



Lesson AHS.33

ALIGNING ACTIVITIES TO MISSION AND VISION IN GROUPS

Unit. Stage Three of Development—Do

Problem Area. How Do We Create and Accomplish Our Vision?

Precepts. A8: Evaluate and reflect on actions taken and make appropriate modifications

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Define mission and vision.
- 2 Utilize group mission and vision to evaluate activities.
- 3 Compose a list of activities consistent with a mission and vision.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Covey, S.R., “Principle-Centered Leadership,” New York: Simon & Schuster, 1990.
Kouzes, J.M. and B. Z. Posner, “The Leadership Challenge,” San Francisco, Jossey-Bass, 1995.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.33.TM.A
- ✓ AHS.33.TM.B
- ✓ AHS.33.TM.C
- ✓ AHS.33.TM.D
- ✓ AHS.33.TM.E
- ✓ AHS.33.Assess—one per student
- ✓ AHS.33.AS.A—one per student
- ✓ Blank Sheets of Paper—two per student
- ✓ Crayons—several per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

➤ ***Mission***

➤ ***Vision***



Interest Approach

Pose the following question to the class:



By raising your hands, how many of you know where you want to be or what you would like to be doing in ten years? This lesson will require you to think deeply and reflect on your personal goals.

Pose the following questions to the class. Write the responses on the writing surface.



Before a pilot takes off, what does he or she complete and file with the Federal Aviation Administration?

Anticipated answer: flight plan



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Before a homebuilder starts a new house, what must he or she have?

Anticipated answer: house plans



Before a teacher teaches a new lesson, what must he or she have?

Anticipated answer: lesson plans



What does a business leader need to lead a company?

Anticipated answer: plans or goals



How does that business leader decide what to put in his or her plans?

Anticipated answer: having an overall goal or mission

Allow this to lead into discussion of the content by saying:



So, what is a mission and how is it used?

Solicit responses.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define mission and vision.

Say to students:



This activity will require you to think deeply about your future and then record those thoughts on paper.

Write the following definitions on the writing surface or use AHS.33.TM.A. Instruct students to copy the definitions into their notebooks.

- I. Vision and mission are terms that are often thrown around without much thought for what they really mean and how powerful they can be.
 - A. **Vision** is an ideal or unique image for the future. A vision is a long-term goal that guides every activity of an organization.
 - B. In contrast, a **mission** is a set of guidelines that contribute to the overall vision of an organization.



Take a few minutes to think far into the future.



Using the following questions, create a long-term personal vision and write it down.



Where do you want to be? What do you want to do? For what will you stand? These questions will help you create your personal vision. Record your answers to these questions on your papers. I will be circulating to assist you. Please remain silent to ensure that everyone can think clearly.

Circulate to assist students. Allow a few minutes for students to complete this activity.

Using a Picasso Moment, have students draw pictures representing their personal vision. Have a few students share the drawings of their personal vision with the class.

Pass out two sheets of blank paper and several crayons to each student.



Take a few moments to use the crayons provided to draw a representation of your personal vision.

Ask the following of the class:



How can you pictorially represent your personal vision? What would be included in the picture?

Allow a few minutes for students to draw. Ask students:



Who will share his or her pictures?



Now that you all have vision statements, let's work on mission statements. Think of something you wish to accomplish within the next year that matches your vision.



Using the following questions, create a mission statement that reflects what you want to do and write it down.



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Allow time for a few students to share with the class. Instruct students to pick one activity that is important to their personal vision. If their vision was to attend law school, an activity could be graduating high school with great grades. Therefore, their mission could reflect achieving great grades.



Now, let's pick one activity that is important to your personal vision and write it down.

Have a few students share their personal vision activity with the class.

Use a Voice Modulator Moment to review.



Now, in your best "cheerleader" voice, let's repeat together the definitions of a vision and a mission.

Objective 2. Utilize group mission and vision to evaluate activities.

To set the tone for this activity, say the following to the class:



Now that you have an understanding of mission and vision, let's apply that knowledge to evaluate some activities. This will require you to take a few notes, read for comprehension, and apply what you have read.

