



Lesson AHS.4

DEFINING PERSONAL MISSION

Unit. Stage One of Development—ME

Problem Area. Who Am I in Light of Serving Others?

Precepts. F1: Implement a leadership and personal growth plan

National Standards. NL-ENG.K-12.5--Communication Strategies--Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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

- 1 Define personal mission.
- 2 Analyze the components of a personal mission.

3 Identify keys to a successful personal mission.



© 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 Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Projector
- ✓ AHS.4.TM.A
- ✓ AHS.4.TM.B
- ✓ AHS.4.AS.A-one per student
- ✓ AHS Student notebooks-one per student
- ✓ .4.AS.B-one per student
- ✓ AHS.4.Assess-one per student
- ✓ Blank Pieces of Paper-two per student

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

- ▶ ***Personal mission***
- ▶ ***Dreams or desires***
- ▶ ***Gifts or talents***



Interest Approach

In this lesson, students will narrow their scope of desires and develop their own personal mission. They will learn the definition of a personal mission, the key components of one, and the characteristics and keys to fulfilling a successful personal mission. Students need to be reflective and visionary about their future. They will also do activities that allow them to reflect on their own talents and strengths and get input from their close friends on what they think are the students' talents and gifts.

Activity Set-Up--Each student will need one sheet of paper and a pen. Students will select from four different elements they believe most accurately describe them. Students will then list five words that are characteristics of that element and then list five things that element does. Students have four minutes to complete this activity.



On a sheet of paper, write down one of the selected elements I am going to read. After selecting the element, write five words that are characteristics of the element and then five words the element does.



2



Think of the four elements: earth, water, wind, and fire. Which one are you most like?

I am _____.



Now underneath the element you selected, write five characteristics that the element has.

Example: wind is invisible, powerful, untamed, moody, unpredictable, exciting, etc.



Now describe what the element does. List five action words that apply to it

Example: wind soothes, blows, comforts, pollinates, excites, stirs, etc.



Great job! How many of you think that the words you just wrote describe you? Well, you have just given a description of your tendencies. You will use these words later to help you develop your personal mission statement.

Have four or five students describe what element they chose, what their five characteristics were, and what the five action words were for their selected element. Ask other students if they can see them as that element and if those characteristics describe that person.



Did the selected elements describe each of our volunteers? If so, how and why?

Outstanding! Today you are going to look at what a personal mission is, what some of the components are, and then see what it takes to have a successful personal mission. After today, you will better understand your talents and dreams and be able to put into words in tomorrow's lesson your own personal mission statement.

Let's look at some key definitions and areas you need to know about yourselves as you develop the foundation for writing your own personal mission.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define personal mission

Define the three terms for students and have them put the terms in their notes-AHS.4.TM.A. Also, have students write down the four areas to explore before writing a personal mission. After students have taken notes on definitions of personal mission, allow them to take three minutes and use the Hieroglyphics Moment to help them picture the definitions in their mind.

I. Personal mission



A. Definitions

1. **Personal mission:** a written statement of one's dream and how he or she would like to impact others during his or her lifetime
2. **Dreams or desires:** the activities, tasks, or occupations that give you the greatest joy when you think about yourself doing or accomplishing them
3. **Gifts or talents:** the activities, tasks, and exercises, that are easily ascertained or enjoyable to an individual

Allow students three minutes to use the Hieroglyphics Moment to further strengthen the definitions in their minds.

Students need to understand that they must have ideas of what they want to do with their life and what some of their likes, dislikes, and talents are. Allow students to write down the areas that need to be explored before writing a personal mission statement. This will give them a foundation to do the AHS.4.AS.A.



Before we can ever build a house, we have to lay a solid foundation, correct? Sure we do. Before we can build a successful personal mission, we must have a solid foundation and all the appropriate tools to finish the job. I now want us to write down four areas that we will need to explore in this lesson to prepare us to build or write our personal mission statement.

B. Areas to explore before writing personal mission

1. Likes or dislikes
2. Personal dreams
3. Personal gifts or talents
4. What others see as your gifts, talents, and dreams

Refer to AHS.4.AS.A for next activity. Students should take five to six minutes to complete the assignment sheet. Once students have finished, have them pair up with a really close friend and complete question five on the assignment sheet.



