. Well, the answers are all around the room.

Go Get It e-Moment

When I say GET IT, you will begin searching the classroom for five envelopes that contain what each of the letters in FIRST stands for. They are not in any cabinets or drawers; they should be easy to find without opening anything. You shouldn't have to touch anything except the card to find them. If you find an envelope, open it, and add your information to the board under the appropriate letter. If not, keep looking until all five are found. Once they are found have a seat.

GET IT!!!

Be an active part of the search to make sure students are not searching in areas they shouldn't be. Once all are found direct students to have a seat.



Great Job! All five have been found. Let's review what the letters F.I.R.S.T mean.

As students share, write their answers on the writing surface or reveal the letter on **MS.IAS.3.6.TM.B**

Let's start with F. The person who found that envelope will share what they learned.

Student shares: F stands for Focus on what areas you want to grow.

What about I? Who found that envelope?

Student shares: I stands for Implementing something new every day.

R? Who will share?

Student shares: R stands for Reflect on what happens so you can learn.

Next is S? Who has this envelope?

Student shares: S stands for **Seek feedback**.

Finally, who has the T?

Student shares: T stands for **Transfer** what you learned.

Now that we all know the five areas to a growth plan, let's begin creating our own.

Pass out **MS.IAS.3.6.AS.A** – one to each student.

We will all move through each of the letters together. Today we will fill out the F, I, and S portions. The R and the T will have to wait until we try out our plan for a while.

Let's start with the F, which stands for **Focusing** on things we want to get better at. Think about our body, mind, heart, and school areas of growth. What is important to you? Don't try to take on the world, but think of some small things that you really want to get better at. They could be spending more time with family, being more organized or exercising more. Fill out the F portion of your plan and be ready to share.

Pace the students by letting them know it is time to wrap up that portion. It shouldn't take more than two minutes per section.

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What two students will share where they decided to grow?

Students share.

Great! Now let's move on to the I, which stands for **Implement** something new each day. What can we do tomorrow to get better at the things we chose earlier? Maybe it is carry a calendar, say thank you to five people, or meet a new person.

Pace the students by letting them know it is time to wrap up that portion. It shouldn't take more than two minutes per section.

Who will share something they will do different? Allow students to share depending on time of class remaining.

Those were excellent examples of changes that can be made. Now, to wrap up our plan, think about people that could help us and give us advice or **Feedback** on how you're doing. This might be an advisor, teacher, coach, parent, or friend. Identify exactly who could help you.

Pace the students by letting them know it is time to wrap up that portion. It shouldn't take more than two minutes per section.

Congratulations! Turn to a person near you and tell them, "I'm glad you are not going to rot!"

Once you have actually done this plan for a few days, you should do the R part which is to think back and learn from how you did. The last part is the T, which stands for Transfer what you learned. That means every time you try to get better at something, you should learn from it and use it the next time you chose things to get better at.

Review/Summary

A poet once said that, "We first make our habits, then our habits make us." Today we just began the journey of being a person who is always trying to get better. Having a personal growth plan should be a habit. You should always have a written out plan of what you want to get better at, a plan to do that, and a way to **reflect** on what has happened so you can learn from it.

In order to put growth F.I.R.S.T., you must develop a plan. Let's review that plan.

Erase the board or cover the overhead transparency.



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What does F stand for? Focus on areas you want to grow.
What about I? Implement something new every day.
And R? Reflect on things so you can learn from them.
S stands for what? Seek feedback and support from others.
T is what? **Transfer** what you learn into the next steps.
Never stop growing.

What you have started today can make a big difference in your success as a person. Let's all try this out for a week and then we will all share how much we grew in one week. So be ready to share in a week your growth experience!

Application

Extended classroom activity:

In one week, have students share or journal their growth experience. Have them fill out the Reflect portion of their plan. They can share the experience with their peers. You can continue to print out **MS.IAS.3.6.AS.A** for students each week as an extra credit or regular grade to continue the personal growth process.

FFA activity:

You could add FFA as an area of growth when discussing ways we can grow and have students create an involvement plan and list ways it will help them grow. This could include trying a new contest, getting involved in a meeting, or running for an office.

SAE activity:

As stated above, if students have solid SAE programs, this can be one of their areas they can grow in. Students could make the goal of keeping better records, pushing themselves to speak to the managers of their place of work, or ask to see something they haven't seen yet at their SAE.

Evaluation

To evaluate students' understanding you have the option of collecting the growth sheet, or utilizing **MS.IAS.3.6.Assess. A**. Assessment could be extended into the following weeks through a personal growth journal.

Answers to Evaluation

For **MS.IAS.3.6.ASSESS.A** use the following answers:

1.

F	Focus on areas you want grow
I	Implement something new every day
R	Reflect on what happened and learn from it
S	Seek feedback or coaches to help you
T	Transfer what you learned to the next step of growth.

2. Answers could include:

Mind, Body, Heart, School, or any other areas of growth you discussed in class.



The Importance of Personal Growth

- **We should all be life-long learners**
- **If you do not have a plan for growth, you tend to stay where you are**
- **If you are ripe, you will rot!**
- **We must think about growth F.I.R.S.T.**



F	Focus on where you can grow. • <i>Decide what is important to you, and where you want to focus first</i>
I	Identify something you can do every day to grow. • <i>Be Specific</i> • <i>Write the items down and keep track of them</i>
R	Reflect on what happens • <i>We learn from our mistakes</i> • <i>Take time to evaluate what you do and the effect it has</i>
S	Seek some coaches • <i>All of us need somebody who will give us some feedback</i> • <i>It could be someone different for different areas</i>
T	Transfer what you learned into your next steps • <i>Once you have grown in one area, take what you have learned and set new goals</i> • <i>It is a cycle</i>



Personal Growth Plan

Student Name: _____

Date: _____

	Description	Your Plan
F	Focus on where you can grow. Decide what is important to you, and where you want to focus first	
I	Identify something you can do every day to grow. - Be Specific - Write the items down and keep track of them	
R	Reflect on what happens - We learn from our mistakes - Take time to evaluate what you do and the effect it has	
S	Seek some coaches - All of us need somebody who will give us some feedback - It could be someone different for different areas	
T	Transfer what you learned into your next steps - Once you have grown in one area, take what you have learned and set new goals - It is a cycle	

F	
I	
R	
S	
T	
