

Professional Growth



FFA.OH.6.3

Time Needed:

Activity 1 – 30 min
Activity 2 – 25 min

Materials:

The Official FFA Student Handbook – one copy per student
Internet access
Notebook paper
Public writing surface
Writing utensil
FFA.OH.6.3.AS.A

Objectives:

1. Contemplate decisions in professional life.
2. Review qualities of a professional application.

Content Outline:

1. Contemplate decisions in professional life.
 - a. Research Career Development Event (CDE) opportunities that are related to a career pathway of interest.
 - b. Write an essay about a specific CDE and the employability skills developed from participation.
2. Review qualities of a professional application.
 - a. Discuss the characteristics of a qualified applicant.
 - b. Create a pseudo class officer application.

Activity 1 –

1. Allow students to use *The Official FFA Student Handbook*, National FFA Organization website and your state FFA association's website to research one career development event in a career field of interest.
2. Once the allotted time for research is complete (20 min) students will write an essay to answer the following questions:
 - a. What is the CDE title and how does it align to your selected career pathway?

- b. What competency skills would you use in this CDE that relate to your career choice?
- c. What interpersonal skills would you develop by participating in this CDE?

Activity 2 –

1. As a class, discuss the important qualities of a leader.
2. Propose the idea of electing class officers. What type of questions would be on the application for a class officer?
3. As a class, brainstorm a list of questions for a class officer application. *See sample questions on FFA.OH.AS.A.*
4. Divide students into pairs.
5. Ask each pair to create questions for an ideal class officer application.
6. After the applications are created, have the students switch applications to compare, contrast, and discuss.
7. Have the students answer the following questions:
 - a. Which questions on the application were clear and easy to understand?
 - b. Which questions were you able to see the applicant's personal goals?
 - c. Which questions revealed leadership qualities?
 - d. Which questions were not relevant to the applicant's qualifications for the position?

Additional Resources:

FFA.OH.6.3.ASSESS

FFA.OH.6.3.ASSESS.RUBRIC

National FFA website – www.ffa.org



Sample Class Officer Application Questions

1. Will you regularly attend class?
2. Describe your SAE.
3. Will you, to the best of your ability, do whatever job or responsibility that is assigned to you in this class?
4. Will you as an officer, be willing to spend extracurricular time working for the interest of the class and the FFA?
5. What is your current grade point average?
6. List all leadership roles you have experienced.
7. List all FFA activities you would like to participate in, excluding meetings.
8. List involvement in school and/or community activities outside the FFA.
9. Describe leadership qualities you possess that would qualify you for a class officer.
10. Do you have innovative ideas?
11. Can you think for yourself?
12. Describe why you want to become a class officer.
13. If you were elected to a class office, what would be your main goal for the class?
14. What other commitments do you have in the year that would compete for your time?



Class: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Name: _____

Date: _____

Class: _____

Evaluation Rubric for Reflection Journal

Circle the score given in each area. Then total each column at the bottom.

Criteria	Proficient	Satisfactory	Unsatisfactory	
Reflection on Learning	5 Conclusions clearly drawn and explained, accounting for at least half of the journal entry.	3 Some conclusions drawn but loosely connected to the events of the class. Less than half of the journal entry.	1 Conclusions unclear. Small part of the journal entry or not included at all.	
Neatness and Conventions	5 The writing is especially neat. Complete sentences written in paragraph structure. No spelling errors.	3 The writing is generally neat and legible. Complete sentences. Few spelling errors.	1 The writing is sloppy and illegible. Some sentences are incomplete. Several words are misspelled.	
Length – one point given for each sentence up to 10.				
Total				/20