



Lesson AHS.44

ORGANIZATIONAL PLANNING

Unit. Stage Four of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. A8: Evaluate and reflect on actions taken and make appropriate modifications

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Describe the wristwatch model of time management.

- 2 Define strategic planning.
- 3 Evaluate the chapter's Program of Activities.



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Time. Instruction for this lesson: 50 minutes.



Resources

Official FFA Manual



Tools, Equipment, and Supplies

- ✓ Blank paper
- ✓ Chapter Program Of Activities
- ✓ Overhead Projector
- ✓ AHS.44.TM.A
- ✓ AHS.44.TM.B
- ✓ AHS.44.AS.A—one per student
- ✓ AHS.44.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Program of Activities***
- ***Strategic planning***



Interest Approach

Use the following grouping activity in order to split the class for the role-playing exercise. Context is the same as the game of Rock-Scissors-Paper.



Many of you have played rock-scissors-paper. Today, you're going to learn a revised version with rock-scissors-paper and dynamite. For paper, lay your hand flat. Paper smothers rock. For rock, make a fist with your hand. Rock crushes scissors. For scissors, make a V with your pointer and middle finger. Scissors cut paper and the dynamite wick. For dynamite, make a fist, but stick your thumb in the air. Dynamite blows up rock and burns paper.



When I say, "Ready, go," make a fist, count one...two with me while punching the air; on three, form either a paper, rock, scissors, or dynamite. What questions do you have? Ready, go.

Make sure no students have dropped their arms and that their gestures are frozen in the air in order to better facilitate the grouping.



Freeze. Look around you. When I say the phrase, "Pears not apples," form a group with the same symbols as the one you are forming with your hand. Questions. "Pears not apples."

Activity

Use the Party Host e-Moment to set up the following activity. The four groups must be as equal in number as possible. Rearrange the students if necessary.

Give each group a name based on different genres of television programs. Each television program will represent an aspect of time management later in the lesson. Tell students to keep these names secret until after their presentation. After each group gives their skit, the class will guess which context the group was trying to represent.



Your group is about to receive a name based on a television program. Remember the name of your group and keep it private. We will be trying to figure out which group you are after this activity.

Ask students for some contemporary examples of their favorite television programs.



Think about your favorite one-hour TV drama. One group is the One-Hour TV Drama group.

Ask students for some contemporary examples of their favorite television programs.



Now, think about the headline news shows you see on TV. Another group is the Breaking News group.

Ask students for some contemporary examples of their favorite television programs.



Think about your favorite 30-minute sitcoms on TV. Another group is the Sitcom group. Get it. You can “cut up.”

Ask students for some contemporary examples of their favorite movies.



Think about your favorite movie and how and where it was filmed. One of the groups is the Independent Movie Project group.



When I say, “Lights, camera, action” take five to ten minutes to develop a two-minute skit in the context of your group. The skit is to be based on a group of individuals trying to plan a major event for the next week. Develop your skit as if it were going to air for the show. Use any props you may find in the classroom. What questions do you have? I will be coming around to give you your group context. Lights, camera, action.

After about ten minutes, have each group come to the front of the classroom to perform their skit. With a list of the context topics on the writing surface, ask the class/other groups to guess what context each group represented after they present their skit. Acknowledge their creative efforts with applause, high fives, etc., after they have performed. Ask the following questions to each group after all skits have been performed:



What was the most difficult part of planning this skit about planning. What were your characters’ biggest challenges with planning?

Expected answers: didn’t know exactly what we wanted to do; we joked around too long before we got down to planning the skit; we felt rushed, etc.



Why is planning important?

Work with them to draw out that planning would give them the opportunity to make things better.



Why did you want more than three minutes to plan for the skit?

Expected answers: we didn't have time to get things just right; planning makes things perfect



These are all great answers. Planning is an important part of what we do and who we become. We're going to learn some of the different elements of planning and eventually look at what



careers you're interested in and plan out positive activities for each month to better prepare you for those careers. This portion will closely resemble our chapter's plan of action for the year.

Ask the following question. Wait a few seconds for student responses.



Why do we develop a plan of action?

Make the following point, then transition into the lesson.



