Personal and Professional Growth Lesson Plan

|  |
| --- |
| What type of lesson is this: |
| * Inquiry based
* Problem-based
 | * Project based
* Hands-on lab experience
 |

|  |
| --- |
| What is the AFNR standard(s) this lesson relates to?**8.0 Explore AFNR professional development organizations.**  |

|  |
| --- |
| Define the objective(s):8.05 Develop a plan for personal and professional growth in an agricultural organization by reviewing their mission statement, constitution and by-laws, and program of activities.  |

|  |
| --- |
| 3 key points/take aways: * Understanding the structure and mission of various agricultural organizations.
* Developing a comprehensive plan for personal and professional growth.
* Setting actionable and realistic goals for personal and professional development.
 |

|  |
| --- |
| Summative Assessment:* Completed personal and professional growth plans.
* Display boards for the board fair.
* Peer and self-assessment on the collaborative process.
 |

|  |
| --- |
| Student Learning Approach(es):* Group research and collaboration.
* Hands-on creation of display boards.
* Interaction and discussion with invited guests.
 |

|  |
| --- |
| Materials List:* Access to the internet or library resources for research.
* Writing materials for students (paper, pens, computers).
* Display boards and materials for creating displays (posters, markers, etc.).
* Templates or guides for creating growth plans.
 |

|  |
| --- |
| Interest Approach (3 minutes):Begin with a discussion about the importance of personal and professional growth and how involvement in agricultural organizations can support this growth. |

|  |
| --- |
| Lesson Content:  **Introduction (5 minutes)*** Discuss the lesson objective and the importance of understanding and engaging with agricultural organizations for personal and professional growth.
* Explain the group activity involving reviewing organizational documents and creating display boards for a board fair.

 **Group Research and Development Activity (40 minutes)*** **Group Assignments:**
	+ Divide students into small groups and assign each group one of the following organizations to research: National FFA Organization, Young Farmers and Ranchers, 4-H, Agricultural Communicators of Tomorrow.
	+ Provide each group with a research template to guide their review of the organization's mission statement, constitution and by-laws, and program of activities.
* **Research and Analysis:**
	+ Students use the internet, library resources, and provided materials to gather information on their assigned organization.
	+ Encourage collaboration and division of tasks within each group.
	+ Each group analyzes how their assigned organization's structure and activities can support personal and professional growth.
* **Display Board Creation:**
	+ Each group creates a display board that highlights their organization's mission statement, constitution and by-laws, program of activities, and how it supports personal and professional growth.
	+ Display boards should be visually appealing and informative, using diagrams, charts, and images where applicable.
	+ Following the SAE for All model, each student creates a personal and professional growth plan that includes specific, measurable, achievable, relevant, and time-bound (SMART) goals.
	+ Students consider their strengths, interests, and areas for improvement in their plans.

 **Board Fair (30 minutes)*** Organize a board fair where groups set up their display boards around the classroom or a designated area.
* Invite administrators, other teachers, and possibly community members to attend the fair and interact with the students.
* Students stand by their boards, ready to explain their organization's mission, constitution and by-laws, program of activities, and their personal growth plans.
* Encourage guests to ask questions and engage in discussions with the students.

 **Conclusion and Reflection (15 minutes)*** **Summary:** Recap the key points covered in the lesson and the importance of developing a growth plan.
* **Reflection Activity:** Students write a short reflection on what they learned from the activity and how it relates to their personal and professional goals.
* **Group Discussion:** Open the floor for any questions or additional comments from the students.

Student Questioning/Formative Assessment: Engage students with questions during their research and display board creation to assess understanding and encourage deeper analysis. Monitor group activities and ensure active engagement and collaboration. |

|  |
| --- |
| Reflection: Recap the key points covered in the lesson. Students write a short reflection on what they learned from the activity and how it relates to their understanding of personal and professional growth. Open the floor for any questions or additional comments from the students. |