

Personal Development: 10th - 12th Grade Series

Lesson 4 and 5: Developing Character Traits In Others

Estimated Lesson Length:	Approximately 2, 50 minute class periods
Recommended Grades:	10-12
Related LifeKnowledge Lesson:	HS 17: How Leaders Influence Others Through Vision 
Objective(s): The student will be able to:	
✓ Develop Strategies to Influence Others ✓ Relate How Influencing Others Can Cause Personal Growth in Selves	
Materials, Supplies, Equipment, References and Other Resources:	
Art supplies and paper for developing children's story books	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach	<i>Note to the substitute: This is intended to be a two day lesson, please get as far as possible today, and proceed with the steps tomorrow.</i> After taking attendance and going over announcements, please have students take out a piece of notebook paper and something to write with. Have students address the following questions in written form on their paper (the questions may need to be written on the board): 1. What are the best character traits that people can develop? 2. Whose job is it to assist in the development of character traits? 3. In what ways did you grow and change? 4. Do you have a mentor? Describe your relationship to the mentor. 5. Describe a time when you have served to support a younger person.	10-15 minutes
2. Develop master list of character traits	Have students share with one another their answers to question 1. Students should share around the entire room until they can reach consensus on the best character traits that people have and can further develop.	5-10 minutes
3. Develop a plan of action	Have students brainstorm ways that these traits can be developed in younger people. How can FFA assist in this development? Have students decide programs where their local FFA chapters might serve to assist in this development	5 minutes
4. Develop story boards	Have students break up into pairs. The next job is for students to pick one of the character traits developed in step two. After selecting this trait, the pairs should develop a story board, to tell a story to students ages 5-9 that would assist in developing this trait. Through their "children's book" this story will develop the theme of the character trait. This step is really a rough draft. The children's books (and therefore the story boards) should have at last five pages, and no more than 15 pages. The pages should contain both graphics and words, but the graphics can be either illustrated or done through computer graphics.	30 minutes
6. Share story boards	After completing their story boards, have student pairs share with at least one other group to get feed back and comments.	5 minutes
7. Prepare final product	After getting constructive comments from pear groups, have students begin working on their final product. Remind them at the end of the class today they need to turn in both their story boards and their final "Children's Book." Allow as much class time as is necessary to complete the product.	30 minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
8. Share final products	Give each student group two minutes to share their story with the entire group. Ask them to explain why they chose this character trait, and how they might help younger students to develop good traits through their stories.	15-25 minutes
9. Closure	Ask students how mentoring could affect their personal growth. Does helping young people also help us to grow? Have a whole group discussion on where their children's books might be utilized.	10 minutes
10. Collect products	Please make sure that all story boards and products are labeled with students names. Please collect them for grading. Please assign a daily grade (as listed on the information page) and then submit the attendance sheet to the office. Thank you!	