As I hand out the assignment sheet, you may begin. You will have five to six minutes to complete your portion. When you have completed your section, find a close friend and let him or her answer question five on your sheet. Once you are finished, we will come back together as a class and discuss what you wrote.

Have students come back as a group and begin discussing talents and gifts. Question them about what they wrote versus what their partner wrote.



Great job! Now take your seats and put on your thinking caps. Take a look at what your partner wrote down for your gifts and talents. Are they similar to what you wrote? Do they line up with the skills needed to fulfill your ultimate dream job?

Knowing your talents, gifts, and desires is one of the key components to writing and developing a personal mission statement. You will use this activity to help you formulate your mission statement in the following lesson. You now need to know how to make a personal mission statement. Get out your handy dandy notebook and take some precise notes on the components of a written personal mission.



4

Objective 2. Analyze the components of a personal mission

Cover the components of a personal mission. Have students write the components of a written personal mission. They will use these components as they write their own personal mission in the next lesson.



We will now stop and look at what it takes to write a precise and clear personal mission. To do this, you must know what the key elements to a personal mission are and what needs to be included in a personal mission. Now, take out your notes and write the components after the definition of personal mission you wrote earlier in the class.

Refer to AHS.4.TM.B for components of a personal mission for students to write in notes. After each point are some food for thought statements to help the students more deeply understand the concept.

- II. Components of a personal mission
 - A. Elements of a personal mission.
 - 1. One complete sentence

After students have written the component, read the following food for thought statements for deeper

comprehension by students.



Doesn't need to be a long essay .Short, to the point, and descriptive

2. Easily understood by any reader

After students have written the component, read the following food for thought statements for deeper comprehension by students.



Anyone who reads your personal mission should be able to understand what you want to accomplish.

3. Easily recited to others

After students have written the component, read the following food-for-thought statements for deeper comprehension by students.



You should easily be able to recite your personal mission statement to anyone at any time.

Activity Set-up--Have students trace one of their hands on their notepaper. Then, write the word "verb" on three of the fingers; on another finger write the words "core values;" and on the last finger write the words "group or cause."



Students, under the three elements of a personal mission in your notebooks, trace one of your hands. Then, write the word "verb" on three of the traced fingers; on another finger write the words "core values;" and on the last finger write the words "group or cause." You now have a handle on what the three parts of a mission statement is.



B. Parts of a written personal mission

1. Three action verbs
2. Core value or values
3. The group or cause which most moves or excites you

Choral Response Moment: review with students the three components and the parts of a written personal mission statement. Students should recite the components and parts as a class.



Students, what were the three components of a personal mission?

One complete sentence, easily understood by any reader, easily recited to others



What are the parts of a written personal mission statement?

Three action verbs, core value or values, and the group or cause which most moves or excites you

Activity Set-up--Refer to AHS.4.AS.B for the picture of the five keys in which students will place each of the statements



Now that you know what the components and parts of a mission statement are, the next thing you need to comprehend are the keys to a successful personal mission. Being able to fulfill your mission in life is not only the greatest challenge but also the greatest joy.

On the following assignment sheet are five keys. As I give you the keys to a successful personal mission, I want you to place each statement in one of the five keys on your paper.

Objective 3. Identify keys to a successful personal mission

The objective of this section is for students to understand the keys to a successful personal mission. This can happen only if they are reflective and think about what it takes for a person to be a success at anything he or she does. Using the activity sheet to write their keys on the pictures of keys will allow students time to process and understand the keys.



We will continue writing some keys to a successful personal mission and then do an activity putting pictures and words together that will allow you to write your personal mission statement later.

III. Keys to fulfilling personal mission

A. Know yourself, your gifts, talents, and desires

Place a key on the assignment sheet.



6

B. Set clear, high, attainable goals for yourself

Place a key on the assignment sheet.

C. Surround yourself with successful people—those who are encouraging, supportive, and provide resources for you to achieve your mission

Place a key on the assignment sheet.

D. Put yourself where your mission will be accomplished, and you will impact others' lives by your personal mission

Place a key on the assignment sheet.

E. Make your mission visible. Write it down where you see it often and verbalize it to others so that they can remind you of your mission

Place a key on the assignment sheet.

