

Writing A Mission Statement: Part Two

Unit: Personal Development & Leadership

Topic: Writing a Mission Statement

Level: Intermediate/Advance ESL

Objectives: To identify one's values

Length of Session: 1 hour and 40 minutes

EFF Standards: Speak so others can understand; cooperate with others; Decision Making (Solve Problems and Make Decisions)

Language Arts Standards: S6-Participate in collaborative processes

SCANS/ EFF Common Activities	INTO	MATERIALS
<p>SCANS-Personal Qualities-Responsibility</p>	<p>INTRODUCTION (10 min)</p> <ul style="list-style-type: none"> • Go over definition and function of mission statements. • Read together sample mission statements. • Explain that the first step is to identify one's values. 	<p>Value Cards Packet for each student Mission Statement Packet</p> <p>Other Possible Activities and Readings: Article "Creating Your Mission Statement" "All I Need to Know I Learned in Kindergarten" Movie- "Jerry McGuire" Monday Planning Sheet</p> <p>Values with definitions to make the value cards.</p>
<p>EFF-Problem Solving</p>	<p>THROUGH</p> <p>PRESENTATION</p> <ul style="list-style-type: none"> • Have a general discussion on the etymology of the word "values." • Have students pair up and discuss picture. <p>GUIDED PRACTICE (30 minutes)</p> <ul style="list-style-type: none"> • Give each student a packet of value cards. • Have the Ss place the "Always", "Often", and "Seldom" and "Never" cards on top of a desk. 	<p>EVALUATION</p>

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	<ul style="list-style-type: none"> • Pile the value cards on top of these cards. For example if “humor” is a value you often care about it, you put it on top of your “Often” card. After you sort all the value cards, look at your “Always” pile. From this pile, choose only three value cards. • Teacher floats around to help out with any words that Ss don’t understand <p>Now Ask:</p> <ul style="list-style-type: none"> • What verbs do you choose to act on? • Instruct them to follow along while the verbs are read aloud. • Have the Ss mark any words they don’t understand. Explain them. • Then instruct them to circle the three verbs they identify with the most. • Continue with each column of verbs. • At the end, the students have to choose the top three of all the columns. 	
BEYOND		
	<p>CLOSURE Complete the Mission Statement Formula Sheet. The final section will be done at a later date. Ask any students if they want to volunteer to read their mission statements.</p> <p>APPLICATION These can be used periodically through out the semester for goal setting, reflection and evaluation.</p> <p>Other Possible Exercises:</p> <ul style="list-style-type: none"> • Read “All I Need to Know I Learned in Kindergarten” After reading to class, go over again the “creed”. Pair students and ask to share their favorite “rule”. Have a large class discussion. • Read with class “Creating Your Mission Statement” and/or watch the movie “Jerry McGuire”. Tell the students to check out CCSF Mission Statement at the entrance of the building. 	<p>The selection of the values and verbs for the “Mission Statement Formula” page. The Ss Mission Statements will be kept in their file folders. Ss will be encouraged to have their own copy.</p> <p>When new Ss come to class, give the students the Mission Statement Packet with the instructions so they can complete individually. The cards can be stored where Ss can readily use them.</p> <p>Through out the semester on Mondays Ss can read over their mission statement to help them with their weekly planning.</p>

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