



Lesson AHS.45

LEADING PROGRAM OF ACTIVITIES DEVELOPMENT

Unit. Stage Four of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. A3: Plan effectively

N1: Demonstrate the decision making process

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 Identify the value of a well-planned Program of Activities.
- 2 Describe how a program of activities is organized.
- 3 Identify possible committee chairpersons and members.
- 4 Review and evaluate last year's Program of Activities.
- 5 Describe and develop SMART Goals.
- 6 Write and publish a chapter Program of Activities.



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Time. Instruction time for this lesson: 100 minutes.

The development process should start with the election of the next year's officer team. This lesson can be utilized as part of a summer officer training program to lay the groundwork for the committees to develop their respective sections of the program of activities. Listed below is a potential time line for POA development

Summer officer training Utilize this lesson to develop basic groundwork

<i>September</i>	<i>Appoint committee chairpersons Members ratify at first chapter meeting</i>
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<i>September-October</i>	<i>Committees develop their POA sections Have ready for approval by October FFA meeting</i>
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<i>Late October</i>	<i>Final edits; print copies for chapter members Submit POA to State Office</i>
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An alternative schedule is printed on page 8 of the Chapter Planning and Recognition Handbook. Schedule must fit the needs of the local program and the requirements set forth by the

state association.

Resources

- “Chapter Planning and Recognition, A Student Handbook,” National FFA Organization, 2003.
- “Program of Activities Planning Templates” found on the “Current Local Program Resource Guide CD-ROM,” National FFA Organization, 2003.
- “Current Official FFA Manual,” National FFA Organization, 2003.
- “FFA Student Handbook,” National FFA Organization, 2003.
- National FFA Organization website, <http://www.ffa.org/>
- “A Guide to Local Program Success,” National FFA Organization, 2000.
- “Agriculture Teacher’s Manual,” National FFA Organization, 1998.

✓ Tools, Equipment, and Supplies

- ✓ Computer with Microsoft Office and or Excel
- ✓ Program of Activities Excel Templates on the Local Program Resource CD-ROM
- ✓ Samples of past Program of Activities from other chapters or from this chapter
- ✓ Past chapter calendars
- ✓ Past chapter budgets and treasurer records
- ✓ Writing surface
- ✓ 10 blank sheets of paper
- ✓ Overhead projector
- ✓ AHS.45.TM.A–F



- ✓ Committee Structure,
- ✓ AHS.45.AS.A—one per student
- ✓ POA1, 2, 3, 4—sample handout—one per student—found on LPR Guide CD-ROM
- ✓ POA1, 2, 3, 4—blank handout—one per student—found on LPR Guide CD-ROM

Key Terms. The following term is presented in this lesson and appears in bold italics:

► **SMART Goals**



Interest Approach

Option A: Identify three to five chapters from your state that you would consider successful and about which the students would have some knowledge, experience, or interaction. Place the names of these chapters on a sheet of paper. Fold the paper so the students cannot see the names of the chapters. Divide students into groups representing each example chapter. Have each group assign a recorder and then develop a list of characteristics that make these chapters successful.

Option B: Have the students brainstorm a list of chapters that they consider successful. Write the names on the writing surface. Break the students into groups of two to five students. If you select option B, the students as a group need to select a chapter and have the recorder place the name on a sheet of paper. Do not let the other groups know which chapter each group selected.



Past experience shows that the most successful chapters are those that thoughtfully develop and conduct a quality Program of Activities. I would like you to move into _____ groups with _____ to _____ people in each group.

Pause to allow students time to organize themselves.



Select one person to be a recorder for the group. Recorders please come forward and obtain a folded sheet of paper with a chapter name on it

—Option A—



Or obtain a blank sheet of paper and select a chapter from the list on the writing surface

—Option B.



Do not share your selection with the other groups. I want you to think back to the times you have interacted with the chapter on your writing surface. These chapters are successful chapters in our state and we have interacted with these chapters in the past. You will have three minutes to develop a list of characteristics that make these chapters successful. Record these characteristics on your paper. Does everyone understand the directions and assignment? You will have three minutes. Ready, set, go!

At the end of three minutes ask the students to stop writing. Take a few moments to ask students to volunteer sharing their chapters and their list with the class. Identify common themes within the



responses, such as specific characteristics or activities. After the general discussion ask the following question and have each recorder record his or her group's response.