Activity Set-up—This activity will tie back to the elements activity at the beginning of the assignment. Ask students to draw a word picture of themselves using an animal they select that most signifies who they are. Have them draw and then describe why this was their first response to the assignment. Students have three minutes to finish the assignment.



You have three minutes to draw a picture that describes yourself, using an animal. Once you have drawn the animal that best describes you, list three reasons why you are like this animal. Draw and describe why this was the first image in your mind. Do this without changing your first thoughts.

Get student volunteers to discuss with the class what they drew and why. After about three to four minutes of class discussion, begin to review and summarize how this ties in with their developing their own personal mission and knowing the key elements and components to a successful personal mission statement. All of their likes, dislikes, talents, abilities, and similarities to certain animals or elements

are the components that make them who they are and what they can be in the future.



Review/Summary

Review and summarize what key points need to be remembered and used tomorrow as students write their personal mission.



As you can tell from all the activities that we did today, formalizing a personal mission statement requires knowing something about yourself--your goals, desires, and dreams. As you begin to put some of these items on paper, you can take the components of a personal mission statement and put them to work for you.



Now, take a look back at where we have been today and review some key points that you will need to use tomorrow as you write your personal mission statement.

The elements of a personal mission are?

Have students reply in unison.



One complete sentence
Easily understood by any reader
Easily recited to others



Look back at your key page, and let's recite the key statements that will help you fulfill your personal mission.

Have students reply in unison.



Know yourself.

Set clear, high, attainable goals.

Surround yourself with successful people.

Put yourself where your mission will be accomplished.

Make your mission visible.

Remember the activities and drawing you did today will be used tomorrow to help you formulate your own personal mission statement.



Let's now take a short review test and see how well you can remember some of the key points we just covered.

Give students AHS.4.Assess.



Application

►Extended Classroom Activity:

Search the Internet for three individual or business mission statements. Have students evaluate each mission statement and see if each meets the criteria for a successful mission statement.

►FFA Activity:

Have students memorize the FFA mission statement.

►SAE Activity:

Ask students to make a list of reasons why current SAE areas are helping students reach their goals.



✓ Evaluation

AHS.4.AS.A can be used as a class participation grade.

AHS.4.Assess

Answers to Assessment:

1. A written statement of one's dream and how he or she would like to impact others during his or her lifetime.
2. A. One complete sentence
B. Easily understood by any reader
C. Easily recited to others
3. A. Three action verbs
B. Core value or values
C. The group or cause which most moves or excites you



AHS.4.Assess Name: _____

DEFINING PERSONAL MISSION

Answer the following questions in your own words

1. What is the definition of personal mission?

2. List the three elements of a successful mission statement.

A.

B.

C.

3. List the three parts of written mission statement.

A.

B.

C.



10

AHS.4.TM.A

DEFINITIONS

◆ ***Personal mission***—a written statement of one’s dream and how he or she would like to impact others during his or her lifetime

◆ ***Dreams or desires***—the activities, tasks, or occupations that give you the greatest joy when you think about yourself doing or accomplishing them

◆ ***Gifts or talents***—the activities, tasks, and exercises that come easily or are enjoyable to an individual

AREAS TO EXPLORE BEFORE WRITING PERSONAL MISSION

◆ **Likes or dislikes**

◆ **Personal dreams**

◆ **Personal gifts or talents**

◆ **What others see as your gifts, talents, and dreams**



COMPONENTS OF A PERSONAL MISSION

Elements of a personal mission

- ◆ One complete sentence
- ◆ Easily understood by any reader
- ◆ Easily recited to others

Parts of a written personal mission

- ◆ Three action verbs
- ◆ Core value or values
- ◆ The group or cause which most moves/excites you



AHS.4.AS.A Name: _____

Below are two lists of ten. In the first one, list ten talents, gifts, or abilities you believe you have. After you have completed your ten, trade your paper with your partner and list ten talents, gifts, or abilities your partner has. You cannot list the same ten as your partner listed about himself or herself. Some may be the same but not all.

List five jobs you would like to have.

- 1.
- 2.
- 3.
- 4.
- 5.

List five jobs you don't like.

- 1.
- 2.
- 3.
- 4.
- 5.

