



Lesson AHS.13

IDENTIFY RESOURCES FOR CONTINUED GROWTH

Unit. Stage One of Development—Me

Problem Area. What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success?

Precepts. **A4:** Identify and Use Resources

National Standards. NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Assess his or her personal resources.
- 2 Align personal resources—assets with SCANS requirements.

- 3 Discuss ways to close the gap between self-assessment assets and requirements for success in life and at work.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA
Organization.
National FFA Organization



1



Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Local Program Resource Guide, 2002–2003.
Secretary's Commission on Achieving Necessary Skills—SCANS. "What Work
Requires of Schools". www.academicinnovations.com



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Student notebooks—one per student
- ✓ Overhead projector
- ✓ AHS.13.TM.A
- ✓ AHS.13.AS.A—one to four per student
- ✓ SCANS Report, six-page summary, downloaded from the Internet—one per student,
- ✓ Counselor, career placement specialist, other teacher or community expert

Key Terms. The following term is presented in this lesson and appears in bold italics:

▶ **SCANS**



Interest Approach



The FFA Organization, through agricultural education, says it makes a positive difference in the lives of students by developing premier leadership, personal growth, and career success. Those are big words. Does the FFA actually do this?

Pause and solicit some oral responses from the students. This is very dependent on the chapter and the agricultural program and its teacher. Answers can range from yes to no way. This is a good time to push FFA and its activities to get students interested in paying their dues. It is not necessary to put all the answers on the writing surface. As students exhaust their responses, you can continue.



Today, we are going to create a list of resources that are important for reaching these goals and create a personal inventory of your resources or assets and compare them with what business and industry have identified as necessary skills and competencies required for success. We are going to look at the **SCANS** Report—Secretary’s Commission on Achieving Necessary Skills—that was created in 1991 and is still being used as a guide in determining what skills and competencies are necessary for success in the world of work and our lives in general. This is a summary copy of the SCANS Report.

Hand out copies of the report to each student. If you are prepared ahead of time, this can be handed out the day before for the students to review before class. It is, however, a difficult document to understand, so you will still have to review it with them in class.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1.

Assess his or her personal resources



Quietly, by yourself, take five minutes to review this report. Notice that the report is divided into

a three-part Foundation section and a five-part Workplace Competencies section. Also notice that there are more than 35 subheadings under the eight main headings.

Allow about five minutes and then ask the students to stop



Stop. Does anyone find anything on these lists that aren't important to success in life or at work?

Pause



If you need clarification on any terms, you can find a better definition in the glossary of terms.

You may have some discussion here; however, this list is very well researched and probably only in unique situations are these not valid indicators.

Activity

Use the Little Professor e-Moment to Teach the content. Group students into partners of two. One partner (Michelangelo) will pay close attention and take copious notes, and will then teach what they have learned to their (Einstein's) partner. The Einsteins can further review the original SCANS sheet or work on other related material. They should not pay any attention, as it will be the Michelangelos' job to teach to them what they missed.

Place transparency AHS.13.TM.A on the overhead "SCANS Skills and Competencies" for the Michelangelos. Review the material on the overhead by explaining the information that is on the SCANS Summary Report handout. This should take about five minutes.

I. SCANS Skills and Competencies

A. Foundation Skills

1. Basic Skills
2. Thinking Skills
3. Personal Qualities

B. Workplace Competencies

1. Resources
2. Interpersonal
3. Information
4. Systems
5. Technology

Ask if there are any clarifying questions. Then ask the Michelangelos to teach what they learned to the Einsteins.



There are eight major areas for you to consider in a self-assessment of your available resources.

Take out your SCANS report again and look at the section labeled Foundation Skills. Place an “S” by the one that you consider as your greatest asset. Now place an “IN” by the one you consider your area where you need the greatest improvement. Now do the same thing with the five workplace



competencies: an “S” for greatest asset and an “IN” for area that needs most improvement.

Pause and wander around the room, answering questions as needed. As this is a personal and private assessment, do not ask the students to share.