A plan of action allows us to make the best use of our time and holds us accountable to making the best use of our time. Let's take a look at a way we can make the best use of the time we have.

Objective 1. Describe the wristwatch model of time management.

I. Describe model of time management

Share the following information using AHS.44.TM.A and provide each student with AHS.44.AS.A. Encourage open dialogue with the class.



Think about your favorite one-hour dramas on TV. What about these shows makes them different from other kinds of television shows?

Possible answers: need to do it now; it must happen fast; lots of quick moving



Exactly. When you spend time in the one-hour drama mode, you have a paper due in the next hour. It needs to happen right away, and it is something crucial to your success.



What is an example of a one-hour drama TV show that is like this? A great example is the TV show “ER.” Everything is so dramatic. They’re dealing with the most important patients ever who need surgery right away to survive. It can leave you breathless and tired.

Ask students to write the definition of one-hour drama in the top left-side area of the wristwatch model, between 9:00 and 12:00. Remark to the students that this is why we sometimes call activities done in this mode “doing it at the eleventh hour.”

A. One-hour drama

1. Activities we are spending time on in this area are important.
2. We are in a time crunch to complete the activity.

Have students share a few of their examples with the class.



When I say, “Drama,” turn to your neighbor and take 15 seconds to tell him or her about a time you did something at the eleventh hour in one-hour drama mode. Drama.

B. Breaking news



What are some of the phrases and actions the Breaking News group used that set them apart from the other groups?



If the skits did not bring out observable differences, use actual television shows as examples.

Possible answers: people are frantic for no reason in this mode; many things they think are important aren't too important to the people viewing the show



Right on! When we spend our life in this mode, we're doing things that others feel are not important, but are important to us. For example, the network cuts into your favorite TV show to tell you something you may not really care about, but the news people believe it is very necessary. Or your parents tell you to clean your room and do it now!

Ask students to write the definition in the lower left portion of the wristwatch model, between the hours of six and nine.

1. Breaking News moments happen when we are doing things important to us.
2. Breaking News moments happen when we're in a time crunch.

Have students share a few of their examples with the class.



When I say, "News," turn to your neighbor and take 15 seconds to tell him or her about a time you did something in the Breaking News mode. News.

C. Sitcom



What are some of the phrases and actions the Sitcom group used to help us identify this group?

Possible answers: This group was a lot of fun; they weren't in a big hurry; they were more concerned with laughter than the actual work



Fun is a huge part of how we spend our time in the Sitcom mode. The things we do in this mode aren't really that life-changing, and we have no time limit. Things like playing Play Station or reading for fun or watching movies. They are certainly not bad things to do when we do them in moderation, like watching the 30-minute episode of Friends where problems may not get solved, but everyone has a good time!

Ask students to write the definition for Sitcom moments in the lower right portion of the wristwatch model, between the hours of three and six.

1. Sitcom moments happen when we are doing things that are not important.
2. Sitcom moments happen when we're not in a time crunch.

Have students share a few of their examples with the class.



When I say, "Funny," turn to your neighbor, and in 15 seconds, tell him or her about the last time you did something in the Sitcom mode. Funny.

D. Independent Movie Project group



What are some of the phrases and actions the Independent Movie Project group used to help us identify this group?



Possible answers: they did things in a timely manner while hitting the important information; they did things their own way



This group had the most flexibility as far as when to plan and how to plan. In real life, this is when we work on things that are important to us, but things we don't have to get done right away, like working on a term paper a week before the due date. We can maximize our time and creativity in this quadrant. In a movie, people usually have plenty of time, usually two hours or more, to create a solution. This is when we spend time working on our SAEs, practicing our speeches, or livestock judging before crunch time.

Ask students to write the definition of Independent Movie Project in the upper right portion of the wristwatch model, between the hours of 12 and three.

1. Independent Movie Project moments happen when we are doing important things.
2. Independent Movie Project moments happen when we're not in a time crunch.

Have students share a few of their examples with the class.



When I say, "Action," turn to your neighbor and, in 15 seconds, tell him or her about the last time you did something in the Independent Movie Project mode. Action.

Within their respective groups, create a context of discussion to process these definitions and see how they relate to how the FFA chapter uses its time.



