



Personal Action Plan – Where do I go from here?

FFA.OH.5.4

Time Needed:

IA – 5 min
Activity 1 – 20 min
Activity 2 – 15 min

Materials:

FFA.OH.5.4.AS.A – displayed on a public writing surface
Blindfold
FFA.OH.5.4.AS.B – one copy per student
FFA.OH.5.4.AS.C – one copy per student

Objectives:

1. Identify the purpose of a personal action plan.
2. Devise a personal action plan.

Content Outline

1. Identify the purpose of a personal action plan.
 - a. Organize goals.
 - b. Plan for the future.
 - c. Assist in the success of personal, community, and career goals.
2. Devise a personal action plan.
 - a. Set a personal goal.
 - b. Set an FFA goal.
 - c. Set a long-term goal.

Interest Approach –

1. Discuss some or all of the goal quotes on FFA.OH.5.4.AS.A with the class.

Activity 1 –

1. Ask for one volunteer to help demonstrate a way to reach goals.
2. Once a volunteer has been identified, direct that student to one side of the room.

3. Tell the student to walk from one side of the room to the other while being blindfolded. The other students may not assist or aid the student. The goal is to complete the task in one minute.
4. Be sure to watch for potential safety concerns and remind the students that they are not to help the blindfolded classmate.
5. Allow the student to try. Call out when one minute is up and discuss the student's progress with the class.
 - a. Discuss what resources could help the student reach the goal.
6. Now allow the blindfolded student one of those resources, such as a helper. On the second trip across the room, the blindfolded volunteer may select one person to assist in the journey.
 - a. The assistant cannot touch the blindfolded student but may verbally assist the student with directions.
7. Once that individual has been chosen, allow the two students – one blindfolded and one not – to walk across the room in one minute.
 - a. The blindfolded student should make it across in one minute and then discuss the following questions:
 - To the student who was blindfolded: What made the first try difficult?
 - To the student who was blindfolded: What made the second try easier?
 - To the entire class: How does that relate to the goals we have set?
8. In the activity, the volunteer needed additional support and help to reach the goal of getting across the room. Everyone needs the same assistance for goals in life. Everyone must find people who will be supportive of the person and the goals. To accomplish any goal, everyone needs the help and cooperation of many people.
9. Ask the class what a “personal action plan” is?



10. As a class, come up with the needed components of a Personal Action Plan.

Example areas for growth include the following:

- a. SMART Goals
- b. Action steps
- c. Timeline
- d. Evaluation
- e. Etc.

Activity 2 –

1. What are the five areas of your life you'd like to set priorities?
2. Ask students to define the word "priorities."
 - a. Prioritize: to arrange or deal with in order of importance.
3. Have students prioritize their lists by numbering each area (1-5) with "1" being the most important to them.
4. Pass out FFA.OH.5.4.AS.C.
5. Allow students to write those areas of their lives in the first column.
6. Ask them to fill out the rest of the chart in their own time or for homework.
7. Next, focus on FFA goals and pass out FFA.OH.5.4.AS.B.
8. Instruct the students to circle five areas they would like to focus on this year.
9. Once they have circled five areas, ask them to fill in the box for year one in each of those areas.

Additional Resources:

FFA.OH.5.4.ASSESS

FFA.OH.5.4.AS.C – a general personal growth plan designed to focus on all areas of life

LifeKnowledge Lesson – <http://ffa.learn.com/lifeknowledge>

HS.45 Goal Setting Strategies



Name: _____

Date: _____

Class: _____

Setting Priorities

1. What is a priority?

2. Why should we set goals in our personal and school lives?

3. List five people that could play an active role in helping us accomplish our goals.

1. _____

2. _____

3. _____

4. _____

5. _____

4. List three short-term FFA goals you would like to accomplish.

5. List one long-term FFA goal you would like to accomplish.



“The trouble with not having a goal is that you can spend your life running up and down the field and never score.”

-Bill Copeland

“If you have a goal in life that takes a lot of energy, that requires a lot of work, that incurs a great deal of interest and that is a challenge to you, you will always look forward to waking up to see what the new day brings.”

-Susan Polis Schultz

“You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.”

-Steve Garvey

“Think little goals and expect little achievements. Think big goals and win big success.”

-David Joseph Schwartz



“Our greatest glory consists not in never falling, but in rising every time we fall.”

-Confucius

“Progress has little to do with speed, but much to do with direction.”

-Author Unknown

“It takes a person with a mission to succeed.”

-Clarence Thomas

“You can’t reach your goals without occasionally taking some long shots.”

-Author Unknown

“Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.”

-Langston Hughes



My Action Plan	Year 1	Year 2	Year 3
Chapter activities I will be involved in:			
Chapter committees I will serve on:			
Community activities I will help with:			
SAE projects I will have:			
Ways I will push myself to grow as a person:			
Leadership skills I will attain:			
Skills I will learn to help me in my career:			
Conferences I will attend:			
Conventions I will attend:			
Places I will travel to accomplish my goals:			
Awards I will win:			



My Action Plan	Year 4	Year 5	Year 6
Chapter activities I will be involved in: (continued)			
Chapter committees I will serve on: (continued)			
Community activities I will help with: (continued)			
SAE projects I will have: (continued)			
Ways I will push myself to grow as a person: (continued)			
Leadership skills I will attain: (continued)			
Skills I will learn to help me in my career: (continued)			
Conferences I will attend: (continued)			
Conventions I will attend: (continued)			
Places I will travel to accomplish my goals: (continued)			
Awards I will win: (continued)			



High School

Agricultural Education Department

Name

Personal Growth Plan For: (Student Name) _____

Date: _____

Personal Growth Areas	Comments/Plans for Improvement	Timeline	Student Self-Evaluation	Instructor Evaluation

Student _____
(Signature)

Parent/Guardian _____
(Signature)

Instructor _____
(Signature)