



Lesson MS.2

DEFINING PERSONAL GROWTH

Unit A. Introduction to Leadership, Personal Growth, and Career Success

Problem Area. Introduction.

Precepts. Foundational to Personal Growth

National Standards. NL-ENG.K12.4--Communication Skills--Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Define personal growth.
- 2 List activities that facilitate personal growth.
- 3 Create a representation of personal growth.



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Time. Instruction for this lesson: 50 minutes.



Resources

Covey, Stephen R., “7 Habits of Highly Effective People,” New York, NY, Simon & Schuster Publishers, 1990.

National FFA Organization's “Essential Learnings,” 2002.

✓ Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector and Transparencies
- ✓ Picture of a Child
- ✓ MS.2.TM.A
- ✓ MS.2.TM.B
- ✓ MS.2.Assess—one per group
- ✓ MS.2.Test—one per student

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

► ***Personal growth***



Interest Approach

Show students a picture of a child. The child in the picture should be someone who is now older. The person does not, however, need to be someone the students will recognize or know. After all of the students have seen the picture, ask the following questions:



From the picture, what can you see that is unique or special about this child? From this picture, what talents do you think this child could possess? Who did this child grow up to be?

Reveal the identity of the person in the picture. Challenge students to explain how the child in the picture grew into the person he or she became.

Ask the students to vote by giving a thumbs-up or thumbs-down signal:



Who thinks this person ended up to be the person he or she is because of fate and genetics? Who thinks this person ended up to be the person he or she is because of planning and work?

Explain that the answer will become clear through today's lesson.



After today, you will be able to clearly answer this question.

At the upper left on a writing surface, write, "Who I Am." At the upper right, write, "Who I Could Be." Draw a line between the two. Announce that this is the here-to-there timeline. Challenge the students to be curious learners with open minds as they figure out what it takes to get from here to there.



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define personal growth.

Activity set-up--Explain that they will have the chance to figure out where they are on their own here-to-there timeline. Have students work with partners. Give these directions:



In a moment, I will describe people in a particular situation. After I do, picture what that looks like to you. Use 30 seconds to write, on a sheet of paper, a sentence that summarizes those thoughts. After the 30 seconds, be ready to share those thoughts with others. We will repeat this process four times. What questions are there?

Give one situation at a time and wait 30 seconds for students to write down their responses. After each situation, have the student partner with other students to share their thoughts. Give the partners a minute or so to discuss and compare these situations:



3-year-old children on a playground.
Teenagers at a high school dance.
35-year-old parents taking care of young kids.
50-year-old adults managing a business.

After the four situations have been discussed, have students respond to the following processing questions:



What does it mean to grow as a person? Give examples from the actions.

Do all people grow and develop the same? Explain.

If growth isn't just about age and life circumstances, what else determines how you grow personally?

Capture answers to the last question on the writing surface between "Who I Am" and "Who I Could Be." When done, ask:



Does it make sense that it is up to each person to grow into the person he or she could be? Why?

Provide following on writing surface or use MS.2.TM.A and have students capture in their notes:

- I. **Personal growth:** the positive evolution of the whole person.
 - A. Components of personal growth: emotional, mental, social, professional, spiritual, and physical.
 - B. Rate and amount of growth is determined by the choices of each person.
 - C. Growth is only partly influenced by chronological age.

Ask students to answer the following questions in their notebooks:



Does it make sense that it is up to each person to grow into the person he or she could be? Why.

Provide following on writing surface or use MS.2.TM.A and have students capture in their notes:

- I. Personal growth: the positive evolution of the whole person
 - A. Components of personal growth: emotional, mental, social, professional, spiritual, and physical
 - B. Rate and amount of growth is determined by the choices of each person
 - C. Growth is only partly influenced by chronological age

Ask students to answer the following questions in their notebooks:



What is the difference between positive and negative growth?
What implication does evolution have in relation to personal growth?
What does "whole person" mean to you?

Use Me-You-Us Moment to process student answers.

Objective 2. List activities that facilitate personal growth.



