



Developing a Mission Statement



Session Time: Two, 50-minute sessions

DESIRED RESULTS

ESSENTIAL UNDERSTANDINGS

Develop interest in one or more aviation/aerospace career pathways and learn what is required to pursue future employment in the industry. (EU3)

Understand the importance of professionalism, ethics, and dedication as they relate to all aviation/aerospace operations. (EU4)

Gain essential thought processes and life skills, such as good citizenship, critical thinking, informed decision making, which are useful to all learners, whether or not they eventually pursue a career in aviation. (EU8)

ESSENTIAL QUESTIONS

1. Where do you fit in the aviation career space?
2. How do you present yourself as a qualified job candidate?
3. How can you ensure you are presenting the best version of yourself to potential employers?
4. How do you define your “mission” when it comes to your future goals?
5. What decisions can you make now to help you achieve your future goals?

LEARNING GOALS

Students Will Know

- Why and when mission statements are used
- How to develop a personal mission statement
- How to use a mission statement to guide future career and educational development

Students Will Be Able To

Construct a personal mission statement to serve as a guide in preparation for a career in aviation. (DOK - L2)

ASSESSMENT EVIDENCE

Warm-up

Students will discuss what they think a mission statement should do and what information it should include.

Formative Assessment

Students will draft personal mission statements that reflect career aspirations and their core values.

Summative Assessment

Using their personal mission statements as a guide, students will identify at least three skills or areas of experience they will need to achieve the goals they've identified in their mission statements.

LESSON PREPARATION

MATERIALS/RESOURCES

- [Developing a Mission Statement Presentation](#)
- [Developing a Mission Statement Student Activity 1](#)
- [Developing a Mission Statement Student Activity 2](#)
- [Developing a Mission Statement Student Activity 3](#)
- [Developing a Mission Statement Student Activity 4](#)

LESSON SUMMARY

Lesson 1: Developing a Mission Statement

Lesson 2: Investigating Education Options after High School

Begin the class by providing an overview of the content and goals of this unit. Next, ask students what comes to mind when they hear the phrase “mission statement.” Have them share ideas about what they think a mission statement should be used for and what information it should include.

Engage students in a brief activity matching slogans to the companies that use them and lead a discussion about how slogans and mission statements are similar and different.

The presentation will help students understand what a mission statement is and why it is useful. Share examples of company mission statements. Then explain what a personal mission statement is, how it can be used, and how to write one. Students then will brainstorm ideas for a personal mission statement and draft their own. If time permits, have students provide feedback to one another so they can refine their mission statements. Students will include their mission statements in the career portfolios they will build in section C of this unit.

BACKGROUND

A mission statement provides information about why a company or organization exists and what it wants to accomplish. The mission statement typically connects to the organization's core values and serves as a reminder of what's really important to that organization.

A personal mission statement does much the same thing—expressing where individuals want to go and how they plan to get there. It also should reflect the individual's core values. Like a corporate mission statement, a personal mission statement can be used to focus on the big picture, as a reminder of what's most important, and as a tool in planning and decision-making.

DIFFERENTIATION

To support verbal reasoning during the class discussion, organize the class into groups for Think-Pair-Share instead of a whole group discussion. This allows learners to think about the question, and discuss their thoughts with a partner before sharing with the larger group. Sharing encourages all students to participate and practice skills.

LEARNING PLAN

ENGAGE

Teacher Material: [Developing a Mission Statement Presentation](#)

Slides 1-6: Provide a brief overview of the unit to establish context for the career-minded work the students will be doing in this lesson. Explain that in this unit, students will work with each component to help them start thinking about and preparing for aviation careers.

Also emphasize to students that the career planning portfolio will be something they add to throughout their high school career. It is a fluid document that they should update as additional courses are completed, achievements added, or goals shifted. The portfolios will be assessed on the quality of the work. During the next several class periods, they will be working on activities they will submit as part of their career portfolio project.

Slide 7: Introduce the topic and learning objectives for this lesson.

Slide 8: Conduct the **Warm-Up**.

This exercise is worth a total of 5 points. [DOK 1; define; identify]

Warm-Up

Ask students what comes to mind when they hear the phrase “mission statement.” What should a mission statement do? What information should it include? Have students write a brief response to these questions. Once the written responses are complete, collect them for grading purposes.

EXPLORE

Teacher Material: [Developing a Mission Statement Presentation](#)

Student Material: [Developing a Mission Statement Student Activity 1](#)

In today’s advertising-saturated world, many students will be familiar with corporate slogans or taglines—things like McDonald’s “I’m lovin’ it,” Walmart’s “Save money, live better,” or Apple’s “Think different.” Provide students

Developing a Mission Statement Student Activity 1 and have them match the slogan or tagline with the company it belongs to. Give students no more than five minutes to complete this exercise.

Slides 9-10: Review the answers with students.

Explain to students that slogans and taglines are sometimes confused with an organization’s mission or vision. While slogans and taglines are different from mission statements, they often reflect elements of the company’s mission and/or values, and can provide insight into what matters most to the organization.

Slide 11: Ask students how a tagline or slogan is different from a mission statement. Ask them how they are similar.

While a tagline tells you how a company wants to be perceived, a mission statement tells you why it exists and where it is going. A tagline or slogan is typically much shorter than a mission statement and reflects how the company or organization wants to present itself to the outside world, especially its customers.