I am going to ask you one more question. As a group, you will have two minutes to answer the question. Are you ready?

Have this question written, but hidden, on the writing surface and reveal the question at this time.



After reviewing the characteristics of these chapters, why are they successful? You have two minutes to answer the questions.

After two minutes, have each group share their answer. The main theme of their responses should be focused, well-planned activities and member involvement.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the value of a well-planned Program of Activities.

Explain to the students that the key to a successful chapter is well-planned activities and involved FFA members. To obtain this, the chapter needs to have a well thought out and written Program of Activities that focuses on member involvement and participation.



Successful FFA chapters have one trait in common. They understand that success is the result of planning and then carrying out those plans.

Write the following formula on the writing surface. Utilizing a Picasso Moment, have the students draw pictures that will help them remember the following formula.



Planning + Carrying Out the Plan = Success

Ask students the questions listed on AHS.45.TM.A–E. List the student responses on the writing surface and have students add them to their daily notes. The key responses are listed. Students should also include these responses in their notes.

I. Identify the value of a well-planned Program of Activities

A. Why have a Program of Activities?

AHS.45.TM.A

1. Ensure that chapter activities meet the needs of its members
2. Provide direction from year to year



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3. Lead to a workable budget
 4. Serve as a reference point throughout the year
 5. Provide basis for developing the chapter calendar
- B. What is the key to a good Program of Activities?
1. Member participation and involvement in the development of the POA

Objective 2. Describe how a Program of Activities is organized.

II. Describe how a Program of Activities is organized.

AHS.45.TM.B

- A. What are the divisions and the purpose of each division in a POA?
1. Student Development—Promote personal and group activities that improve life skills
 2. Chapter Development—Encourage students to work together
 3. Community Development—Cooperate with other groups to make the community a better place to live and work

Utilize a Choral Response Moment to reinforce Objective 2.



The divisions of a POA are Student Development, Chapter Development, and Community Development. What are the divisions?

Instructor can determine which question four, AHS.45.TM.C, or five, AHS.45.TM.D, that he or she wants to review with students. Keep in mind this lesson needs to fit the committee structure currently in place.

Show AHS.45.TM.C and refer to page 18 of current Official Manual and page 6 of Chapter Planning and Recognition Handbook.

- B. What are the standards for each division and committee name?

Division	Standards	Possible Committees
Student	I-1	Leadership
Student	I-2	Health Life Styles-Recreation
Student	I-3	SAE
Student	I-4	Scholarship
Student	I-5	Agricultural Careers
Chapter	II-1	Recruitment
Chapter	II-2	Finance
Chapter	II-3	Public Relations
Chapter	II-4	Cooperation
Chapter	II-5	Alumni
Community	III-1	Economic Development
Community	III-2	Natural Resources
Community	III-3	Human Resources
Community	III-4	Citizenship
Community	III-5	Agricultural Awareness



Show AHS.45.TM.D and refer to the Committee Structure Handout.

C. What standards are addressed by a traditional committee structure?

Possible Committees	Standard Addressed
SAE	I-3, I-5
Cooperation	II-4, III-3, III-4
Community Service	III-1, III-2, III-4
Leadership	I-1
Earnings Savings and Investments	II-2
Membership	II-1
Scholarship	I-4
Recreation	I-2
Public Relations	II-3, III-5
Alumni Relations	II-5
Conduct of Meetings	II-1, II-2, II-4, II-5
State, National, and International	I-1, I-3, I-4, I-5, II-3, III-5

After students have identified the committees in the traditional structure through discussion, add those committees that are special or unique to the chapter and include the standard that each addresses.

Objective 3. Identify possible committee chairpersons and members.

Every agriculture student needs to be assigned to a committee. Leadership development through participation in FFA activities is an integral part of the total agriculture education program.

III. Identify possible committee chairpersons and members.

A. How are the committee chairpersons selected?

AHS.45.TM.E

1. The chapter officer team appoints committee chairpersons.
 2. The names of the appointed committee chairpersons should be presented to the chapter for ratification by vote at a regularly scheduled FFA chapter meeting.
 3. The selection should be made according to members':
 - a. Interests
 - b. Skills
 - c. Past chapter participation
 - d. Standards as outlined in the chapter constitution
- B. How are chapter members selected for committee membership.
1. Members' interests



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2. Members' special abilities
3. Ability to attend meetings
4. Members' age and grade level
5. Committees should represent the diversity of the agriculture student population base for gender, race, creed, age, and FFA experience.

