



Lesson AHS.46

RECRUITING FFA MEMBERS

Unit. Stage Four of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. F3: Use innovative problem-solving strategies

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Identify the value of recruitment and targeting audiences for recruitment.

- 2 Identify FFA programs and opportunities as they relate to the specific needs and interests of various target audiences.
- 3 Design a recruitment strategy based on specific needs and interests of a target audience.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“FFA Guide to Recruitment and Retention,” National FFA Organization, 1999.
“A Guide to Local Program Success,” National FFA Organization, 2000.
“Agriculture Teachers’ Manual,” National FFA Organization, 1998.
Current “Official FFA Manual,” National FFA Organization.
“FFA Student Handbook,” National FFA Organization, 2000.
“Local Program Resource Guide 2002–2003,” CD-ROM, National FFA Organization.
National FFA Organization website, <http://www.ffa.org/>



Tools, Equipment, and Supplies

- ✓ Writing Surface and Markers or Chalk
- ✓ Overhead projector
- ✓ AHS.46.TM.A–C—can provide each student a copy
- ✓ AHS.46.AS.A—one per student
- ✓ AHS.46.AS.B—one per student
- ✓ AHS.46.Assess—one per student
- ✓ AHS.46.Test—one per student

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

- ***Target audience***
- ***Recruitment***
- ***Recruitment strategy***



Interest Approach

Begin the lesson by explaining that the focus of today's lesson is recruiting others into the local FFA chapter who may have needs and interests similar to those of your current FFA members. Explain that they will learn to match the benefits and opportunities of FFA membership and involvement to the goals and interests of various groups of potential members. Ask them to begin thinking about why they joined the FFA chapter and what needs and interests they possessed before they joined that their FFA involvement has served within their own lives.

You will be using a Descartes Moment to help the students understand how their knowledge and interpretation of FFA has changed over the course of their membership and how they can use their experience to recruit others. Provide the students the following instructions:



Take out a pen or pencil and a sheet of paper. I want you to think back to what your knowledge of the benefits of FFA membership was before you joined. Did you know about all the different



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programs, awards, and activities that were available? Did you know which of these would be of particular interest to you? Were you aware of how FFA related to your personal needs and interests?



I want you to pretend that it is possible to send a letter to yourself back through time before you became involved in FFA. You should reflect on your activities and try to convince yourself that you need to join the FFA chapter. Think about what aspects were of most interest to you at that time and what statements would have impacted you the most. When I say, "Go," you will have five minutes to write a brief letter to yourself before you became involved in FFA. Your job is to explain to yourself back then why you need to join FFA and what aspects you will enjoy most

about being an FFA member. You do not have much time so try to concentrate on those activities that have meant the most to you or had the greatest impact on you.



Are there any questions? Go.

At the end of five minutes, ask the students to stop writing. Take a few moments to ask students to volunteer sharing their letters with the group. Try to identify common themes within the responses, such as specific programs or activities that have interested the students the most. Share with the students how different their interests are and how FFA has served each of their diverse interests. Explain to the students that today they will learn to identify the diverse needs and interests that various groups have and how they can design a recruitment program to show others how FFA can help them grow and meet their needs through FFA's many programs and activities.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the value of recruitment and targeting audiences for recruitment.

Explain to the students that the key to a successful recruitment program is being able to first identify their audience and those aspects of FFA that may be interesting to their audience. It is also important to recruit students who may already share interests with FFA members. Review AHS.46.TM.A on the overhead. You may give one copy of this as a handout to each student or have students capture the information in their notes.

I. Identify the value of recruitment and target audiences for recruitment

A. **Recruitment**

1. What is recruitment?
 - a. Maintaining and replenishing the supply of students who benefit from agricultural education and FFA programs and activities
2. Why recruit?
 - a. To retain a solid membership and solidify 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
- B. Target audiences
- 1. Who are **target audiences**?
 - a. A group of people whom you plan to recruit who may share common interests, social environments, needs, values, belief systems, or other special circumstances with each other.
 - 2. Examples of target audiences
 - a. Local 4-H clubs
 - b. Middle school science classes
 - c. Community youth organizations—Girls' and Boys' Clubs, Key Club, Career Clubs

After reviewing the above information, get the students thinking about what target audiences for recruitment exist in their local community. Ask students to write down three target audiences that exist in their community from which the FFA chapter can recruit members. When the students are finished, ask each student individually to share his or her three examples of local target audiences with the class. Write down each example on the writing surface. If an example is mentioned more than once, put a mark beside the example for time it was mentioned. This will be used in activities for Objective 2.



