

Essentials of a Successful FFA Chapter



FFA.OH.3.1

Time Needed:

IA – 10 min
Activity 1 – 30 min

Materials:

The Official FFA Student Handbook – one copy per student/group of students
Public writing surface
Writing utensils
Scissors
Hat
FFA.OH.3.1.AS.A – one copy
FFA.OH.3.1.AS.B – one copy per student

Objective:

1. Identify the 10 components of a successful FFA chapter.

Content Outline

1. Identify the 10 components of a successful FFA chapter.
 - a. FFA Knowledge
 - b. Membership Diversity
 - c. All Members Share Responsibility
 - d. Capable Officers
 - e. Challenging Program of Activities
 - f. Workable Constitution and Bylaws
 - g. Proper Equipment and Records
 - h. Well-planned, Regularly-held Chapter Meetings
 - i. Adequate Financing
 - j. School and Community Support

Interest Approach –

1. Ask students, what do you need to be successful each day? Take the next four minutes to generate a list, on a piece of scrap paper, of at least 10 items that you need to be successful every day.

2. Have students share aloud and record items on the public writing surface. Generate discussion using the following questions:
 - a. Why do we need these items to be successful?
 - b. What would we do if one or more of these items were missing?
3. Just as we personally need essential items to be successful, there are essential components to FFA chapters that help them to be successful. Let's explore these items.

Activity 1 –

1. Prior to class, cut FFA.OH.3.1.AS.A into strips. Fold the strips and place them in a hat.
2. Have each student draw a slip of paper from the hat until all slips are taken. The number on the strip of paper corresponds with one of the "Essentials of a Successful Chapter" found in *The Official FFA Student Handbook* on pages 38-39. Students with a number will read aloud the corresponding information.
3. Provide each student with FFA.OH.3.1.AS.B and give three minutes for each to rank the 10 essentials of a successful chapter in order of importance with "1" being the most important and "10" being the least important.
4. Under each ranking is a ☺ and a ☹. Next to each ☺, students will write something that the chapter does well in this essential area. Next to each ☹, students will write something that the chapter could do to improve in this essential area. Allow students 10 minutes to complete this exercise.
5. When finished, the student should turn in FFA.OH.3.1.AS.B. These student ideas can help you when planning future FFA activities.



1
2
3
4
5
6
7
8
9
10



Name: _____

Date: _____

Class: _____

Directions: Next to each 😊, students will write something that the chapter does well in this essential area. Next to each ☹️, students will write something that the chapter could do to improve in this essential area.

1	😊	☹️
2	😊	☹️
3	😊	☹️
4	😊	☹️
5	😊	☹️
6	😊	☹️
7	😊	☹️
8	😊	☹️
9	😊	☹️
10	😊	☹️