Using the writing surface or AHS.33.TM.B and AHS.33.TM.C, have students enter the following information into their notes.

- II. Evaluating potential activities for an organization is dependent on the vision and mission of the organization. The vision and mission serve as measuring sticks to evaluate activities.
 - A. If an organization has a clear vision and mission, then selecting activities for the group is easy. Each potential activity is measured against the vision and mission. Activities that

align with the mission and vision are appropriate for the organization. Activities that do not measure up should not be attempted.

- B. In contrast, organizations that do not have a clear vision or mission often undertake activities that are inconsistent with what the organization should be doing.

This activity will allow students to apply what they have learned by comparing a list of activities with a mission statement. Distribute the list of activities on AHS.33.AS.A to each student. Display the mission statement on AHS.33.TM.D. Note that a different mission statement from a local company or organization may be substituted.



Using activity sheet AHS.33.AS.A, evaluate the list of activities to the FFA mission.

Allow a few minutes for students to complete this activity, as well as a few minutes to share with the class.

Review this material using a Show What You Know Moment. Instruct class:



On a blank sheet of paper, answer the following questions:

Assign questions as appropriate for material review. Allow a minute or two for this activity.



Let's review some of your answers.

Call on students to present their answers.

Objective 3. Compose a list of activities consistent with a mission and vision.

Say the following to students:



So far, you have learned what mission and vision are and you have evaluated a few existing activities using a mission statement. This next activity requires you to think deeply about your future.

Instruct students to locate the vision statement they created earlier. On the writing surface, or using AHS.33.TM.E, present the following information. Have students copy the information into their notebooks.

III. Once a mission and vision are known, activities can be developed that meet the necessary criteria. Both short-term and long-term activities can be selected to work together to move the organization in the direction that the mission and vision dictate.

Give the following instructions to students:



Although much of what we have been discussing is used by organizations, you can also use it on a personal level. Using the vision statement you developed earlier, identify five activities that you would like to accomplish within the next year and five other activities that you would like to accomplish within the next ten years that are consistent with your vision. Write these activities on a blank piece of paper that you will submit later.

Allow a few minutes for this activity.



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Review/Summary

Read each objective of this lesson to the class to reinforce what each student is expected to learn. Specific content can be reviewed using a Choral Response Moment.

At this time pass out AHS.33.Assess.



Application

►Extended Classroom Activity:

Invite a local business leader to discuss how he or she uses vision and mission in planning activities for his or her business.

►FFA Activity:

Have students create a mission statement specifically for their local FFA chapter and then evaluate their chapter activities.

►SAE Activity:

Have students establish a vision for their SAE project and then evaluate their SAE activities according to that vision.

✓ Evaluation

AHS.33.Assess

Answers to Assessment:

1. A vision is an ideal, long-term goal, while a mission is a set of guidelines that direct the organization toward the vision.
2. Compare the outcomes of each activity to the mission or vision. If the activity does not contribute toward the mission or vision, it should not be done.
3. Many possibilities exist. Use criteria in this lesson to evaluate this question.



AHS.33.Assess Name: _____

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► Short Answer

Briefly answer the following statements.

1. What is the difference between a mission and a vision?
2. Describe how a mission and vision can be used to evaluate an activity.
3. Create a mission statement and one activity for a fake company.



