



The Beginning: FFA and NFA

FFA.OH.2.1

Time Needed:

- IA – 5 min
- Activity 1 – 20 min
- Activity 2 – 25 min

Materials:

- The Official FFA Student Handbook* – one copy per student
- FFA.OH.2.1.AS.A – one copy per pair of students
- Paper
- Markers
- Envelope
- Containers (3)
- Grain

Objective:

Explain why and how FFA/NFA began.

Interest Approach –

Use volumes of grain to represent different populations of FFA members. Allow students one minute to perform each calculation on their own then ask someone to share the answer and how that answer was reached with the class.

- a. Share with students how many members are in the local chapter (show that number of grains in the first container).
- b. Share with the students how many members are in the state association (show that number of grains in the 2nd container). (Get the most current membership number from the latest edition of *The National FFA Official Manual*).
- c. Ask the class how many total students are believed to be in the organization nationwide. Let students take some guesses, then reveal the current membership. Show that total in the third container.
- d. What percentage of the total FFA membership is our state association?
- e. What percentage of the total state association is our chapter? What percentage of the total FFA membership is our chapter?
- f. What percentage of the total state association are you (each student)? What percentage of the total FFA membership are you?

Activity 1 –

1. Explain to students that the FFA started out very small, and the amount of growth over time is incredible.
2. Allow students 10 minutes to read pages 38-39 in *The Official FFA Student Handbook*.
3. Students will work in pairs to complete the Venn diagram on FFA.OH.2.1.AS.A to document the similarities and differences of the FFA and NFA.
4. As a class, review the content that students captured on their diagrams.

Activity 2 –

1. Split the students into three groups. Each group will be assigned one of three topic areas: FFA, NFA and both.
2. Students will work within their groups to create a time capsule. The time capsule should be inclusive of materials as if it had been created during the beginnings of FFA/NFA. Inform students that a time capsule is a historic collection of goods and/or information, usually intended as a method of communication with future people. Students will depict each item on the diagram for their assigned group. (i.e., cotton boll – NFA emblem; 1935 – NFA was formed; 33 farm boys – FFA; Leslie Applegate – first National FFA President, etc.) Each drawing should be on a separate sheet of paper.
3. Groups will share their drawings with the class as are they placed into the time capsule.
4. Discuss with students that there is much to be learned from the past. It helps us to know where we have been in order to determine where we are headed.

Additional Resources:

Use the time capsule to verbally quiz students' knowledge of the beginnings of FFA and NFA. As you remove each picture from the time capsule, have students record the following on a sheet of paper:

- a. Which group does the picture relate to? (FFA, NFA or both)
- b. What does the picture represent? (i.e., NFA emblem)



FFA Beginnings

Name: _____

Date: _____

Class: _____

Directions: Complete the Venn diagram to document the similarities and differences of FFA and NFA.