Taglines and slogans are often used in marketing or advertising—they are “outward” facing. A mission statement is more comprehensive than a tagline or slogan, and it’s typically written for the company and its employees, rather than for customers or the general public; it is “inward” facing.

Still, there are commonalities. Both taglines or slogans and mission statements should be short, direct, and easy to remember. And both are good indicators of what matters most to an organization.

EXPLAIN

Teacher Material: [Developing a Mission Statement Presentation](#)

Student Material: [Developing a Mission Statement Student Activity 2](#)

Steven Covey, the author of the bestseller *The Seven Habits of Highly Effective People*, says: “Writing a mission statement can be the most important activity an individual can take to truly lead one’s life. Your mission statement becomes your constitution, the solid expression of your vision and values. It becomes the criterion by which you measure everything else in your life.”

Slide 12: Help students understand what a mission statement is and how it can be used.

A personal mission statement should summarize what a student wants to accomplish and how he or she wants to get there, encapsulating core values or beliefs. It can be used to help clarify what’s important to the student and align his or her decisions and actions with those things.

Writing a personal mission statement can be challenging for students because it requires them to think deeply about what matters the most to them.

Slide 13: Present students with example mission statements.



Teaching Tips

If time allows, have students dissect each word in a few company mission statements to understand that even though these statements are purposefully short, they pack a lot of meaning. You might ask the following questions: Why were these words chosen? What do they mean when you hear them? What do these statements tell you about the company? Are you motivated to respond to these statements? Why? How?

Slides 14-19: Provide an introduction to a personal mission statement, some sample personal mission statements, and guidelines for crafting a personal mission statement.

A personal mission statement should summarize what a student wants to accomplish and how he or she wants to get there, encapsulating core values or beliefs. Students can use a personal mission statement to help them clarify what’s important to them and align their decisions and actions accordingly.

Slide 20: Provide students with copies of **Developing a Mission Statement Student Activity 2**. They will use this activity to begin brainstorming ideas that they may want to include in their mission statements.

EXTEND

Teacher Material: [Developing a Mission Statement Presentation](#)

Student Material: [Developing a Mission Statement Student Activity 3](#)

Slide 21: At the beginning of the second session, conduct the **Formative Assessment** which will guide students in drafting their own mission statement. This activity is worth 5 points. [DOK 1; *identify, list*]

Formative Assessment

Have students use **Developing a Mission Statement Student Activity 3** to draft their initial mission statements. This will be included in the career portfolio that students will create later in this unit. If time permits, have students informally share their draft mission statements with peers and get feedback about

whether the statements are clear and accurately reflect goals, aspirations, and values before turning them in for grading. Students will have a chance to revise their personal mission statements when building their career portfolios.

EVALUATE

Teacher Material: [Developing a Mission Statement Presentation](#)

Student Material: [Developing a Mission Statement Student Activity 4](#)

Slide 22: Conduct the **Summative Assessment**.

Collect student work and grade using the scoring rubric. [DOK 3; formulate]

Summative Assessment Scoring Rubric

Follows assignment instructions and participates with the group

Student work shows evidence of the following:

- An understanding of mission statements
- Ability identify steps needed to achieve a goal

Student work shows an understanding of the concepts covered in the lesson

Student work shows in-depth thinking, including analysis or synthesis of lesson objectives

Points	Performance Levels
9-10	Consistently demonstrates criteria
7-8	Usually demonstrates criteria
5-6	Sometimes demonstrates criteria
0-4	Rarely to never demonstrates criteria

Summative Assessment

With their personal mission statements as a guide, have students use **Developing a Mission Statement Student Activity 4** to identify at least three skills or areas of experience they will need to achieve the goals they've identified in their mission statements.

GOING FURTHER

Have students create personal slogans to go with their mission statements. Their slogans should be short and reflect how they want to be perceived. They should align with the values or goals expressed in their mission statements.

STANDARDS ALIGNMENT

NGSS STANDARDS

Three-dimensional Learning

- **HS-ETS1-1** - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
 - Science and Engineering Practices
 - Asking Questions and Defining Problems
 - Constructing Explanations and Designing Solutions
 - Disciplinary Core Ideas
 - ETS1.A: Defining and Delimiting Engineering Problems
 - Crosscutting Concepts
 - Systems and System Models
 - Influence of Science, Engineering, and Technology on Society and the Natural World
- **HS-ETS1-2** - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
 - Science and Engineering Practices
 - Constructing Explanations and Designing Solutions
 - Disciplinary Core Ideas
 - ETS1.C: Optimizing the Design Solution
 - Crosscutting Concepts
 - none
- **HS-ETS1-3** - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
 - Science and Engineering Practices
 - Constructing Explanations and Designing Solutions
 - Disciplinary Core Ideas
 - ETS1.B: Developing Possible Solutions
 - Crosscutting Concepts
 - Influence of Science, Engineering, and Technology on Society and the Natural World

COMMON CORE STATE STANDARDS

- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **WHST.9-10.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **WHST.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9** - Draw evidence from informational texts to support analysis, reflection, and research.

REFERENCES

<https://www.stephencovey.com/sample-mission-statements.php>

<https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.htm>