



Section 3: Part 1

Me: Professional Growth

Created: August/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Contemplate decisions in professional life.
2. Research and report on a career development event (CDE) of interest.
3. Review and analyze qualities of a professional application.

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. Professional Growth PowerPoint.
2. Public writing surface.
3. Sticky notes.
4. One copy per student of the "Professional Growth Career Development Events" worksheet.
5. For reference as needed, "Sample Class Officer Application" sheet.
6. One copy per student of the "Reflections on Professional Growth."

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-M.Communication: Effectively interact with others in personal and professional settings.
- 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.

Common Core - Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

- Communication
- Critical Thinking and Problem Solving
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* Show the PowerPoint slide of images; what can we interpret from these images? Set up quick expectations for participating in a friendly game of Pictionary. Use the following prompts below as the topics to be drawn. These are some characteristics of professionalism.

NAME: _____

- a. Appearance
 - b. Attitude
 - c. Timeliness
 - d. Thoughtful
 - e. Communicator
 - f. Positive
 - g. Proactive
 - h. Respectful
2. *Activity #1: CDE Research—Transition from the Interest Approach by asking students how we become better at these skills.*
 - a. Allow students to use the “Official FFA Student Handbook,” FFA.org and your state FFA association’s website to research one CDE in a career field of interest. Use the “Professional Growth Career Development Events” worksheet to guide student research.
 - b. Once the allotted time for research is complete (approximately 10-15 minutes), students will create tweets to answer the following questions:
 - i. What is the CDE title and how does it align to your selected career pathway?
 - ii. What competency skills would you use in this CDE that relate to your career choice?
 - iii. What interpersonal skills would you develop by participating in this CDE?
 - c. Using blank notebook paper, have students record their tweets and, if time allows, share in pairs, groups or with the class.
 - i. As an option, consider these ideas:
 1. Post tweets around the room and have students gallery the tweets and comment/review with sticky notes.
 2. Use tweets as a bulletin board or display for other students to learn about CDEs.
 3. Post the tweets on the chapter’s Twitter account.
3. *Activity #2: Professional Application—Transition from the previous activity by asking students to review the corresponding “Personal Growth—Me” pages in the “Official FFA Student Handbook.”*
 - a. After reviewing the pages, consider asking some or all of the following questions:
 - i. What skills did we practice writing the CDE tweets?
 - ii. What other skills and attributes are important qualities of a leader?
 - iii. What other skills and attributes are needed to achieve premier leadership, personal growth and career success?
 - iv. When we select peers for leadership roles, how do we consider all of these qualities?
 - v. How do we evaluate others’ characteristics and attributes for a leadership role?
 - b. Propose the idea of electing class officers. What type of questions would be on the application for a class officer? As a class, brainstorm a list of questions for a class officer application. (Use the provided, “Sample Class Officer Application Questions” list, if needed.)
 - c. Divide students into small groups. Ask each group to compile questions and create a sample, ideal class officer application.
 - d. After completion, have groups exchange applications to compare, contrast and discuss.
 - e. Consider having the students answer these questions while reviewing the sample class officer application:
 - i. Which questions on the application were clear and easy to understand?
 - ii. Which questions were you able to use the applicant’s personal goals?
 - iii. Which questions revealed leadership qualities?
 - iv. Which questions were not relevant to the applicant’s qualifications for the position?
4. *Follow Up:* Utilize the “Reflections on Professional Growth” worksheet to create a social media post for Facebook or Instagram.
5. *Leveling Up:*
 - a. www.youtube.com/user/nationalffa/videos — Own your next interview.
 - b. LifeKnowledge Lesson, FFA.org/resources/educators/lifeknowledge/lessons/high-school.
 - i. Unit 2–ME: Focuses on one’s personal development skills and abilities to be successful lessons.

ADDITIONAL RESOURCES:

PROFESSIONAL GROWTH CAREER DEVELOPMENT EVENTS – one copy per student.

SAMPLE CLASS OFFICER APPLICATION QUESTIONS – copies as needed.

NAME: _____

REFLECTIONS ON PROFESSIONAL GROWTH – one copy per student.

NAME: _____

Professional Growth — Career Development Events

Career development event (CDE) of interest: _____

Career pathway of choice: _____

How does your CDE align to your career pathway of choice? _____

What competency skills would you use in this CDE that relate to your career choice? _____

What interpersonal skills would you develop by participating in this CDE? _____

Using the information discovered and recorded in the previous questions, create three tweets about this CDE.

TWEET#1 _____

TWEET#2 _____

TWEET#3 _____

NAME: _____

Sample Class Officer Application Questions

- Will you regularly attend class?
- Describe your supervised agricultural experience (SAE)?
- Will you, to the best of your ability, do whatever job or responsibility that is assigned to you in this class?
- Will you as an officer be willing to spend extracurricular time working for the interest of the class and of FFA?
- How would you describe your GPA?
- List all leadership roles you have experienced.
- List all FFA activities you would like to participate in, excluding meetings.
- List involvement in school and/or community activities outside of FFA.
- Describe leadership qualities you possess that would qualify you for a class officer.
- Describe any innovative ideas you have for the class.
- Describe why you want to become a class officer.
- If you were elected to a class office, what would be your main goal for the class?
- What other commitments do you have in the next year that would compete for your time?

