



High School

National FFA Organization

Lesson HS.2

DEFINING PERSONAL GROWTH

Unit.

Introduction to Leadership, Personal Growth and Career Success

Problem Area.

Defining Personal Growth

Precepts.

Foundational

National Standards.

NL-ENG.K-12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources.

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

- 1 List and define the four areas of personal growth.
- 2 List three reasons why personal growth is important.
- 3 Outline four basic steps necessary to create personal growth.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Danforth, William. *I Dare You!* American Youth Foundation. St. Louis, Missouri, 1995.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ Transparencies HS 2 TM A-C
- ✓ HS 2 AS A—one copy per student
- ✓ HS 2 Assess A—one copy per student
- ✓ HS 2 Assess B—one copy per student



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

- ▶ Personal growth
- ▶ Total self
- ▶ Balanced personal growth
- ▶ Personal potential



Interest Approach

Have a chapter officer come in and tell about the personal growth they have experienced during their time in the FFA. Ask them to focus on areas of physical, mental, spiritual and social growth and to identify specific benefits they have received as a result of personal growth in two or more of these areas. It is important for the officer tell about what they were like before they joined the FFA and how they have improved to this point in their life. Allow them 6-7 minutes for their presentation.



Today we have a guest speaker who will share some thoughts on their personal growth related to experiences in FFA. As you listen, create a profile of our guest's personal growth.
Hand a blank sheet of paper to each student



On this sheet of paper, draw a line down the middle of the sheet vertically. At the top on the top left side write the phrase, "Areas of Growth." On the top right side write the phrase, "Benefits." As our guest speaks about their personal growth take notes that identify the area of personal growth and the benefits they experienced. What questions are there? *It may be beneficial to give students an example such as Social Growth - Benefit – Making new friends.*

After the officer has finished talking, allow a 3-5 minute period for students to ask the officer questions about the areas of personal growth they identified and the benefits. You may start with an example question such as "What has been the most important area of growth for you?"

After the question and answer period, explain that the opportunity for growth is available to everyone in the class. This officer doesn't have super powers but has taken advantage of opportunities available for growth..



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and define the four areas of personal growth.

Ask the students a leading question to assess their prior knowledge and current perceptions. Capture their responses on the board to the following question:

 What areas of personal growth did you identify during the FFA Officer's visit?

After completing the list on the board use HS 2 TM A to show the four areas of personal growth. Instruct the students to list the four areas on their paper and for them to organize the class responses listed on the board into one of those four areas.

I. Defining personal growth

- A. **Personal growth:** the development of any of the four areas of our total self.
- B. **Total self:** four distinct areas of our life that make us a well balanced person.
- C. Four areas personal growth.
 - 1. Body—our physical well-being.
 - 2. Mind—our mental well-being.
 - 3. Spirit—understanding our values and beliefs.
 - 4. Social—our relationships with others.
- D. A key to our success in getting from where we are to where we want to be is maintaining balance in our personal growth.
 - 1. **Balanced personal growth:** is developing each of the four areas of the total self in proportion.
- E. Personal growth requires both planning and action to occur.

Pass out HS 2 AS A. Use the following instructions to have students begin the activity sheet:





You are about to embark on an adventure—a great adventure to be exact. As you begin the activity remind yourself that you are unique, capable and ready. Each of you has something to contribute. Work by yourself as you complete this adventure. You have 10 minutes, go!

Allow time for students to complete the activity sheet. Monitor progress as they work. Explain that the experience is meant to be personal and private.

Objective 2. List three reasons why personal growth is important.

Ask the students a leading question to stimulate thought and bring forth prior experience they have with the subject at hand.



After listening to the speaker and completing the assignment sheet, what benefits can you see to personal growth?

Listen for: it affects who we are, it affects who we will become, it affects the direction we take in life, it sets direction for our lives, it helps us to accomplish our goals and dreams.

Show students the following by writing it on a writing surface or showing HS 2 TM B. As you move through each ask for personal experiences students have that relate to their experiences with personal growth.

II. Importance of personal growth

- A. The development of the total self directly affects the decisions we will make.
- B. The development of the total self directly affects the goals and dreams we have.
- C. The development of our mind, body, spirit and social connections uncaps our potential.
 - 1. Personal potential: the ability each person possesses that allows them to experience success.

Use the Go-With-The-Flow Moment to have students create a diagram or flow chart using icons that represent each of the three main points. Have them focus on showing how the three points are related in a progression.



What would these three main points look like on a flow chart? Consider, for yourself, how these three points influence each other. Create a flow chart or a diagram that shows how they relate to personal growth. You have 4 minutes, go!



Upon completion of the four minutes have several students share. The form they are presented in may vary, however the relationships they should draw should be: our decisions affect what goals and dreams we have. Our goals and dreams affect the personal potential. Our personal potential is capped by the investment we make in personal growth.

Objective 3. Outline four basic steps necessary to create personal growth.

Ask the following leading question to stimulate thought.

