



Lesson AHS.5

CREATING A PERSONAL MISSION

Unit. Stage One of Development—ME

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

Precepts. C1: Contemplate the future

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 Create and write a personal mission.

- 2 Identify myths about achieving a personal mission.
- 3 Analyze keys to implementing and using his or her personal mission statement.
- 4 Communicate his or her personal mission to others.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Student Notebooks—one per student
- ✓ Writing Surface
- ✓ Projector
- ✓ AHS.5.TM.A
- ✓ AHS.5.TM.B
- ✓ AHS.5.TM.C
- ✓ AHS.5.TM.D
- ✓ AHS.5.AS.A—one per student
- ✓ AHS.5.AS.B—one per student
- ✓ AHS.5.AS.C—one per student
- ✓ AHS.5.AS.D—one per student
- ✓ Student Drawings and Lists from Lesson AHS.4

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

➤ Critics



Interest Approach

Activity Set-up--in this lesson, students will put together the activities they did yesterday (AHS.4) with the activities of today to develop a personal mission statement. Students will go back in time and develop a shield as those in the days of knights. The shield will be in four sections, and in each section the students will draw one of their four top talents or abilities that will help them achieve their personal mission. After they draw the parts of their shield, have students get out their activity sheets from yesterday to help add to what they are doing today.

Pass out AHS.5.AS.A for students to begin drawing. Students have seven minutes to finish the shield and its four parts. Refer to AHS.5.AS.A.

Examples of what students should think about and possibly draw: to be a vet: 1) love of animals, 2) studious, lots of books, 3) good people skills, show self talking to others, 4) desire to help others



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Today we will take a journey back to the time of the Knights of the Round Table. We will draw the components to our shield that I have placed on your desk. We will have seven minutes to draw the four talents or abilities that will help you in achieving your personal mission.

An example of what you could possibly draw: to be a vet: 1) love of animals, 2) studious, lots of books, 3) good people skills, show one's self talking to others, 4) desire to help others.

Keep students focused on drawing. You may need to help generate ideas of what it will take to accomplish their personal mission or ultimate job. Periodically, announce time left to finish activity. After finishing their shields, students should get out their elements activity papers and AHS Lesson 4 papers. This will help students stay focused on what they want to achieve and some of the skills and

items needed to achieve their personal mission.



Great! You are all such wonderful shield designers. Now let's take some of the activities and things you learned yesterday and use them in creatively writing your own personal mission statements.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Create and write a personal mission

At this time, review the components of a successful mission statement with students so that they remember the parts to assist them in writing their own mission statements.



Let us review from yesterday (AHS.4) the components of a successful mission statement so that in a few moments you will know how to write your own mission statement.

To help review, refer to AHS.5.TM.A. Ask the class for six volunteers. Have each one act out a mime for the three elements and three parts of a personal mission.

I. Review components of a successful mission statement.

Ask students for the three components of a personal mission after each student has acted out his or her mime. Don't go to the next point until the class gets the mime right.

A. Elements of a personal mission

Have student hold up one finger and then act like he or she is typing on a typewriter.

1. One complete sentence

Have student act like he or she is opening a book and reading it and understanding it, maybe pointing at his or her head and raising an eyebrow.

2. Easily understood by any reader

Have student act as if he or she is saying something and then stepping over to the side and repeating the same thing.

3. Easily recited to others

Have students hold up a hand and invite others to remember yesterday when they wrote the parts of a personal mission on their traced hands in their notes.



What are the three parts of a personal mission statement?

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.

Activity Set-up--students will now complete AHS.5.AS.B and AHS.5.AS.C. These activity sheets will allow students to select from words and occupations to help them formulate their own written personal mission statement. Students have six to seven minutes to finish this activity.

Activity sheets B & C will direct the students to fill in the three parts of their mission statement. Once each of these two activity sheets is finished, students then can fill out AHS.5.AS.D to complete their mission statement.



Here is an example of a good personal mission statement: My mission is to create, nurture, and maintain an environment of growth, challenge, and unlimited potential for all those around me.

Ask students the following question. Answers will vary; the point of the question is for them to understand that this could be anyone.



What occupation do you think the person who wrote this mission statement is in?
You may now complete activity sheets B & C in order to put the entire piece together for your mission statement. We will now take the answers from Activity sheets B & C and fill out activity sheet D.

As students are working, go around the room to make sure all students stay on task and help them select the words or occupations that closely fit what they would like to do.



Congratulations students! You have just developed your first written personal mission statement. How does that make you feel?

Students' responses should be positive.



Let us change gears now and see what things will try to stop us from achieving our personal mission.



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Objective 2. Identify myths about achieving a personal mission.

