



What is the FFA Creed, and what does it mean?

FFA.OH.1.7

Time Needed:

IA – 5 min
Activity 1 – 25 min
Activity 2 – 15 min

Materials:

Writing utensils
FFA.OH.1.7.AS.A – variable, see activity for quantity
FFA.OH.1.7.AS.B – variable, see activity for quantity
FFA.OH.1.7.AS.C – variable, see activity for quantity
FFA.OH.1.7.AS.D – one copy per student
FFA.OH.1.7.ASSESS – one copy per student
FFA.OH.1.7.ASSESS.KEY – one copy per teacher

Objectives:

Examine the meaning of the FFA Creed as it relates to the FFA Mission Statement.

Recite the FFA Creed.

Interest Approach –

1. Have students listen to a well-known speech, such as Dr. Martin Luther King, Jr.'s "I Have a Dream" speech.
2. Explain to students that even though we all hear the same words, the speech will speak differently to each of us—just like the FFA Creed. (See Additional Resources to view Web site address.)

Activity 1 –

1. Determine if students should work in groups of three or independently. *If groups of three, calculate how many groups you will have and print enough copies of FFA.OH.1.7.AS.A, B and C to distribute one copy per group. You will have multiple groups working on AS.A, AS.B or AS.C. If you choose to have students work independently, then make enough copies for everyone in the class.*
2. Distribute FFA.OH.1.7.AS.D to each student. Explain to students that the numbers found in the left margin are used to make reference to a particular line easier; this is much like what they would see in their language arts textbooks when studying a poem or play.

3. Explain that when someone's work is analyzed, it's done so that it's examined for something specific. This is similar to what a doctor does when seeing a patient who complains of an ailment—the doctor looks only for those things that could cause that ailment or pain.
4. Review the directions on the handout and clarify any questions.
5. Once the students have completed their work, conduct a discussion about their analyses and have them share the personal meanings that the creed has for them.
6. Collect the handouts.

Activity 2 –

1. Discuss the attributes of a speech that is delivered effectively. Refer to the "I Have a Dream" speech or a President's State of the Union address.
2. Use the Choral Response eMoment® to recite the FFA Creed; students should use FFA.OH.1.7.AS.D to follow along.
3. Explain to students that you will read a portion of the creed and they will repeat after you. Be sure to use the same attributes you've discussed in step 1 when you speak the words.

Additional Resources:

"I Have a Dream" speech – <http://www.archive.org/details/MLKDream>

National FFA Official Manual – <https://www.ffa.org/shopffa/pages/index.html>

National FFA Web site – www.ffa.org

LifeKnowledge Lesson – <http://ffa.learn.com/lifeknowledge>

HS.110 How Organizations Express Beliefs, Values and Direction

HS.111 How Organizations Create Culture, Brand and Traditions

Power of Demonstrations (DVD) – <https://www.ffa.org/shopffa/pages/index.html>

Videos of students reciting the FFA Creed – www.schooltube.com, www.youtube.com, and the FFA official Handbook Advisor Guide and DVD Companion



Name: _____

Date: _____

Class: _____

Directions: Examine the FFA Creed for words or phrases that pertain to continuous improvement. Write the line numbers and/or phrase in the left column and explain how those phrases relate to the idea of learning or growing in your own words.

Continuous improvement: Pursuit of learning and growth

Line numbers and/or phrase	Analysis



Name: _____

Date: _____

Class: _____

Directions: Examine the FFA Creed for words or phrases that pertain to vision. Write the line numbers and/or phrase in the left column and explain how those phrases relate to setting a clear image of what the future should be.

Vision: A clear image of what the future should be

Line numbers and/or phrase	Analysis



Name: _____

Date: _____

Class: _____

Directions: Examine the FFA Creed for words or phrases that pertain to character. Write the line numbers and/or phrase in the left column and explain how those phrases relate to having virtues by which to live your life.

Character: A collection of virtues by which to live your life

Line numbers and/or phrase	Analysis



The FFA Creed

¹ I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of
⁵ former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot
¹⁰ deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and
¹⁵ marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose
²⁰ happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E. M. Tiffany, and adopted at the 3rd National FFA Convention. It was revised at the 38th convention and the 63rd convention.



Name: _____

Date: _____

Class: _____

Directions: Use the word bank below to help you fill in the blank with the correct words in the FFA Creed.

I believe in the _____ of agriculture, with a faith born not of words but of _____ - achievements won by the present and past _____ of agriculturists; in the _____ of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as _____; for I know the joys and discomforts of agricultural life and hold an inborn _____ for those associations which, even in hours of discouragement, I cannot deny.

I believe in _____ from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of _____ agriculturists to serve our own and the public interest in _____ and _____ the product of our toil.

I believe in less dependence on _____ and more power in _____; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose _____ depends upon me.

I believe that _____ agriculture can and will hold true to the best traditions of our national life and that I can exert an _____ in my home and community which will stand solid for my part in that inspiring task.

Word Bank

challenging	future	deeds	leadership	generations
marketing	promise	bargaining	fondness	progressive
American	influence	producing	begging	happiness



Directions: Use the word bank below to help you fill in the blank with the correct words in the FFA Creed.

I believe in the **future** of agriculture, with a faith born not of words but of **deeds** - achievements won by the present and past **generations** of agriculturists; in the **promise** of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as **challenging**; for I know the joys and discomforts of agricultural life and hold an inborn **fondness** for those associations which, even in hours of discouragement, I cannot deny.

I believe in **leadership** from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of **progressive** agriculturists to serve our own and the public interest in **producing** and **marketing** the product of our toil.

I believe in less dependence on **begging** and more power in **bargaining**; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose **happiness** depends upon me.

I believe that **American** agriculture can and will hold true to the best traditions of our national life and that I can exert an **influence** in my home and community which will stand solid for my part in that inspiring task.

Word Bank				
challenging	future	deeds	leadership	generations
marketing	promise	bargaining	fondness	progressive
American	influence	producing	begging	happiness