That is a tough assignment. I am not going to ask you to share your answers with the class, as your responses are personal and it may make some of you uncomfortable. Does anyone have any questions?

Pause



The following activity sheet is in more detail. It not only contains the eight major headings in the two categories, but also includes all the specific subheadings. After I distribute the activity sheets, you will rate yourself in each of the areas. This time you will rate each indicator as “1,” “2,” or “3.” A “3” rating indicates you believe this to be one of your strong assets. A “1” rating indicates you believe this to be an area where you need a lot of improvement. A “2” rating is something in between; you don’t consider it a weak skill or competency, but yet you have room to improve.

Objective 2. Align personal resources—assets with SCANS requirements

II. SCANS—Secretary’s Commission on Achieving Necessary Skills



OK, here is activity sheet AHS.13.AS.A.

Hand out AHS.13.AS.A.

 Let's review our directions one more time. Rate the indicator as a "3" if it is a...

Pause for the answer: strong asset

 And you should rate yourself as a "1" on the indicator if you need...

Pause again for: a lot of improvement

 That leaves the "2" which means you are somewhere....

Pause and wait for: in between

 And may have room to....

Pause and wait for: improve

 Great! Remember this is all confidential, and I will be inviting your counselor to join us later in the hour to help us interpret your data on an individual basis. Some of you will work with me and some will be able to meet with your counselor or me later. You may begin.



4

If a counselor or career placement specialist is not available, another teacher, community expert, or an administrator could help students review their assessments. Every student will interpret a "3" slightly differently; some students will be too hard on themselves, and some will be unrealistically liberal. It is important to help the students sort out this exercise and not leave it hanging. Therefore, help students develop a plan to continue learning and developing those skills and competencies needed for success. Allow about five minutes for this exercise. Wander around the room and monitor. Let them know when they have one minute left.

 Stop. How many of you had all threes.

Pause. No one should.



I am sure everyone's paper is different. Some of us have some areas to work on to help us improve. It may also be valuable to get some other ratings on you, maybe from your parents, your boss on your SAE, one of your teachers, or a friend. I have extra activity sheets if you want the additional input. I recommend that you get at least two others. It will only take them five minutes and will help you determine if you have been fair with yourself.

Hand out the extra activity sheets to those students who want someone else to assess them. This can be an optional assignment or you can require it. If you require it, be sure to make the assignment clear and follow up with the students on the assignment.

Objective 3. Discuss ways to close the gap between self-assessment assets and requirements for success in life and at work.

III. Ways to close the gap between self-assessment resources and requirements for success in life and at work



At the end of class today, you will hand in your student activity SCANS assets worksheet and a paragraph or two on each of the assets that you believe you need to improve on. Take out a clean sheet of paper and list the three assets you believe you need help on. You are to suggest some ideas that may help you close the gap within the next year. Will someone repeat your assignment? When is it due?

Pause and wait for someone to repeat the assignment.



Are there any questions?



While you are working on the assignment, our guest and I will be happy to review your asset sheet with you. We can take only about three minutes with each of you today, but this needs to be a high priority item for you over the next few weeks. Do your skills and competencies match your career aspirations? If not, how can I help you help yourself?

Don't leave the students without a follow-up plan. It may be important to reschedule the counselor for a later class period, or you can set aside time to work individually with the students in the next couple of weeks to review their assessments and goals. This assignment will be less effective if left after one day. A follow-up session to address the ways to close the gap between self-assessment resources and requirements for success in life is important. Remember to collect



the papers at the end of the period. Depending on how you have your lessons arranged, you may want to delay discussion on this for a few days while students get independent assessments from other people. You may want to consider completing an assessment on each student also. Although it would be nice, it is not necessary to fulfill the objectives of the lesson.



Review/Summary

The transparency, AHS.13.TM.A, and activity sheet, AHS.13.AS.A, in this lesson will serve well as the review and summary for the lesson. This lesson may be kept open for a longer period of time and should lead to great one-on-one conversations and group discussions. Return to your original question.