How can you make personal growth a part of your daily life?

Listen for some of the following: plan for it, start small, do something, define your goals, figure out your values and beliefs, make yourself balanced, try to find a way to get involved.

Show students the HS 2 TM C by overhead projector or on a writing surface.

III. How can I plan for growth in each of the four areas of the total person?

A. Take baby-steps

1. Brainstorm some specific actions or habits to begin that will push you to develop each the of the four areas of the total person.
2. Choose the best specific actions or habits to implement based upon your current situation in life.

Have students take each of the four areas of the total person and brainstorm ideas for actions that would develop each of those areas. Have students work in pairs. Collect answers on TMA.

3. Some examples of activities for development of the total person follow:

- a. Body—begin to take walks or jog daily; start an exercise routine; find a physical hobby; eat based upon a sensible diet; refrain from using tobacco, pre-marital sex, alcohol, or drugs.
- b. Mind—read a book; read a newspaper; watch the news; join a book club; play a challenging game; speak positively to yourself; research a question you have about the world around you; keep a journal; find a mentor.
- c. Spirit—define your faith; keep a journal; make a list of your values; find a mentor; define your beliefs about the world around you; write a personal creed; develop a mission statement.
- d. Social—make wise choices with whom you spend your time; join a positive organization; get involved in a youth group; become a tutor for someone else.

B. Set the best opportunities to a timeline

1. Give yourself a deadline for completing the action or developing the habit.
2. Identify how you will know if the desired development has occurred.

C. Be realistic

1. Focus on developing one area of the total self at a time.
2. Don't overload yourself with lots of opportunities that will not be able to be completed.



D. Be flexible and true to your plan.

1. Life happens and direction may change. As that happens adjust your plan accordingly.
2. It is important to make sure that an adjustment has a just cause before being made.

Use the Marcel Marceau Moment to apply the information. Have students work in pairs to create a charade that represents each of the four points regarding planning for personal growth.

What would each of these four areas look like if you were to see someone else doing them? Turn to the person sitting next to you and work with them to create a charade or motion that represents each of the four pointers that you'll use in planning for personal growth. You have seven minutes to create your charades. What questions are there? You may begin! Allow students time to work. Have various students share examples at the end. Monitor progress throughout the application activity.

Review/Summary

Ask the students directed questions to review the three central concepts of the lesson. Elicit two or three responses per questions.

What are the four areas of the total self?
List three benefits of personal growth?
How well is your life balanced?

Turn to your neighbor and repeat the four actions you came up with for tips on planning for personal growth.

What are some baby-steps for developing your body?
What are some baby-steps for developing your mind?
What are some baby-steps for developing your spirit?
What are some baby-steps for developing your social self?

Application

Extended classroom activity:

Option 1—Have the students create a plan for personal growth. Set deadlines as a group and track progress in the classroom using a chart developed by the students.

Option 2—Have students interview a chapter officer and report back regarding how that officer has planned for and approached personal growth.

FFA Activity:

Option 1—Have students attend the MFE Conference and report back on how that conference related to personal growth.



Option 2— Have students identify areas of personal growth that various FFA activities offer. Then have them create a plan for attending those conferences and conventions. Keep the plan where progress can be marked throughout their FFA career.

►SAE Activity:

Have students think of two habits or competencies they would like to develop that will aid them in their SAE programs. As they think of the competencies and skills have them consider what dimension of the total self they are developing. At the end they should be able to report back on their progress towards personal growth.

✓ Evaluation

*HS 2 Assess A as a paper/ pencil evaluation of the content.
HS 2 Assess B as an authentic assessment of the content.*

Answers to Assessment A

Matching

1. B
2. C
3. G
4. E
5. H
6. F
7. D
8. A

Short Answer

1. Students should have some form of the following responses:
 - The development of the total self directly affects the decisions we will make.
 - The development of the total self directly affects the goals and dreams we have.
 - The development of our mind, body, spirit and social connections uncaps our potential.
2. Students should have the following four responses:
 - a. Take baby steps.
 - b. Set the best opportunities for growth to a timeline.
 - c. Be realistic.
 - d. Be flexible and true to your plan.
3. Students may have a variety of responses here are some examples for each:



- a. Body—begin to take walks or jog daily; start an exercise routine; find a physical hobby; eat based upon a sensible diet; refrain from using tobacco, pre-marital sex, alcohol, or drugs.
- b. Mind—read a book; read a newspaper; watch the news; join a book club; play a challenging game; speak positively to yourself; research a question you have about the world around you; keep a journal; find a mentor
- c. Spirit—define your faith; keep a journal; make a list of your values; find a mentor; define your beliefs about the world around you; write a personal creed; develop a mission statement
- d. Social—make wise choices with whom you spend your time; join an positive organization; get involved in a youth group; become a tutor for someone else

Answers to Assessment B

Use the following rubric to evaluate the essays. A perfect score would be 80 points.