Think about what target audiences for recruitment exist in your local community. Write down three target audiences that exist in your community from which the FFA chapter can recruit members. When you are finished, you are going to share your three examples with the class. I will write each example on the writing surface. If an example is mentioned more than once, I'll put a mark beside it each time it is mentioned.

Objective 2. Identify FFA programs and opportunities as they relate to the specific needs and interests of various target audiences.

Explain to the class that every target audience may have its own special set of needs and interests. To effectively recruit members from these target audiences, the students must be able to share with the

target audience programs and opportunities from FFA that will address the specific needs and interests of the target audience. From the list of possible target audiences the class generated in the above activity, separate the top three student choices for target audiences on the writing surface. Explain to the class that they will develop a plan to recruit these target audiences. Divide the class into three groups and give the following instructions:



I will assign each of you to a group to identify the needs and interests of one of these three target audiences.

Assign each student to one of the three target audiences.



You should try to identify general types of educational, competitive, and social activities that members of your target audience would most likely enjoy, or needs and concerns that would be common among the members of that target audience. When I say, “Go, your group will have two minutes to brainstorm needs and interests that would be shared by your target audience. Every



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member of the group should record your ideas, and you should select one group member to be your reporter. Think of needs and interests that would appeal to your target audience such as travel, competition, community service, etc. Are there any questions? Go.

At the end of two minutes, ask a reporter from each group to share the needs and interests they came up with for their target audience. After the reporter from a group finishes, ask the class if they know of any needs or interests that could be added to the list for that target audience. When all groups are finished reporting, explain that they now have identified key needs and interests for three target audiences in their community from whom they can recruit new FFA members. Have the students keep these lists because they will need them for a later activity.



You now have identified key needs and interests for three target audiences in your community from whom you can recruit new FFA members. Keep these lists because you will need them for a later activity.

Begin to focus the students on understanding how FFA can serve those needs and interests. Review AHS.46.TM.B on the overhead. You may give one copy of this as a handout to each student or have students capture the information in their notes.

- II. Identify FFA programs and opportunities that could relate to specific needs and interests of various target audiences.
 - A. Identify FFA opportunities for audiences interested in career exploration and generating income.
 - 1. Career Development Events
 - 2. Supervised Agricultural Experience
 - 3. Agri-Entrepreneurship Awards
 - 4. A variety of careers are addressed by these programs.
 - B. Identify FFA opportunities for audiences interested in hands-on learning or experimentation.
 - 1. Career Development Events
 - 2. Supervised Agricultural Experience
 - 3. Agriscience Student Recognition Program
 - C. Identify FFA opportunities for audiences interested in recognition.
 - 1. Career Development Events
 - 2. SAE Proficiency Awards
 - 3. Agriscience Student Recognition Program
 - D. Identify FFA opportunities for audiences interested in leadership and personal growth.
 - 1. Leadership camps and conferences
 - 2. Advancing through the FFA Degree Ladder
 - 3. Serving as an FFA officer
 - E. Other needs and interests that may be served by FFA
 - 1. Travel—camps, conventions, conferences
 - 2. Community service—PALS, local community service in the chapter POA
 - 3. Social interaction—chapter meetings and functions



- 4. Teamwork—CDE, chapter planning
- 5. Further education—scholarships

Explain to the students that once a target audience is identified and specific needs and interests are known, a plan of action can be developed to relate FFA to those needs and interests. Through this, members of that audience can be recruited into the FFA chapter more effectively. Prompt the students to think about those issues by asking the following questions:



Would you have wanted to become involved in FFA if you did not know of any programs or activities that would be interesting to you? Would you have been more confident in joining FFA if you could have seen how FFA programs and activities related to your personal needs and interests?

Objective 3. Design a recruitment strategy based on specific needs and interests of a target audience.

Explain to the students that the next challenge they will face is determining what methods or actions should be taken to inform the target audience about how FFA can meet their personal needs and interests. Explain that different target audiences will respond differently to various delivery methods. Younger children may respond better to hands-on demonstrations or interactive presentations, while some audiences may respond better to handouts or brochures. Review AHS.46.TM.C on the overhead. You may give one copy of this as a handout to each student or have students capture the information in their notes.