Refer to AHS.5.TM.B for students to write down the barriers that would stop them from achieving their personal mission. After each point are statements in italics for the teacher to read or expound upon for the students to understand the statements better. The overarching theme of this objective is for them to understand that a person's mission encompasses everything he or she does and how he or she impacts others now and in the future.



How many of you know that there will always be people and things that will try to stop us from achieving our goals and missions? Many times the greatest obstacle is our own way of thinking. In this objective, we will look at some myths that can stop people from trying to achieve their personal mission.

II. Myths to Achieving a Personal Mission

A. My occupation is my mission.



Example: being an agriculture teacher is my mission. Mission is greater than just your occupation

B. My role in life is my mission.



Example: Mother Teresa didn't let being a single woman stop her from making an impact on the world.

C. My list of things to do is my mission.

D. At this time, I am not actively pursuing my mission.



Example: I am in high school, not practicing medicine to help animals and humans.

E. I am not significant enough to have a mission.



Example: I haven't done anything great; I have no talents to help other people's lives.

F. My mission must be great or impact many people.



Example: I have to save the whole world from poverty or hunger.

G. My mission must be full of sacrifice and anguish.



Example: everything I do must be hard or cost me everything to really be a mission

H. My mission must be the same as the mission of those around me.



Example: I have to do what everyone else is doing.

I. My location is my destiny.



Example: I live in an urban setting. Must I stay there or live in a rural area to have an impact or mission?

J. What I am currently doing is as close to my real mission as I will ever get.



Example: going to school to become a veterinarian is as close as I can get to my passion in life.

K. I am an accident; everything is random.



Example: I wasn't even planned for, so there is no way I can make a difference or have a mission in life.

Now that you know what will stop you from reaching your mission, let us look at what will make you successful as you try to achieve your personal mission.

Briefly discuss with students the keys to implementing and using their personal mission. The key is not just writing a mission statement, but bringing that mission statement to reality everyday.

Objective 3. Analyze keys to implementing and using his or her personal mission statement

Refer to AHS.5.TM.C. Have students place these keys in their notes. Students will trace their hand in their notes and then place these key statements on each finger.



Activity Set-up--Have students trace their hand and place one statement on each finger



In your notes, trace your hand. You will now put a key statement on each finger--one finger for every key you will use to succeed in fulfilling your personal mission.

III. Keys to making a written personal mission statement a reality

- A. Strive daily to achieve your personal mission.
- B. Find people who will support and push you to achieve your personal mission.
- C. Don't listen to **critics**: people skeptical of everything or those who have no ambition in life
- D. Always keep everything in perspective, whether it is victory or defeat on the pathway of achieving your personal mission.
- E. Impact those around you, and you will impact the world

► Choral Response Moment

Have students repeat back the five keys to success in reaching their personal mission



Strive daily to achieve your personal mission.

Find people who will support and push you to achieve your personal mission.

Don't listen to **critics**: people who are skeptical of everything or those who have no ambition in life.

Always keep everything in perspective, whether it is victory or defeat on the pathway of achieving your personal mission.

Impact those around you, and you will impact the world

Objective 4. Communicate his or her personal mission to others

Activity Set-up--Every student will read his or her personal mission aloud, and everyone in the class will applaud after each student reads. Students need to know that this is a very personal endeavor and that everyone should be respectful, courteous, and encouraging.

At this time, you will communicate your personal mission to others. Every person will read their personal mission statement, and then the class will give a round of applause to each reader to show support and encouragement for them to continue to pursue their dreams.

Students should stand, read their mission statements, allow time for applause, and then listen until everyone has had a turn. After everyone has finished, briefly discuss the four reasons why one should communicate his or her mission to others. Refer to AHS.5.TM.D for students to write. At the end of this objective, students should realize that communicating their personal mission statements is very important to achieving them.



To be successful in accomplishing your personal mission, we must communicate our mission to others. As we speak our missions to others, we hold ourselves accountable and keep ourselves on course to reaching what we desire.

IV. Communication of personal mission

- A. Communicating one's personal mission will establish the mission in one's own mind.
- B. Communicating one's personal mission will attract others who can help and encourage one's mission.
- C. Communicating one's personal mission will allow others to provide resources to help bring the mission to pass.
- D. Writing and speaking one's personal mission will continue to internalize the mission and help establish it in the mind and heart of the individual.



Review/Summary

At this time, review a few key points that will help the students remember the important factors that will help them in achieving the mission statement they wrote during the lesson.



During this lesson, we learned that there are five keys to implementing a personal mission. Let us recall what those five keys are:

Strive daily to achieve your personal mission

Find people who will support and push you to achieve your personal mission

Don't listen to **critics** or those who have no ambition in life.

Always keep everything in perspective, whether it is victory or defeat on the pathway of achieving your personal mission.