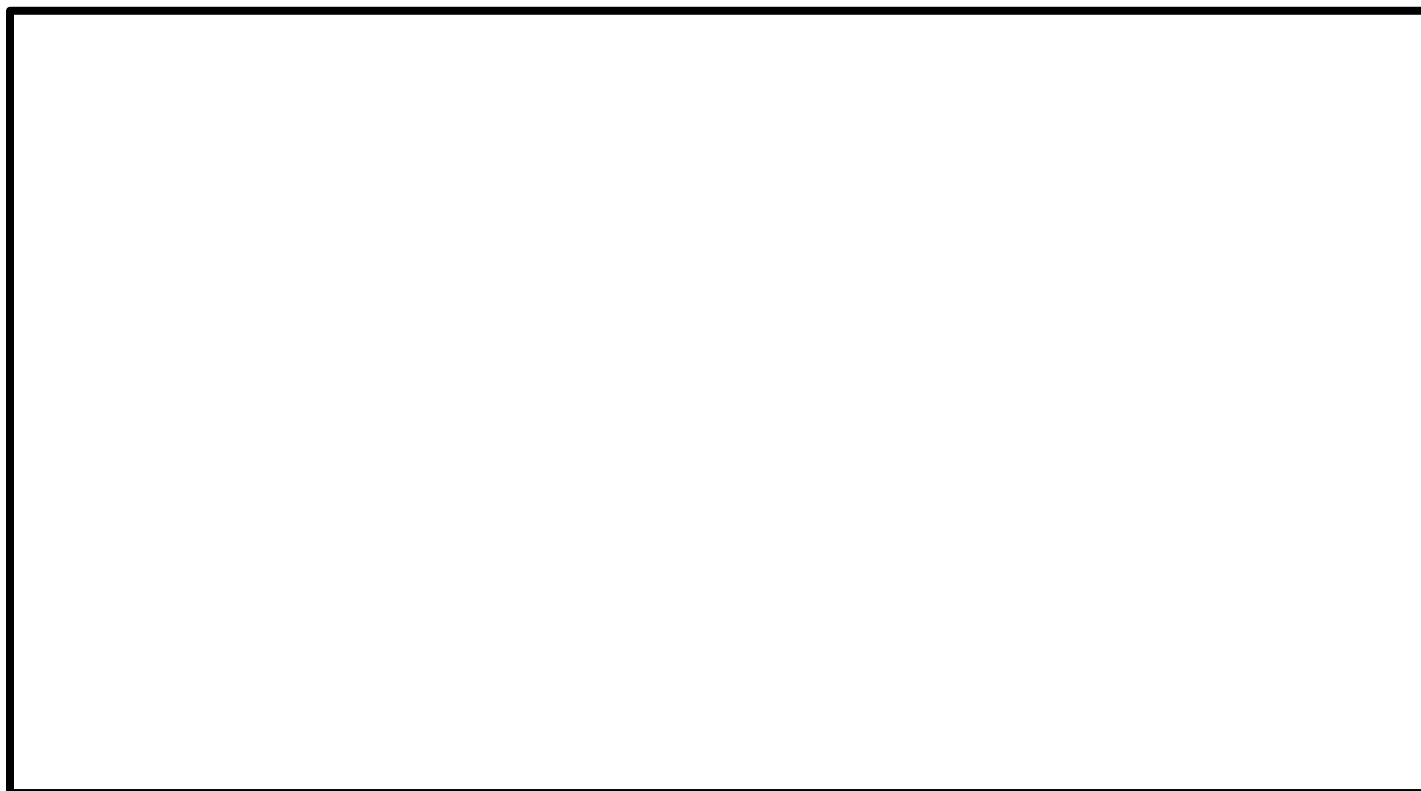
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Reflections on Professional Growth

Create a social media post (such as for Facebook or Instagram) that reflects on the information discussed and shared in class today. Consider the following questions as you create your post:

- What did we learn in class today?
- What qualities do we look for in leaders?
- How do we develop these qualities in ourselves for our professional growth?
- How do CDEs help our professional growth?

In the box below, draw a sketch of a picture you would include with this post.



Aligned to the following standards:
FFA.PL-E; FFA.PL-F; FFA.PL-G; FFA.PG-J; FFA.CS-M; CCSS.ELA-Literacy.SL.9-10.1;
CCSS.ELA-Literacy.WHST.9.10.4; CRP.04; Communication; Critical Thinking and Problem
Solving; Information, Communication, and Technology Literacy; Initiative and Self-
Direction; Leadership and Responsibility; Think Creatively

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