III. Design a **recruitment strategy** based on the needs and interests of a specific target audience.

A. Components of a recruitment strategy

1. Identify your target audience.
2. Determine the basic needs and interests shared by the target audience.
3. Identify the needs and interests of the target audience that can be served by FFA programs and opportunities.
4. Determine the best method of delivering the message about how FFA can serve the needs and interests of the target audience.
 - a. Brochures
 - b. Posters
 - c. Newsletters
 - d. Demonstrations and interactive presentations

B. Keys to a successful recruiting strategy

1. Must be targeted and developed for specific audiences
2. Strives to recruit and retain a diverse membership
3. Uses many delivery methods to target specific audiences
4. Is delivered primarily by current FFA members
5. Is continually evaluated to determine its quality and effectiveness

Once the students have captured the notes it is time to allow them to develop several recruitment strategies. You will use a Me-You-Us Moment to allow the students to develop recruitment strategies.



For the “Me” activity, ask the students to return to the needs and interests they developed for the selected local target audiences. Ask them to jot down any needs or interests they can think of for that group that they did not have before going through the previous information. Give each student a copy of AHS.46.AS.A. This will provide the students with a listing of FFA programs and opportunities that relate to specific needs and interests that a target audience may have. Once you have passed out the information, provide the following instructions:



Please take out the needs and interests that you generated for your target audience in the earlier group activity. Each of you has one minute to match FFA programs and opportunities to the needs and interests of the target group you were assigned. If you are not aware of how some of the FFA programs and opportunities relate to certain interests and needs your target audience may have, please ask me for help. When I say, “Go,” you have one minute to match FFA programs to your target audience’s list of needs and interests. Are there any questions? Go.

At the end of one minute, stop the activity. Now ask the students to get back in their original groups that generated the lists of needs and interests for their specific target audiences. This will be the “We” activity. Give each student a copy of AHS.46.AS.B. This handout will give the students a list of various delivery methods and activities that could be used to get information to target audiences on how FFA can meet their needs and interests. Once the students are in their groups and have received the handout give them the following instructions.



Now that you have identified FFA programs and opportunities that meet the base needs of your target audiences, you need to develop a recruitment strategy to recruit members from your target audience into the FFA chapter. You should develop your recruitment strategy around the way that FFA programs and opportunities relate to the needs and interests of your target audience. Try to select the delivery methods that your group would respond to the best. Also, be aware that we are trying also to appeal to a diverse audience. Work together to create the most detailed recruitment strategy you can. When you get done, you should be able to tell the rest of the class what FFA programs and opportunities you would want to share specifically with your target audience and what delivery methods you plan to use. You have five minutes to put together your recruitment strategy for your target audience. When I say “go,” you may begin. Are there any questions? Go.

At the end of five minutes, ask the students to stop working. Allow each of the three groups about

two minutes to share the recruitment strategy for their target audience with the class on the overhead or on the writing surface. Remind each group that they should be able to share what specific FFA programs and opportunities would be the most interesting to their target audience and what delivery methods they feel would be the best for their audience. Ask each group questions about details of how they would plan to put together and deliver the strategy to make sure the group completely understands the process.



Review/Summary

Keeping the students in the same groups as before, allow each group to critique the recruitment strategies of the other groups. The critiques should involve telling groups what was good and what could be improved in the recruitment strategies for their respective target audiences. In formulating their critiques of the other groups, the students should think about the following questions. Did they identify all the base needs and interests of the target audience? Did the group accurately identify FFA programs and opportunities that relate to the target audience's



needs and interests? Did the group identify the delivery methods that would be most effective for the target audience?



Application

►Extended Classroom Activity:

Have the students connect with other school groups to see how they develop recruitment strategies for their programs. Also, the students could contact local agribusinesses to see if they use any recruitment strategies to attract and retain employees that share certain needs and interests.

►FFA Activity:

Have the students develop a needs and interests survey for the members of the FFA chapter to

see if the local Program of Activities is meeting the needs of the FFA members. The students could develop local activities or incorporate more FFA programs that better meet the needs of the members and identify those activities that are currently meeting the needs of the membership.

►SAE Activity:

Have students develop a list of their primary needs and interests as related to career goals. Have them develop a plan and strategy for developing an SAE based on their personal needs and primary interests. By determining their needs and the aspects of the agriculture industry in which they are most interested, they can decide on the type of SAE they want to establish.

✓ Evaluation

AHS.46.Test is provided to measure performance on the stated objectives.

