



Section 3: Part 1

Me: Personal Action Plan

Created: August/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define premier leadership, personal growth and career success.
2. Define SMART goals.
3. Identify the purpose of a personal action plan.
4. Devise a personal action plan that includes SMART goals.

TIME REQUIRED: Interest Approach - 5 minutes; Lesson and Activities - 50 minutes

RESOURCES: "Official FFA Student Handbook" – *one per student*, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. Personal Action Plan PowerPoint.
2. Public writing surface.
3. Sticky notes.
4. One copy per student of the "Give It Some Thought" worksheet.
5. Quote Gallery Page Posters.
6. One copy per student of the "Personal Action Plan" worksheet.
7. One copy per student of the "Personal Action Plan Assessment."

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to any LifeKnowledge unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PL-G.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Initiative and Self-direction

LESSON PLAN:

1. *Interest Approach:* Show the Kid President (YouTube inspiration sensation) video entitled, "A Pep Talk from Kid President to You," found at <https://www.youtube.com/watch?v=l-qQLqv9f4o>.
 - a. Discuss feelings about the video and what it inspires in each of us.
2. *Activity #1:* As a class, review the FFA mission statement.
 - a. Write the headings of "Premier Leadership," "Personal Growth" and "Career Success" on a public writing surface.
 - b. Generate discussion on what these three headings mean and conclude with providing these definitions as outlined in the "Official FFA Student Handbook."
 - i. Premier leadership is defined as "influence."
 - ii. Personal growth is defined as "the positive evolution of the whole person."

NAME: _____

- iii. Career success is defined as “continuously demonstrating those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen profession while effectively contributing to society.”
 - iv. After the discussion, refer students back to the chart in the “Official FFA Student Handbook.”
 - c. Begin to transition this conversation by asking students to consider how we can begin to live out these components of the FFA mission statement. Where do we go from here?
 - i. In order to help students consider this question, provide each student with the worksheet, “Give it Some Thought,” and focus on the “Year 1” column. Additional columns can be completed as homework.
 - ii. Provide 10 minutes for student work time. If time allows, provide students an opportunity to share in pairs, small groups or with the class.
 - iii. Begin a discussion on priorities. Discuss the definition of “prioritize”: to arrange or deal with in order of importance.
- 3. *Activity#2: SMART Goals*
 - a. Post the goal quotes around the room. Have students gallery the quotes with sticky notes to “like” or have students draw emojis to react to the quotes.
 - b. Provide class discussion time to share thoughts and feelings about the gallery. Transition the topic to how we write goals. Review the SMART goal format.
 - i. S – Specific
 - ii. M – Measurable
 - iii. A – Action Oriented
 - iv. R – Realistic
 - v. T – Time Bound
 - c. Refer back to the “Give It Some Thought” worksheet from the first activity. Did anyone make comments or notes about needing some coaching or skills practice? Maybe that they needed more information? Along with setting SMART goals, sometimes we need additional people to support our goals to make progress.
 - d. Using those previous thoughts on our plans and who or what we need moving forward, we can begin to form these ideas into SMART goals and fit them into our personal action plan.
 - e. Hand out the “Personal Action Plan” worksheet. Provide expectations for work time/homework and evaluation of the plan.
- 4. *Follow Up:* Consider providing class time for peer review, instructor review and feedback or discussing the expectations for a parent review.
- 5. *Leveling Up:*
 - a. Assessment worksheet
 - b. LifeKnowledge lesson, FFA.org/resources/educators/lifeknowledge/lessons/high-school
 - i. HS.45 Goal-setting strategies

ADDITIONAL RESOURCES:

GIVE IT SOME THOUGHT – one copy per student.

PERSONAL ACTION PLAN – one copy per student.

QUOTE GALLERY POSTERS – one copy of the set (nine posters) for the class.

PERSONAL ACTION PLAN ASSESSMENT – one copy per student.

NAME: _____

Give It Some Thought

	Years 1 and 2		
Themes of Interest	Goal Ideas	Need More Info	Need People Support
Ways I will spend time with family/friends:			
Hobbies I will pursue:			
Ways I will push myself to grow as a person:			
Leadership skills I will attain:			
Skills I will learn to help me in my career:			
Places I will travel to accomplish my goals:			
Awards I will win:			
Community activities I will help with:			
SAE projects I will have:			
FFA chapter activities I will be involved in:			
FFA chapter committees I will serve on:			
FFA conferences I will attend:			
FFA conventions I will attend:			
CDEs I will try:			

NAME: _____

Give It Some Thought

	Years 3 and 4		
Themes of Interest	Goal Ideas	Need More Info	Need People Support
Ways I will spend time with my family/friends:			
Hobbies I will pursue:			
Ways I will push myself to grow as a person:			
Leadership skills I will attain:			
Skills I will learn to help me in my career:			
Places I will travel to accomplish my goals:			
Awards I will win:			
Community activities I will help with:			
SAE projects I will have:			
FFA chapter activities I will be involved in:			
FFA chapter committees I will serve on:			
FFA conferences I will attend:			
FFA conventions I will attend:			
CDEs I will try:			

NAME: _____

Personal Action Plan

Priority Areas for Personal Growth	Student Comments and Plans for Improvement	Timeline	Parent/Guardian Comments	Instructor Comments

Short-Term Personal Goal: _____

Long-Term Personal Goal: _____

Short-Term FFA Goal: _____

Long-Term FFA Goal: _____

Aligned to the following standards:
FFA.PL-E; FFA.PL-F; FFA.PL-G; FFA.PG-J; FFA.CS-N; CCSS.ELA-Literacy.SL.9-10.1;
CRP.04; Critical Thinking and Problem Solving, Initiative and Self-Direction

NAME: _____

“If you have a goal in life that takes a lot of energy, that requires a lot of work, that incurs a great deal of interest and that is a challenge to you, you will always look forward to waking up to see what the new day brings.”

—Susan Polis Schultz

NAME: _____

“You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.”

—Steve Garvey

NAME: _____

**"Think little
goals and
expect little
achievements.
Think big
goals and win
big success."**

—David Joseph Schwartz

NAME: _____

*“Our greatest
glory consists
not in never
falling, but in
rising every
time we fall.”*

—Confucius

NAME: _____

**“Progress
has little to
do with
speed, but
much to do
with
direction.”**

—Author Unknown

NAME: _____

“What you get by
achieving your goals
is not as important as
what you become by
achieving your
goals.”

—Henry David Thoreau

NAME: _____

**“You can’t
reach your
goals without
occasionally
taking some
long shots.”**

—Author Unknown

NAME: _____

**“Hold fast to
dreams, for if
dreams die, life is a
broken winged bird
that cannot fly.”**

—Langston Hughes

NAME: _____

“The trouble with not having a goal is that you can spend your life running up and down the field and never score.”

—Bill Copeland

NAME: _____

Personal Action Plan Assessment

1. What is a priority?

2. Regarding our goals, what do the letters SMART represent?

S _____

M _____

A _____

R _____

T _____

3. Why should we set goals in our personal and educational lives?

4. List five people who could play an active role in helping you accomplish your goals.

NAME: _____

5. List short-term FFA goals you would like to accomplish.

6. List long-term FFA goals you would like to accomplish.

NAME: _____

NAME: _____