What is your ultimate dream job?

List ten talents, gifts, or abilities you have.

- 1.
- 2.

- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



List ten talents, gifts, or abilities of your partner.

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.
- 8.
- 9.
- 10.

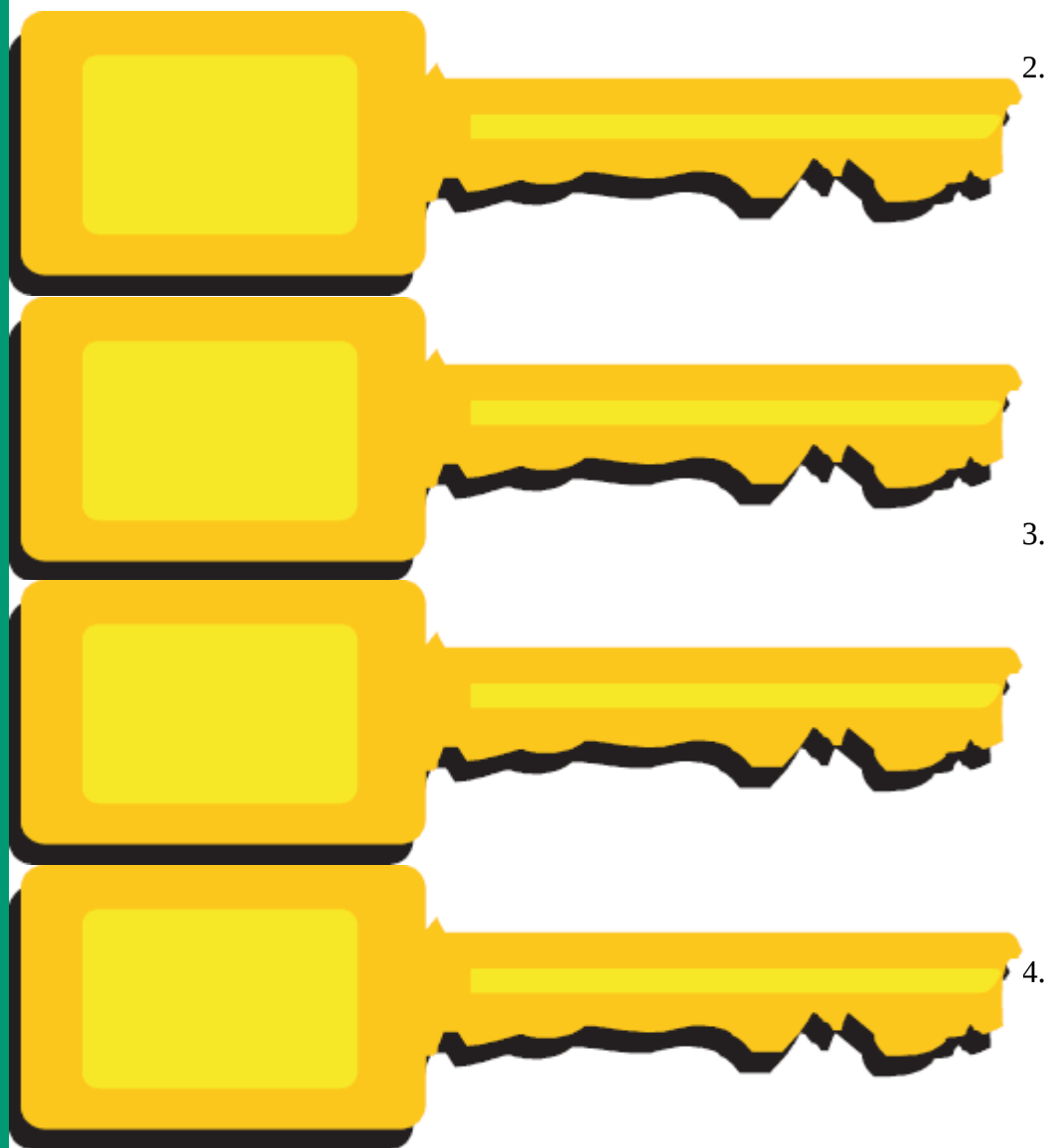


14



AHS.4.AS.B Name: _____

1.



5.