Later on, once the students are comfortable with formulating recruitment strategies, give them a copy of AHS.46.Assess. This is a form that you can use to evaluate the recruitment strategies they formulate for various target audiences and provide measured feedback on the strategy, showing the students where their strategies need improvement.

Answers to Test:

1. Recruitment
2. Target audience
3. Any target audience within your community that would be appropriate for FFA recruitment: 4-H clubs, middle school classes, other school organizations, science classes, Girls' and Boys' Clubs, etc.



4. Interest in further education
Leadership/personal growth
Interest in further education
Employment
Community service
5. Identify your target audience
Determine the basic needs and interests shared by the target audience
Identify the needs and interests of the target audience that can be served by FFA programs and opportunities
Determine the best method of delivering the message about how FFA can serve the needs and interests of the target audience
6. Recruiting strategy must be targeted and developed for a specific audience.
Recruiting strategy strives to recruit and retain a diverse membership.
Recruiting strategy uses many delivery methods to target specific audiences.
Recruiting strategy is delivered primarily by current FFA members.
Recruiting strategy is continually evaluated to determine its quality and effectiveness.



AHS.46.Test Name: _____

RECRUITING FFA MEMBERS

► Fill-in-the-Blank.

Fill in the blanks of the following statements.

1. The process of maintaining and replenishing the supply of students who benefit from agricultural education and FFA programs is known as _____.
2. A _____ is a group of people whom you plan to recruit who may share common interests, social environments, needs, values, belief systems, or other special circumstances with each other.

► **Short Answer/Matching.**

Answer the following statements.

3. Name two examples of target audiences for FFA chapter recruitment
4. Match the following FFA programs or activities with the type of audience need or interest they would address.

_____ a. Career Development Events	Working as a team
_____ b. Running for FFA office	Community service
_____ c. FFA scholarships	Interest in further education
_____ d. Supervised Agricultural Experience	Leadership/personal growth
_____ e. Chapter PALS program	Employment
5. List the four components of a recruitment strategy.
6. What are the keys to a successful recruiting strategy?



AHS.46.Assess Name: _____

RECRUITMENT STRATEGY ASSESSMENT FORM

1. Identify a target audience. (1)
2. List the common needs and interests that may be shared by the target audience. (3)
3. List the FFA programs and activities that will best serve the needs and interests of the target audience. (What should you share about FFA that would interest them most?) (3)
4. List the delivery methods that would reach the target audience most effectively. (3)

Recruitment Strategy Assessment Total: (10 possible)



AHS.46.TM.A

IDENTIFY THE VALUE OF RECRUITMENT AND TARGET AUDIENCES FOR RECRUITMENT

◆ What is *recruitment*?

➔ Maintaining and replenishing the supply of students who benefit from agricultural education and FFA programs and activities

◆ Why recruit?

➔ To retain a solid membership and solidify program
➔ To attract quality students into the chapter who are interested in being involved in agricultural education/FFA programs
➔ To attract members with diverse interests and backgrounds

◆ Who are *target audiences*?

➔ A group of people whom you plan to recruit who may share common interests, social environments, needs, values, belief systems, or other special circumstances with each other

- ◆ **Examples of target audiences**
 - ➔ **Local 4-H clubs**
 - ➔ **Middle school science classes**
 - ➔ **Community youth organizations—Girls and Boys Clubs, Key Club, Career Clubs**



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AHS.46.TM.B

Identify FFA programs and opportunities that could relate to specific needs and interests of various target audiences.

- ◆ **Identify FFA opportunities for audiences interested in career exploration and generating income**
 - ➔ **Career Development Events**
 - ➔ **Supervised Agricultural Experience**
 - ➔ **Agri-Entrepreneurship Awards**
 - ➔ **A variety of careers are addressed by these programs.**
- ◆ **Identify FFA opportunities for audiences interested in hands-on learning or experimentation**
 - ➔ **Career Development Events**
 - ➔ **Supervised Agricultural Experience**
 - ➔ **Agriscience Student Recognition Program**
- ◆ **Identify FFA opportunities for audiences interested in recognition**
 - ➔ **Career Development Events**
 - ➔ **SAE Proficiency Awards**
 - ➔ **Agriscience Student Recognition Program**

- ◆ **Identify FFA opportunities for audiences interested in leadership and personal growth**
 - ➔ Leadership camps and conferences
 - ➔ Advancing through the FFA Degree Ladder
 - ➔ Serving as an FFA officer
- ◆ **Other needs and interests that may be served by FFA**
 - ➔ Travel—camps, conventions, conferences
 - ➔ Community service—PALS, local community service in the chapter POA
 - ➔ Social interaction—chapter meetings and functions
 - ➔ Teamwork—CDEs, planning activities
 - ➔ Further education—scholarships



AHS.46.TM.C

Design a recruitment strategy based on the needs and interests of a specific target audience.

