

Recruitment



FFA.OH.3.6

Time Needed:

- Activity 1 – 15 min
- Activity 2 – 25 min
- Activity 3 – 15 min

Materials:

- The Official FFA Student Handbook* – one copy per group
- Public writing surface
- Writing utensil
- Butcher paper
- Tape

Objectives:

1. Identify three reasons for recruiting new members.
2. Identify the keys to a successful recruitment strategy.

Content

1. Identify three reasons for recruiting new members.
 - a. To retain membership and solidify the program
 - b. To attract quality students into the chapter who are interested in being involved in agricultural education/FFA programs
 - c. To attract members with diverse interests and backgrounds
2. Identify the keys to a successful recruitment strategy.
 - a. Must be targeted and developed for specific audiences
 - b. Strives to recruit and retain a diverse membership
 - c. Uses many delivery methods to target specific audiences
 - d. Is delivered primarily by current FFA members
 - e. Is continually evaluated to determine its quality and effectiveness

Activity 1 –

1. Place a huge section of butcher paper on the floor. One student will lay on the piece of paper while another student traces the outline of the person lying down.
2. Tape the paper to the public writing surface.
3. On the paper, students will brainstorm, “As an FFA member, I can....” (i.e., *lead, go to convention, etc.*)
4. After brainstorming, ask students if they would have joined the FFA if they had not heard about all the opportunities.
5. Discuss the importance of sharing FFA opportunities and experiences with others, especially those that might be interested in joining the chapter.
6. Identify the following three reasons for recruiting new members:
 - a. To retain membership and solidify the program
 - b. To attract quality students into the chapter who are interested in being involved in agricultural education/FFA programs
 - c. To attract members with diverse interests and backgrounds

Activity 2 –

1. Provide the following key strategies for member recruitment:
 - a. Must be targeted and developed for specific audiences
 - b. Strives to recruit and retain a diverse membership
 - c. Uses many delivery methods to target specific audiences
 - d. Is delivered primarily by current FFA members
 - e. Is continually evaluated to determine its quality and effectiveness
2. Brainstorm a list of potential new member recruit groups. Narrow the list down to five main recruitment audiences. Split the class into five groups, then assign each group a targeted audience.



3. Each group will identify the items that are important to the members in the targeted audience (*i.e., having fun, travel, scholarships, etc.*). Students can use *The Official FFA Student Handbook* to identify the FFA programs or activities that may be of interest to the target audience.
4. Students will develop key messages (*one or two sentences*) that describe the important items they identified (*i.e., FFA is fun. Over \$2.5 million in scholarships is given away from FFA each year, etc.*).
5. After 10 minutes, each group will share the key messages with the class. *Someone should record the key messages to use at the next membership recruitment event.*
6. Discuss the importance for having key messages to share with targeted audiences.

Activity 3 –

Utilize the following *Eye Witness News e-Moment®*.

1. Establish the two roles each student will play. Explain that when students are the experts, they stand tall and take on the air of an expert. When a student is the interviewer, the student addresses an imaginary camera, with microphone in hand, and welcomes the viewing audience to “Channel XX News.” The interviewer then poses questions to the “expert” concerning member recruitment strategies that were just learned.
2. Establish the process. Explain that this activity is to aid in understanding and rehearsing the recruitment topic. An average time limit is three to five minutes with students switching roles midway through.
3. Start the activity, announce time to switch roles and conclude the activity. Ask for pairs of students to volunteer to share their newscast with the entire class to help reaffirm the information learned.

Additional Resources:

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

AHS.46 Recruiting FFA Members