

Leadership Roles



FFA.OH.3.4

Time Needed:

- IA – 5 min
- Activity 1 – 10 min
- Activity 2 – 25 min

Materials:

- The Official FFA Student Handbook* – one copy per student
- Public writing surface
- Writing utensil
- FFA.OH.3.4.AS.A – one copy per class
- FFA.OH.3.4.AS.B – one copy per student
- Scissors
- Bag

Objectives:

1. Cite three examples of how to become a leader within the chapter.
2. Identify the roles and responsibilities of each office.

Content Outline

1. Cite three examples of how to become a leader within the chapter.
 - a. Lead by example.
 - b. Encourage others to participate.
 - c. Help fellow members discover their talents.
2. Identify the roles and responsibilities of each office.
 - a. President
 - b. Vice president
 - c. Secretary
 - d. Treasurer
 - e. Reporter
 - f. Sentinel
 - g. Advisor
 - h. Historian
 - i. Parliamentarian
 - j. Other Offices

Interest Approach –

1. On a public writing surface, post the word “LEADER.” On that same writing surface, each student will post one word believed to describe a leader.
2. After all students have posted, create a discussion around why those words were posted, how those words represent a leader, and why there is such a variation in the words posted (*students didn't all post the same word*).

Activity 1 –

1. Students will read pages 46-47 in *The Official FFA Student Handbook* to learn about how a strong FFA chapter is built with strong leaders. Students will discover that in order to be a leader they must lead by example, encourage others to participate and help fellow members to discover their talents.
2. Discuss leadership opportunities listed in *The Official FFA Student Handbook*. With a partner, students will brainstorm at least five other leadership opportunities within the local chapter. (*These can be specific or broad – i.e., community service or elementary school petting zoo site leader.*)
3. Ask all students to share their lists with the class to expose a wealth of leadership opportunities.

Activity 2 –

1. As a class, review page 47 in *The Official FFA Student Handbook* on the specific duties and responsibilities of each office. Have students put away their handbooks before the next activity.
2. Cut FFA.OH.3.4.AS.A on the lines. Place the slips of paper into a bag.
3. Students will draw slips of paper from the bag until there are no remaining slips.
4. Students will have two minutes to find the correct matches – (i.e., the “President” is matched with “Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities”).
5. Once all pairs have been located, read the statements aloud to ensure that a proper match has been made.



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6. Students will record the match on FFA.OH.3.4.AS.B, as well as listing the station marker and at least two other responsibilities for each of the offices listed.
 7. Remind students that they do not have to hold an office to be a leader in the chapter. They just have to be willing to lead by example, encourage others to participate and help fellow members discover their talents.



President	Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities
Vice president	Coordinate all committee work
Secretary	Maintain member attendance, activity records and issue membership cards
Treasurer	Collect dues and special assessments
Reporter	Publish a chapter newsletter or website
Sentinel	Welcome guests and visitors
Advisor	Encourage involvement of all chapter members in activities
Historian	Prepare displays of chapter activities and submit stories of former members to the media
Parliamentarian	Rule on all questions of parliamentary conduct at chapter meetings
Other Offices	As needed, to meet local needs and expand leadership opportunities



Name: _____

Date: _____

Class: _____

FFA Officer Review

Office: _____ Station Marker: _____

Duty: _____

Duty: _____

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Office: _____ Station Marker: _____

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