To be a successful chapter, we need to spend a majority of our time in the Independent Movie Project category. This will often eliminate the need for the One-Hour Drama where we may get a

lot done, but we don't have time to improve what we do because it's last minute. It is also important to spend some time in Sitcom mode to release tension and form solid relationships.



Let's explore how we can relate this to our FFA chapter.

Objective 2. Define strategic planning.

II. Define strategic planning.

The context for this objective is playing a game of tic-tac-toe. Join in if one student is without a partner.



We all probably have some skills in strategic planning, even if we aren't aware of it. To understand what strategic planning, we are going to see how we use it in a simple game of skill.

Instruct students to find a partner and each person provides a sheet of paper and writing utensil. Should take less than a minute to play the game.



Find a partner. Draw a tic-tac-toe board on a sheet of paper. Play two games of tic-tac-toe. Go!

Question students on the strategy they used to win the game.



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What are some things you did to be successful?

Possible answers: think about what my opponent would do, plan ahead



How does this relate to what our FFA chapter can do to be successful?

Possible answers: we need to plan ahead to be successful; we need to consider the pros and cons of each move; we need to focus on the best move versus the good move



It's crucial for us to plan to be good but also to plan to be great. We can do this by making the best choices for our chapter beforehand and developing a winning strategy.

Show definition on AHS.44.TM.B or writing surface. Have students write definition in their notebooks.

- A. **Strategic planning** is the process by which we develop processes and strategies to accomplish our goals for the next year.



We can use the wristwatch model of time management with strategic planning by thinking ahead to what type of activities on which to spend time.

Objective 3. Evaluate the chapter's Program of Activities.

III. Evaluate the chapter's Program of Activities.

Show definition on AHS.44.TM.B or writing surface. Have students write definition in their notebooks. Ask students to write the definition on a notes page.

A. **Program of Activities, POA**

1. A strategic plan for our chapter in which activities are planned out for an entire year to ensure success.



Give me an example of a company, organization, or group that uses strategic planning and how they do it.

Possible responses: schools develop a year-long calendar; sports teams have calendars in advance with goals; most companies develop strategic planning



The FFA also offers a great tool for strategic planning in the Program of Activities. Our chapter utilizes a POA in which we plan activities for the entire year on a monthly basis to insure success.

The students will evaluate the current POA for the chapter.



Break into groups of three or four. Evaluate our current Program of Activities to determine how we can improve our chapter's strategic plan for the next year. Using the wristwatch time model, make a note of what quadrant of time our chapter's activities fall in. Create a plan so the majority of

our activities will fall into the Independent Movie Project quadrant.



These answers will vary depending on your chapter. Share some of the responses.



Now that we've looked at our where we are, plan one activity for each month that will help us best meet our needs. Remember, we aren't just looking for the great activity, but the excellent activity.



Review/Summary

Draw a pie chart of the four time quadrants. Make each section of the pie proportional as to how much time you believe you will spend in each quadrant in the future.



Application

►Extended Classroom Activity:

Assign students to study one organization they find on the Internet or know from personal experience and how that organization plans ahead.

►FFA Activity:

Have students update your chapter's Program of Activities every month to insure the best planning for your chapter.

►SAE Activity:

Encourage your class to use this type of planning for their SAE project.

✓ Evaluation

AHS.44.Assess

Answers to Assessment:

1. Strategic planning
2. One-Hour Drama, Breaking News, Sitcom, Independent Movie Project
3. Program of Activities



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AHS.44.Assess Name: _____

ORGANIZATIONAL PLANNING

► Fill-in-the-Blank

Fill in the blanks of the following statements.