At this point, the students could review the agricultural program class list and make suggestions for committee chairpersons and possible committee member assignments. Remember that this part of the activity is better suited for the chapter officers rather than an entire class. Utilize AHS.45.AS.A, Committee Structure.

Objective 4. Review and evaluate last year's Program of Activities.

Utilizing a Crayon Moment, have students review last year's POA. Give each student a copy of

the POA handout. Have students organize into pairs. In the margins of the POA, have the students evaluate each activity with short descriptor words such as: worked well, good, too long, needed more participation, planning needs to be improved, etc. After they have reviewed and made comments, instruct students to use the following color to code each activity:

Green: those activities that were successful and need to be included into the POA

Yellow: those activities that need to be included but need additional planning work

Orange: those activities that worked well but do not fit with the overall goals and objectives of the chapter

Red: those activities which, regardless of their success, need to be eliminated

IV. Review and evaluate last year's Program of Activities.



We are going to review last year's POA. Everyone find a partner. In the margins of the POA handout, evaluate each activity with short descriptor words such as: worked well, good, too long, needed more participation, planning needs to be improved, etc. After you have reviewed and made comments, use the following color to code each activity:

- A. Green: those activities that were successful and need to be included into the POA
- B. Yellow: those activities that need to be included but need additional planning work
- C. Orange: those activities that worked well but do not fit with the overall goals and objectives of the chapter
- D. Red: those activities which, regardless of their success, need to be eliminated

Allow the students to discuss and then make a final decision regarding the appropriate color code. Record the final decisions, by name, on the writing surface under the appropriate color code, along with any concerns or suggestions for improvement. Continue this until the students have discussed all activities. The outcome should be a list of those activities that can be utilized by each committee to build its sections of the POA. Include time during this session to discuss new activities to add to the POA.



Objective 5. Describe and develop SMART Goals.

Use a Hieroglyphics Moment for students to understand the acronym SMART. Place the word SMART on the writing surface in a vertical layout or show AHS.45.TM.F. Have students record in their notebooks.

V. Define **SMART**

S = Specific
M = Measurable
A = Attainable
R = Realistic
T = Trackable

Have students work individually and draw an icon next to each part of the acronym to assist in remembering it.



Working individually, draw an icon next to each part of the acronym to help you remember what each letter represents.

Using the sample goals below, have students evaluate and identify the key parts of the goal that relate to each part of the acronym

1. Present five, five-minute radio programs on local radio stations
2. Prepare five feature articles regarding the FFA Chapter and its members for local newspaper
3. 100% of FFA members wear official dress on the Friday of FFA Week
4. Prepare breakfast for all school staff on Monday of FFA Week

Discuss with students why these samples are SMART goals. Have the students then write SMART goals for a specific activity. Share and discuss; select the best SMART goal and add to POA-1 blank sheet for that POA division.

Objective 6. Write and publish a chapter Program of Activities.

Divide class or officer team into pairs. Assign each pair a Standing Committee. Supply each team with form POA-1 Sample and POA-1 Blank. Have each team use the results from the POA evaluation to prepare a draft for the Standing Committee chairperson to use as a guide while working with their assigned committee.



You are going to separate into pairs. Each pair will be assigned a Standing Committee. Use the results from the POA evaluation to prepare a draft for the Standing Committee chairperson to use as a guide while working with your assigned committee.

Utilizing POA-2 handout, have each pair further define one activity that was listed on POA-1. After each pair has completed this, have them report to the group for feedback and adjustment.



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The assigned committee using the one completed as an example can then complete additional POA-2 forms.



Utilizing POA-2 handout, further define one activity that was listed on POA-1. After you have completed this task, report to the group for feedback and adjustment. The assigned committee, using the completed one as an example, can then complete additional POA-2 forms.



Review/Summary

Keeping students in pairs, have them review and evaluate other teams SMART goals and POA work. Discuss and make adjustments.

Assign officers as contacts for assigned POA chairpersons. This will allow the assigned officer to pass on what he or she has learned in regards to planning a Program of Activities.

