Personal and Professional Growth Lesson Plan

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

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

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| 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. |

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| 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. |

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

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

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| 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. |

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| 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. |

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| 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. |

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| 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. |