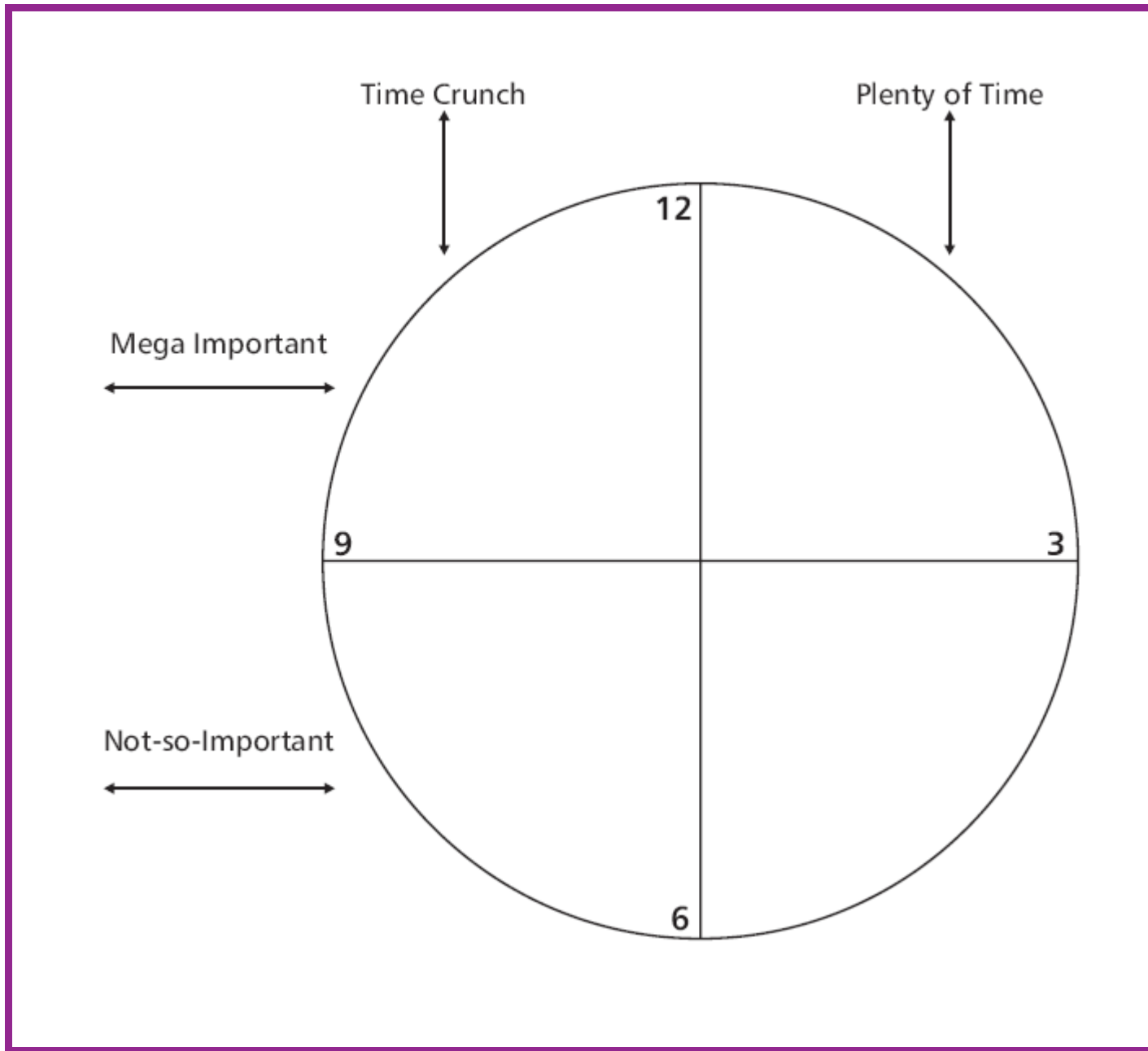
1. _____ is the process by which we develop processes and strategies to accomplish our goals for the next year.
2. The four quadrants of time we studied were:
 - a.
 - b.
 - c.
 - d.

3. A tool used to plan the next year for an FFA chapter and evaluate its effectiveness is a POA, which stands for _____ of _____.



AHS.44.TM.A

THE FOLLOWING IS THE WRISTWATCH MODEL OF TIME MANAGEMENT:



AHS.44.TM.B

◆ ***Strategic planning*** is the process by which we develop processes and strategies to accomplish our goals for the next year.

◆ ***Program of Activities, POA***, is a strategic plan for our chapter in which activities are planned out for an entire year to ensure success.



AHS.44.AS.A Name: _____

**THE FOLLOWING IS THE WRISTWATCH
MODEL OF TIME MANAGEMENT:**