- ◆ **Components of a recruitment strategy**
 - ➔ Identify your target audience
 - ➔ Determine the basic needs and interests shared by the target audience
 - ➔ Identify the needs and interests of the target audience that can be served by FFA programs and opportunities
 - ➔ Determine the best method of delivering the message about how FFA can serve the needs and interests of the target audience
 - Brochures
 - Posters

- Newsletters
- Demonstrations and interactive presentations

◆ **Keys to a successful recruiting strategy**

- ➔ **Must be targeted and developed for specific audiences**
- ➔ **Strives to recruit and retain a diverse membership**
- ➔ **Uses many delivery methods to target specific audiences**
- ➔ **Is delivered primarily by current FFA members**
- ➔ **Is continually evaluated to determine its quality and effectiveness**



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AHS.46.AS.A Name: _____

POSSIBLE TARGET AUDIENCE INTERESTS AND EXAMPLES OF RELATED FFA PROGRAMS

► **Interest—Recognition**

- Career Development Events—CDEs
- SAE Proficiency Awards
- Risk Management Essay Program
- Agriscience Fair and Student Recognition

►Interest/Need—Leadership Development

- Washington Leadership Conference—WLC
- Made for Excellence—MFE
- Advanced Leadership Development—ALD
- Local, state, and national FFA offices
- Committee chairpersons
- Leadership related coursework

►Interest/Need—Career Skills and Hands-On Learning

- Supervised Agricultural Experience—SAE
- Career Development Events—CDEs

►Interest—Travel

- National, State FFA Conventions
- FFA camps and conferences

►Interest—Scientific Experimentation

- Agriscience Fair and Student Recognition
- Agriscience-based courses
- Career Development Events—CDEs

►Interest—Working as a Team

- Career Development Events—CDEs
- Chapter planning activities



► **Interest/Need—Social Interaction**

- Chapter meetings
- Chapter banquets and dinners
- Local FFA program social activities

► **Interest/Need—Recreational Activities**

- Healthy Lifestyle activities
- FFA recreation camps

► **Interest/Need—Post-Secondary Education**

- FFA scholarships
- Local program agreements with community colleges

► **Interest/Need—Community Service**

- PALS programs
- Local FFA community service

► **Interest/Need—Plant Science**

- Plant Science CDE areas
- Plant Science SAE areas
- Plant Science courses

► **Interest/Need—Animal Science**

- Animal Science CDE areas
- Animal Science SAE areas
- Animal Science courses

► **Interest/Need—Natural Resources**

- Natural Resources CDE areas
- Natural Resources SAE areas
- Natural Resources courses
- Hunter Safety programs

► **Interest/Need—Food Science**

- Food Science CDE areas
- Food Science SAE areas
- Food Science courses



► **Interest/Need—Business Skills**

- Agri-Business CDE areas
- Agri-Business SAE areas
- Agri-Business courses
- Agri-Entrepreneurship Award
- Entrepreneurial SAE

► **Interest/Need—Employment**

- Supervised Agricultural Experience—SAE
- Cooperative Education



AHS.46.AS.B Name: _____

SAMPLE DELIVERY METHODS FOR RECRUITMENT STRATEGIES:

- Interactive presentations with fun and informative activities as well as demonstrations
- Passing out informative brochures
- Informative posters and displays in high traffic areas
- Newspaper articles and ads highlighting chapter activities and accomplishments
- Mentoring youth through PALS and other activities
- Middle school class visits
- Send letters home to potential members and parents
- Present workshops on FFA to faculty, guidance counselors, and administrators of the local school
- Prepare announcements to be read over the intercom during the school day
- Design public service announcements for radio and television
- Create a chapter recruitment video
- Hold an open house for the agriculture department
- Put recruitment information on the chapter website
- Send out a chapter newsletter highlighting chapter activities
- Make phone calls to potential members
- Serve as volunteers or hosts for 4-H youth activities
- Invite potential members to chapter activities such as the FFA banquet