AHS.33.TM.A

DEFINITIONS

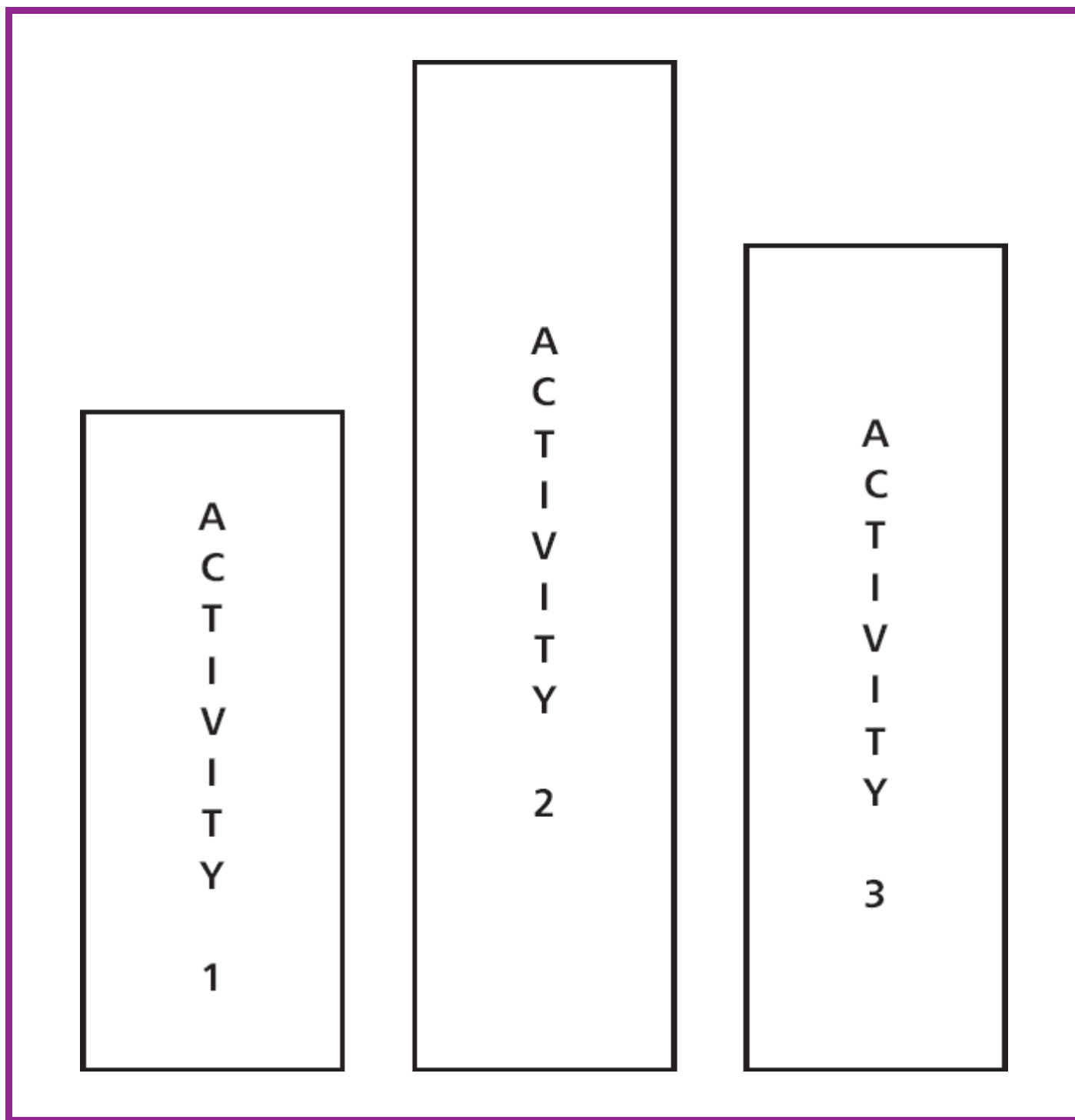
- ◆ ***Vision*** is an ideal or unique image for the future.
- ◆ ***Mission*** is a set of guidelines that contribute to the overall vision of the organization.



AHS.33.TM.B

NO CLEAR VISION

Which activity do you perform?



AHS.33.TM.C

CLEAR VISION

Which activity do you perform?