1. Did the student interview a current chapter officer.
 - 10 points—yes
 - 0 points—no
2. Did the student use conventional methods for writing an essay - introduction, body, conclusion, correct grammar and punctuation?
 - 10 points—excellent use
 - 5 points—mediocre use
 - 1 point—poor use
3. Did the student show an understanding of the concepts behind personal growth?
 - 20 points—complete understanding
 - 10 points—mediocre understanding
 - 1 point—very little understanding
4. Did the student explain how the officer has grown personally in the past and currently grows?
 - 20 points—explains in detail
 - 10 points—mediocre explanation
 - 1 point—poor explanation
5. Did the student create a relationship between personal growth and the officer's goals being accomplished?
 - 20 points—strong relationship shown using quotes from the interview.
 - 10 points—mediocre relationship developed some quotes from the interview were used.
 - 1 point—no relationship was developed and no quotes from the interview were used.



DEFINING PERSONAL GROWTH

► Matching:

Match the correct definition with the corresponding word by placing the letter of the word on the blank line next to the definition.

- A. Personal growth
- B. Personal potential
- C. Total person
- D. Spirit
- E. Body
- F. Mind
- G. Social
- H. Balanced personal growth

- _____ 1. The ability each person possesses that allows them to experience success.
- _____ 2. Four distinct parts of our life that make us a well-balanced person.
- _____ 3. Our relationships with others.
- _____ 4. Our physical well-being.
- _____ 5. Developing each of the four parts of the total self in proportion.
- _____ 6. Our mental well-being.
- _____ 7. Understanding our values and beliefs.
- _____ 8. The development of any part of our total self.

► Short Answer:

Using the space below the question provide a response that shows your understanding of the concepts.

1. A friend asks you to tell them more about why you are learning about personal growth in your agriculture classes. You decide to tell them about why personal growth is important to you. Using the space provided explain the importance of personal growth to your life.
2. You have been asked, by another classmate, for some tips on planning for personal growth. What are four tips you would share with them.
3. Choose two of the four areas of the total person. Provide two examples of “baby-steps” or activities that would promote development in each of those two areas.



HS.2.Assess.B Name: _____

DEFINING PERSONAL GROWTH— Identifying Personal Growth in Leaders

Choose a member of this year's chapter officer team. Explain the concept of personal growth and the total person concept, as you understand it. Interview the officer to find out about his or her experience with personal growth. Find out what he or she has done and currently does to grow in each area of the total person. Write a short essay explaining how personal growth has helped the officer to achieve his or her goal of becoming a chapter officer.



DEFINING PERSONAL GROWTH

- ◆ **Personal growth—the development of any part our total self.**
- ◆ **Total self—four distinct parts of our life that make us a well balanced person.**
- ◆ **Four parts to the total self: body, mind, spirit, and social.**
- ◆ **A key to our success in getting from where we are to where we want to be is maintaining balance in our personal growth.**
- ◆ **Personal growth requires both planning and action.**



IMPORTANCE OF PERSONAL GROWTH

- ◆ **The development of the total self directly affects the decisions we will make.**
- ◆ **The development of the total self directly affects the goals and dreams we have.**
- ◆ **The development of our mind, body, spirit and social connections uncaps our potential.**



PLANNING FOR PERSONAL GROWTH

◆ Take baby-steps

→ Brainstorm some specific actions or habits to begin that will push you to develop each of the four areas of the total person.

→ Choose the best specific actions or habits to implement based upon your current situation in life.

◆ Set the best opportunities to a timeline

→ Give yourself a deadline for completing the action or developing the habit.

→ Identify how you will know if the desired development has occurred.

◆ Be realistic

→ Focus on developing one area of the total self at a time.

→ Don't overload yourself with lots of opportunities that won't be able to be completed.

◆ Be flexible and true to your plan

→ Life happens and direction may change. As that happens adjust your plan accordingly.

→ It is important to make sure that an adjustment has a just cause before being made.



PERSONAL GROWTH— EMBARKING ON A GREAT ADVENTURE!

“THE KEY TO PERSONAL GROWTH IS KNOWING WHERE YOU ARE
AND WHERE YOU WANT TO GO.”

Directions:

Complete this personal growth adventure journal about each of the following questions:

1. Who am I.
2. How do I currently spend my free time outside of school. Make a list of all your extra-curricular activities. For instance, sports, clubs, time with friends, time with family, etcetera. Label each of your activities with body, mind, spirit and social, depending upon what part of your total self the activity develops.
3. Draw a square. Make sure each side is equal in length. Label each side with one of the parts of the total self. This represents balanced personal growth.



4. Draw a shape using four straight lines that represents the time you spend developing each area of the total self. For instance, if you spend most of your time developing your body then use a longer line to represent that side of the shape. If you spend the least amount of time developing your spirit then use a short line to represent that side of the shape. Don't worry if your four-sided shape is not balanced. That just means you are normal.

5. Would you say that you have achieved balanced personal growth. Why or why not.

6. What areas of the total self do you excel at developing.

7. What areas of the total self do you need to focus on to be more balanced.