Impact those around you, and you will be impact the world



Application

► **Extended Classroom Activity:**

Have students take their personal mission to three people they look up to and respect and have those people evaluate their personal mission. Have students ask for tips and encouragement to succeed in their personal mission.

► **FFA Activity:**

At the next FFA meeting, have students share their personal mission and how FFA will help them achieve it

► **SAE Activity:**

Have students list 10 ways their SAE's will help them achieve their mission



✓ **Evaluation**

AHS.5.AS.A-D--can be counted as class participation and individual work

Answers to Assessment:

No assessment

AHS.5.TM.A

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 or excites you



AHS.5.TM.B

MYTHS TO ACHIEVING A PERSONAL MISSION

- ◆ **My occupation is my mission.**
- ◆ **My role in life is my mission.**
- ◆ **My list of things to do is my mission.**
- ◆ **At this time, I am not actively pursuing my mission.**
- ◆ **I am not significant enough to have a mission.**
- ◆ **My mission must be great or impact many people.**
- ◆ **My mission must be full of sacrifice and anguish.**
- ◆ **My mission must be the same as the mission of those around me.**
- ◆ **My location is my destiny.**

◆ **What I am currently doing is as close to my real mission as I will ever get.**

◆ **I am an accident; everything is random.**

AHS.5.TM.C

KEYS TO MAKING A WRITTEN PERSONAL MISSION STATEMENT A REALITY

◆ **Strive daily to achieve your personal mission statement.**

◆ **Find people who will support and push you to achieve your personal mission.**

◆ **Don't listen to critics or those who have no ambition in life.**

◆ **Always keep everything in perspective, whether it is victory or defeat on the pathway of achieving your personal mission.**

◆ **Impact those around you, and you will impact the world**



AHS.5.TM.D

BENEFITS OF COMMUNICATING ONE'S PERSONAL MISSION TO OTHERS

◆ **Communicating one's personal mission will establish the mission in one's own mind.**

◆ **Communicating one's personal mission will attract others who can help and encourage one's mission.**

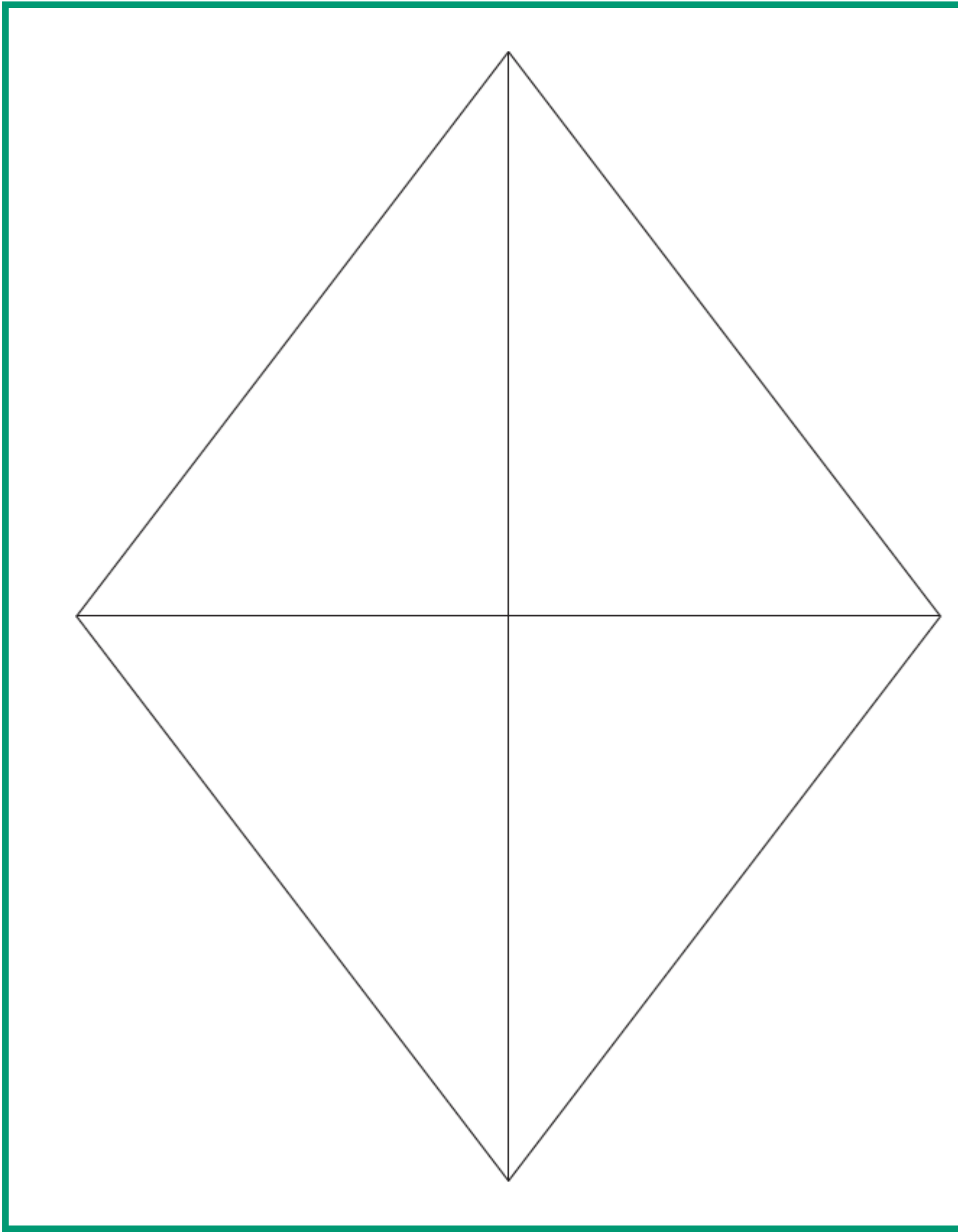
◆ **Communicating one's personal mission will allow others**