Vision

A
C
T
I
V
I
T
Y
1

A
C
T
I
V
I
T
Y
2

A
C
T
I
V
I
T
Y
3

Vision



AHS.33.TM.D

FFA MISSION STATEMENT

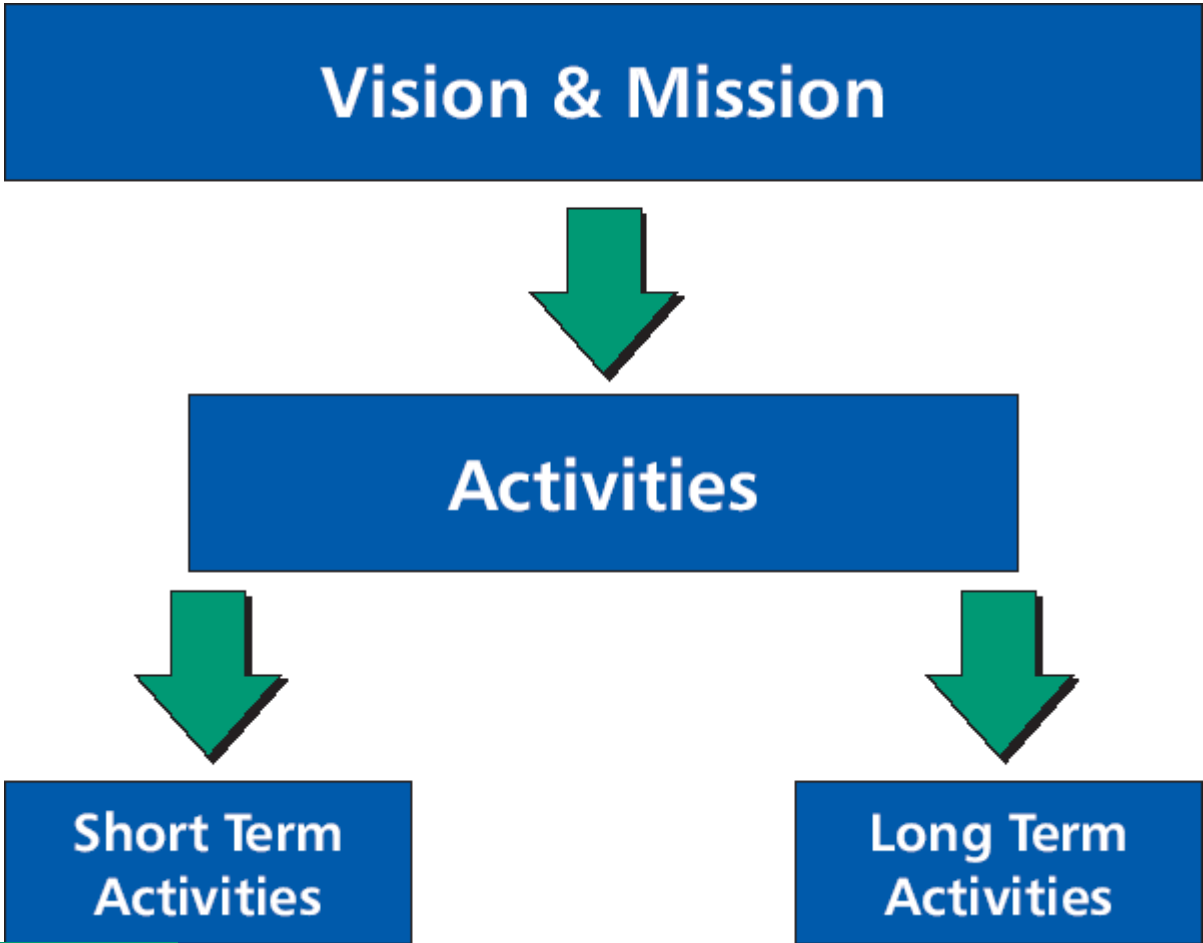
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.



AHS.33.TM.E

CREATING ACTIVITIES





AHS.33.AS.A Name: _____

EVALUATING ACTIVITIES

Activity	Consistent with FFA Mission?
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Leadership schools	Yes	No
Parliamentary procedure competition	Yes	No
Livestock judging competition	Yes	No
FFA bowling team	Yes	No
State convention	Yes	No
Public speaking competitions	Yes	No
FFA t-shirts	Yes	No
Fieldtrip to local dairy	Yes	No
Candy sale fundraiser	Yes	No
Chapter banquet	Yes	No
Officer retreat	Yes	No
BBQ for new FFA members	Yes	No
Horticulture competition	Yes	No
Chapter flower sale	Yes	No
Chapter FFA meetings	Yes	No