Has FFA, through agricultural education, met its goal of preparation for premier leadership, personal growth, and career success?



Has the education in our high school met its charge? If not, what should be done differently?

Sample or anticipated responses are not provided here, as the answers to the questions will vary widely. Some interesting scenarios might be that FFA and the agriculture program is doing its job and the school program not. Or it could be the opposite. Be prepared for positive and negative responses and varying levels of support for the school and its programs. The FFA could be under fire also. It is important to keep the discussion on the topic and not to let it go more than four minutes.



Application

►Extended Classroom Activity:

Students can visit the Internet and read the entire SCANS Report. The students can use the activity sheet, AHS.13.AS.A, to gather more information on their assets from the perspective of other teachers, adults, or peers and incorporate them into their leadership notebook and compare them with their self-assessment.

►FFA Activity:

Students can discuss and make recommendations as to what should be in the FFA chapter's program of activities that will help students develop those skills and competencies that are required for success on the job and in life. A motion could be prepared for the next chapter meeting to appoint a program of activities committee that will incorporate SCANS type skill training activities into the chapter's program of activities to help students assess life skills.

►SAE Activity:

Students can take the activity sheet to their SAE employer or another employer and ask the business to rate the skills and competencies as presented. The student then could bring the results back to class for discussion.



6

✓ Evaluation

There is no test-type assessment for this lesson. The assessment in this area will be authentic and individualized. The teacher should decide what needs to be turned in and when and how it will be assessed. Minimally, you should require the students to complete the activity sheet, AHS.13.AS.A, complete the paragraphs on the areas needing improvement, and require a visit with the teacher or counselor.

Answers to Assessment:

No Assessment



AHS.13.TM.A

SCANS SKILLS AND COMPETENCIES

- ◆ **Foundation Skills**
- ◆ **Basic Skills**
- ◆ **Thinking Skills**
- ◆ **Personal Qualities**
- ◆ **Workplace Competencies**
- ◆ **Resources**
- ◆ **Interpersonal**
- ◆ **Information**
- ◆ **Systems**
- ◆ **Technology**



AHS.13.AS.A Name: _____

PERSONAL ASSESSMENT ACTIVITY SHEET

► SCANS Skills and Competencies

Directions: Rate each indicator as “1,” “2,” or “3” by placing a check mark in the appropriate column. A “3” rating indicates you believe this to be one of your strong assets. A “1” rating indicates you believe this to be an area where you need a lot of improvement. A “2” rating is something in between; you don’t consider it a weak skill or competency, but you have room to improve.

Skill/Competency	"3" Rating	"2" Rating	"1" Rating
Foundation Skills			
Basic Skills			
Reading			
Writing			
Arithmetic/Mathematics			
Listening			
Speaking			
Thinking Skills			
Creative Thinking			
Decision Making			
Problem Solving			
Seeing Things in the Mind's Eye			
Knowing How to Learn			
Reasoning			
Personal Qualities			
Responsibility			
Self Esteem			
Sociability			
Self-Management			
Integrity/Honesty			



Skill/Competency	"3" Rating	"2" Rating	"1" Rating
Workplace Competencies			
Resources (Identifies, organizes, plans, and allocates)			
Time			
Money			
Material and Facilities			
Human Resources			
Interpersonal (Works with Others)			
Participates as a Member of a Team			
Teaches Others New Skills			
Serves Clients/Customers			
Exercises Leadership			
Negotiates			
Works with Diversity			
Information			
Acquires and Evaluates Information			
Organizes and Maintains Information			
Interprets and Communicates Information			
Uses Computers to Process Information			
Systems (understands complex people systems and inter-relationships)			
Understands Systems			
Monitors and Corrects Performance			
Improves or Designs Systems			
Technology (Works with a variety of technologies)			
Selects Technology			
Applies Technology to Task			
Maintains and Trouble Shoots Equipment			



10