Officers are to work with committee chairpersons to organize their committees and complete

POA 1, 2 and 3 for each activity that has been assigned to their respective committees.

Officers and/or students involved need to determine deadlines and production schedules.

Committee chairpersons are to present their respective standing or special POA-1 forms and report to general membership for ratification and approval

Application

Application is ongoing throughout the school year. Officers, committee members, and chairpersons will conduct activities and complete POA-4 activity reports. These activity reports are then presented at the next regular chapter meeting following the activity. Reports need to be filed and utilized for planning purposes in the next school year.

Evaluation

Officers and committee chairpersons complete the National Chapter Application for submission to State and/or National FFA Organization for recognition.

Answers to Assessment:

No Assessment



AHS.45.TM.A

WHY HAVE A PROGRAM OF ACTIVITIES?

-
- ◆ **Ensure that chapter activities meet the needs of its members**
 - ◆ **Provide direction from year to year**
 - ◆ **Lead to a workable budget**
 - ◆ **Serve as a reference point throughout the year**
 - ◆ **Provide basis for developing the chapter calendar**

WHAT IS THE KEY TO A GOOD PROGRAM OF ACTIVITIES?

- ◆ **Member participation and involvement in the development of the POA**



AHS.45.TM.B

WHAT ARE THE DIVISIONS AND THE PURPOSE OF EACH DIVISION IN A POA?

- ◆ **Student Development**—Promote personal and group activities that improve life skills.
- ◆ **Chapter Development**—Encourage students to work together.
- ◆ **Community Development**—Cooperate with other groups to make the community a better place to live and work.



AHS.45.TM.C

WHAT ARE THE STANDARDS

FOR EACH DIVISION AND COMMITTEE NAME?

Division	Standards	Possible Committees
Student	I-1	Leadership
Student	I-2	Health Life Styles-Recreation
Student	I-3	SAE
Student	I-4	Scholarship
Student	I-5	Agricultural Careers
Chapter	II-1	Recruitment
Chapter	II-2	Finance
Chapter	II-3	Public Relations
Chapter	II-4	Cooperation
Chapter	II-5	Alumni
Community	III-1	Economic Development
Community	III-2	Natural Resources
Community	III-3	Human Resources
Community	III-4	Citizenship
Community	III-5	Agricultural Awareness

Refer to page 18 of current Official Manual and page 6 of Chapter Planning and Recognition Handbook.



WHAT STANDARDS ARE ADDRESSED BY A TRADITIONAL COMMITTEE STRUCTURE?

Possible Committees	Standard Addressed
SAE	I-3, I-5
Cooperation	II-4, III-3, III-4
Community Service	III-1, III-2, III-4
Leadership	I-1
Earnings Savings and Investments	II-2
Membership	II-1
Scholarship	I-4
Recreation	I-2
Public Relations	II-3, III-5
Alumni Relations	II-5
Conduct of Meetings	II-1, II-2, II-4, II-5
State, National, and International	I-1, I-3, I-4, I-5, II-3, III-5

Refer to the Committee Structure Handout.



HOW ARE THE COMMITTEE CHAIRPERSONS SELECTED?

- ◆ **The chapter officer team appoints committee chairpersons.**
- ◆ **The names of the appointed committee chairpersons should be presented to the chapter for ratification by vote at a regularly scheduled FFA chapter meeting.**
- ◆ **The selection should be made according to members'**
 - ➔ **Interests**
 - ➔ **Skills**
 - ➔ **Past chapter participation**
 - ➔ **Standards as outlined in the chapter constitution**

HOW ARE CHAPTER MEMBERS SELECTED FOR COMMITTEE MEMBERSHIP?

- ◆ **Members' interests**
- ◆ **Members' special abilities**
- ◆ **Ability to attend meetings**
- ◆ **Members' age and grade level**
- ◆ **Committees should represent the diversity of the agriculture student population base for gender, race, creed, age, and FFA experience.**



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AHS.45.TM.F

S.M.A.R.T.

- ◆ **S = Specific**
- ◆ **M = Measurable**
- ◆ **A = Attainable**
- ◆ **R = Realistic**
- ◆ **T = Trackable**



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AHS.45.AS.A Name: _____

Committee Structure for _____ Chapter _____

____ School Year

[illegible]

Use additional pages of this handout if needed to record all chapter standard or special committees.