to provide resources to help bring the mission to pass.

◆ Writing and speaking one's personal mission will continue to internalize the mission and help establish it in the mind and heart of the individual.

AHS.5.AS.A Name: _____

In each section of the shield draw one of your talents and or abilities that will help you achieve your personal mission.





AHS.5.AS.B Name: _____

► **Part I—VERBS**

Select three words which most excite you

These are the action words which will shape your future activities.

Accomplish	Engage	Nurture	Translate
Acquire	Engineer	Open	Travel
Adopt	Enhance	Organize	Validate
Advance	Enlighten	Participate	Value
Affect	Entertain	Perform	Venture
Alleviate	Enthuse	Persuade	Verbalize
Associate	Evaluate	Play	Volunteer
Believe	Excite	Possess	Work
Brighten	Explore	Practice	Worship
Build	Express	Praise	Write
Call	Extend	Produce	Understand
Cause	Facilitate	Progress	Use
Choose	Finance	Promise	Utilize
Claim	Forgive	Provide	
Collect	Foster	Pursue	
Combine	Franchise	Realize	
Command	Generate	Receive	
Communicate	Give	Reduce	
Compel	Grant	Refine	
Compete	Heal	Reflect	
Complete	Hold	Reform	
Compliment	Host	Regard	

Compose	Identify	Relate
Conceive	Implement	Relax
Connect	Improve	Release
Construct	Inspire	Respect
Continue	Integrate	Restore
Counsel	Involve	Revise
Create	Know	Sacrifice
Decide	Labor	Safeguard
Defend	Launch	Save
Delight	Lead	Sell
Deliver	Live	Serve
Demonstrate	Love	Share
Direct	Make	Speak
Discover	Manifest	Stand
Discuss	Mature	Support
Distribute	Measure	Surrender
Dream	Model	Take
Educate	Motivate	Tap
Elect	Move	Team
Encourage	Negotiate	Trade

AHS.5.AS.C Name: _____

►Part II—Core value or values

What do you live for. What standard, value, or purpose would you be willing to die for or devote your life to? Some examples of people’s key value phrases might be: joy, service, justice, family, creativity, freedom, equality, faith, and excellence.

What is your ultimate value? Write the word or phrase in the blank.

►Part III—Whom do you want to impact?

Every mission statement is written to affect and have an impact on someone or a group of people. From the words below select the three groups/causes which most move/excite you.

Environment	Public safety	Administration
Family	Infants	Management
Education	All human development	Construction
Medicine/Health care	Children's protection	Oil/Petroleum
Elderly care	Day care service	Travel
Children	Home Health	Finance
The poor	Real estate	Printing and writing
The homeless	Tourism	Religion
All types of energy	Space exploring	Community development
Agriculture	Animal rights	Reproduction issues
Judiciary system	Animal care	Biotechnology
Wildlife and parks	Research and design	Women's issues
Veterans	Labor unions	Gardening
Drug users	Teaching literacy	Broadcasting
Food industry	Men's issues	News
Law	Civil rights issues	Journalism
Politics	Sexual issues	Performing arts
Youth	Fashion	Sick and handicapped
Transportation systems	Art	Food
Businesses	Books	
Computers	Music	
Non-profit groups	Spiritual issues	
Churches	Movies	

Synagogues

Design
Sports



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AHS.5.AS.D Name: _____

PUTTING ALL THE MISSION PIECES TOGETHER

This is the formula for your mission statement.

Part I + Part II to, for, or with Part III.

My mission is to:

_____, _____, and _____,

(your three verbs)

—refer to Activity Sheet B

_____,

(your core value or values)

—refer to Activity Sheet C

to, for, or with

_____,

(the group or cause which most moves or excites you)

—refer to Activity Sheet C