So now that we have discussed how and why we grow as people, let's look at some specific ways that we can harness personal growth.

List the following notes on a writing surface or show MS.2.TM.B.

- II. Activities that facilitate personal growth.
 - A. Activities by self.
 - 1. Plan a healthy lifestyle.

2. Practice effective time use.
 3. Practice creative and critical thinking.
 4. Journal
 5. Learn about many different topics.
- B. Activities with others
1. Practice common etiquette.
 2. Build relationships with many types of people.
 3. Seek mentors to provide guidance and coaching.
 4. Find ways to contribute to others.

Use the Hieroglyphics Moment strategy to engage student learning. Give students seven minutes to draw four hieroglyphics: two activities on their own and two activities with others. Facilitate the individual activities first, and then allow students to work with others to complete two more. Have students share when completed.

Use MS.2.Test to assess students' understanding of personal growth.



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Objective 3. Create a representation of personal growth.



The last part of our journey today applies all that we have learned today.

III. An activity that represents personal growth.

Activity set-up--Announce that it's time to demonstrate understanding of personal growth. Divide the students into pairs or groups of three. Give the following directions:



Brainstorm ideas to represent personal growth by an individual. Select one idea and develop a 30- to 60-second skit complete with actions, dialogue, and props. The props must be available from here in

the room. You'll be evaluated on the following:

- Participation by everyone in your group;
- Inclusion of the definition of personal growth; and
- One or more of its components: appropriateness and originality.



What questions do you have? Use the next 12 minutes to prepare your skit.

Check with each group as the group develops its skit. Use MS.2.Assess to evaluate the skits as presented. After each group presents its skit, ask the rest of the class to guess at the implied meaning. Celebrate the conclusion of all the presentations.



Review/Summary

Have students answer the following question in their notebooks:



What have I learned about personal growth?

Give students a minute or two to respond. If time, ask a few to share their answers.



Application

►Extended Classroom Activity:

Have students teach the definition of personal growth to three other people in the school.

►FFA Activity:

Encourage students to consider attending the National FFA Experiencing Discovery, Growth, and Excellence Conference or a state FFA personal growth conference.



►SAE Activity:

Have students review their SAE activities and plans to determine if those plans will help them accomplish personal growth.

✓ Evaluation

A written test is provided to measure Objectives 1 and 2. Another assessment is included to measure student performance in *Objective 3*.

Answers to Test:

Part One: True or False

1. False
2. True
3. True
4. False
5. False

Part Two: Short Answer

6. Two of the following:
 - Plan a healthy lifestyle.
 - Practice effective time use.
 - Practice creative and critical thinking.
 - Journal.
 - Learn about many different topics.
7. Two of the following:
 - Practice common etiquette.
 - Build relationships with many types of people.
 - Seek mentors to provide guidance and coaching.
 - Find ways to contribute to others.



MS.2.Test Name: _____

DEFINING PERSONAL GROWTH

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Personal growth usually happens very quickly.
- _____ 2. Personal growth implies growth in many areas, not just one.
- _____ 3. Spiritual and physical growth are both components of personal growth.
- _____ 4. Personal growth can be only positive.
- _____ 5. Personal growth just happens and cannot be influenced.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

- 6. List two activities you can do by yourself to facilitate your own personal growth.

- 7. List two activities you can do with others to facilitate your own personal growth.



MS.2.Assess

DEFINING PERSONAL GROWTH

Group Members

Name:

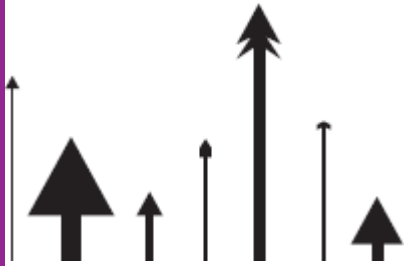
Name:

Name:

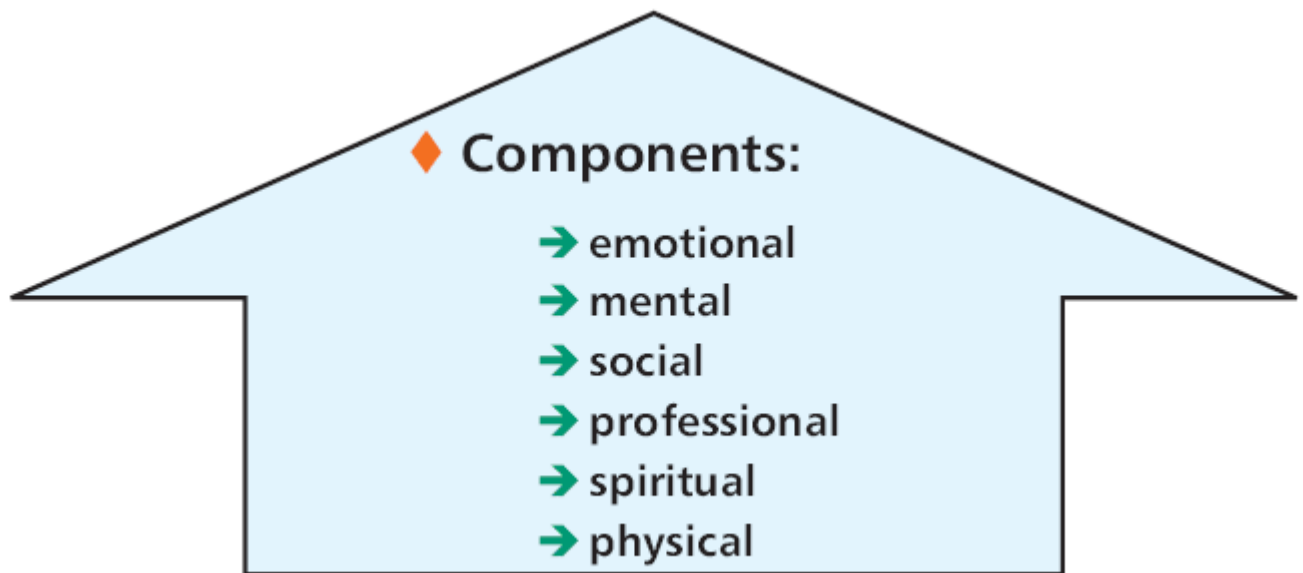
Assessment of Student Performance			
Component	Level of Performance	Points Available	Point Earned

Participation	<u>Exceptional:</u> Every student in the group plays an important role. <u>Satisfactory:</u> Every student in the group plays some role. <u>Needs Improvement:</u> One or more students play little or no role.	10	
Represents Definition of Personal Growth	<u>Exceptional:</u> Uses dialogue and action to make a clear connection with definition and at least one or more components of personal growth. <u>Satisfactory:</u> Uses dialogue and action to show some connection to the definition, and possibly one component of personal growth. <u>Needs Improvement:</u> Uses little dialogue or action that shows any connection to the definition of personal growth.	30	
Appropriateness and Originality	<u>Exceptional:</u> Nothing questionable; shows original thought. <u>Satisfactory:</u> Nothing questionable; idea is modified. <u>Unacceptable:</u> Inappropriate action or dialogue; plagiarized thought or idea.	10	
		TOTAL POINTS	





PERSONAL GROWTH—THE POSITIVE EVOLUTION OF THE WHOLE PERSON



◆ **Rate and amount of growth is determined by the choices of each person.**

◆ **Growth is only partly influenced by chronological age.**



MS.2.TM.B

ACTIVITIES THAT FACILITATE PERSONAL GROWTH

Activities by self

- ◆ **Plan a healthy lifestyle.**
- ◆ **Practice effective time use.**
- ◆ **Practice creative and critical thinking.**

◆ **Journal**

- ◆ **Learn about many different topics.**

Activities with others

- ◆ **Practice common etiquette.**
- ◆ **Build relationships with many types of people.**
- ◆ **Seek mentors to provide guidance and coaching.**
- ◆ **Find ways to contribute to others.**

