



## Lesson AHS.48

# DEVELOPING PARTNERS FOR YOUR FFA CHAPTER

**Unit.** Stage 4 of Development—SERVE

**Problem Area.** FFA—An Integral Component of Agricultural Education

**Precepts.** B3: Develop others

**National Standards.** NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



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

- 1 Identify the value of developing key partnerships to strengthen the local FFA program.
- 2 Identify key partners and how they can assist the program.

### 3 Design a plan to recruit and involve key partners.



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**Time.** Instruction time for this lesson: 100 minutes.



#### Resources

“Local Program Resource Guide 2002–2003,” CD-ROM, National FFA Organization.  
(The following can all be found on the “Local Program Resource Guide” CD-ROM or purchased in hard copy from the Agricultural Education Resource Catalog)  
“Get Connected Partner Handbook,” National FFA Organization, 1999.  
“A Guide to Local Program Success,” National FFA Organization, 2000.  
“Agriculture Teachers’ Manual,” National FFA Organization, 1998.  
“FFA Guide to Recruitment and Retention,” National FFA Organization, 1999.



#### Tools, Equipment, and Supplies

- ✓ Golf ball
- ✓ Putter
- ✓ Drinking cup or golf hole target
- ✓ Open area to conduct the experience
- ✓ Blindfold
- ✓ Writing surface
- ✓ Overhead projector
- ✓ Partner Needs Assessment Sheet from Get Connected Partner Handbook—one per student
- ✓ Partner Matrix from Get Connected Partner Handbook—one section per group
- ✓ AHS.48.TM.A–C
- ✓ AHS.48.Assess—one per student

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

► **Collaboration**



**Interest Approach**

*Begin by explaining that the focus of today's lesson is developing partners for the FFA chapter. Ask students if there are ways that they could involve others in the school or community who might benefit the agriculture education/FFA chapter. Provide the students two minutes to write down on paper how local partners could help the agriculture education program/FFA chapter and who some of those people might be. At the end of two minutes, make a short list on the writing surface from the student responses. Explain that these are great suggestions and that the class will refer back to the lists later in the lesson to see if we can add to them.*



The focus of today's lesson is developing partners for the local FFA chapter. Are there ways you could involve others in the school or community who might benefit the agriculture education/FFA



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Chapter? Take two minutes to write in your notebooks how local partners could help the agriculture education program/FFA chapter and who some of those people might be. At the end of the two minutes, we're going to make a short list of your responses.

*After students have given their responses and you have recorded the information on the writing surface, transition to the first objective.*



Those are great suggestions, and we will refer back to the lists later in the lesson to see if we can add to them.

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify the value of developing key partnerships to strengthen the local FFA program.

*Explain to the students that the lesson they are about to take part in will demonstrate how they can ease their workloads and maximize their efforts by becoming a “manager of resources.” When key partners see students’ program goals and benefits, they will be able to assist in obtaining supplies, planning events, marketing student programs, securing equipment, and providing moral support. Make sure to be clear that students understand upfront that a partnership is a two-way street and must provide benefits to both sides entering into the partnership. Provide examples so they clearly understand.*



This lesson you are about to take part in will demonstrate how you can ease your workload and maximize your efforts by becoming a “manager of resources.” When key partners see your program goals and benefits, they will be able to assist you in obtaining supplies, planning events, marketing your program, securing equipment, and providing moral support. A partnership is a two-way street and must provide benefits to both sides entering into the partnership. For example, a business provides an award or scholarship. The program members gain from the recognition and award. The business sponsor is invited to the banquet, recognized, and presents the award. This provides the business with the recognition of supporting the local program. It is essential that both sides gain from the partnership activity.

*Use the following activity to show the importance of developing partnerships and how more can be accomplished if partnerships are used to accomplish tasks. List of items needed: golf ball, putter, drinking cup or golf hole target, open area to conduct the experience, and a blindfold. Best completed on carpet or softer surface to control the roll of the ball.*



I need a volunteer who is good at putting and willing to be blindfolded.

*Explain what is about to happen. Set up the golf hole to include a couple of obstacles—a chair or a desk.*





The objective is for you to complete the hole in as few strokes as possible. I'm going to line you up with the ball in the direction of the hole and then you can putt.

*Do not provide the student with any verbal information but assist him or her in the direction the next shot should be by physically positioning him or her. After ten shots, ask the student to stop. Then ask for two more volunteers to serve as partners to assist by giving directions to the student.*



Stop, golfer. Go back to the starting point. Let's get two more volunteers. You are going to serve as partners and assist by providing directions to the golfer. Talk with the golfer about what you see and plan how you want to accomplish the task of getting the ball into the hole. You can position the golfer and his putter and provide information as much as you like. Your goal is to get the golfer to use the least amount of strokes to get the ball in the hole. Depending on the obstacles on the hole, it should be accomplished in four to six tries.

*At the end of the activity, discuss how the two who assisted were effective. Focus on the following points: planning with partners, key information by communicating with partners, clear direction and guidance from partners, celebration when goals were accomplished*



How were the two assistants effective?

*Then discuss how the golfer felt both times.*



Golfer, how did you feel with and without assistance?

*Review AHS.48.TM.A on the overhead. You may give one copy of this as a handout to each student or have the students capture key information and examples in their notes.*

- I. The importance of developing partners to strengthen your program
  - A. What is a partner?
    1. Those who are engaged in supporting an interest to obtain results by working together through **collaboration**
  - B. Why build partnerships?
    1. Opportunities to share resources
    2. Identify ways to assist each other as partners
    3. More recognition by the community for both partners
    4. Discover additional partners as a result of connecting activities

*After reviewing the above information, get the students thinking about potential target projects that may require assistance. Ask each student to write down three potential opportunities for developing partnerships in his or her community.*



Think about potential target projects that may require assistance. Take 30 seconds to write in your notebooks three potential opportunities for developing partnerships in your community.



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*When the students are finished, ask each student individually to share his or her three examples with the class. Write down each example on the writing surface. If an example is mentioned more than once, put a mark beside it. This will be used in activities for Objective 2.*



Who will share their three examples with the class first? We will record each example on the writing surface. If an example is mentioned more than once, we'll put a mark beside it.

**Objective 2.** Identify key partners and how they can assist the program.

*Explain to the class that every project may have various needs, and therefore, numerous partner relationships need to be built. From the list of potential needs that were developed earlier, have students start to identify who some potential partners might be. They do not need to list names, just titles. Divide the class into four groups and give the following instructions:*



Let's assign each group to identify potential key partners with whom to collaborate on one of the projects you have identified.

*Assign each group one of the most popular projects the students identified.*



Try to provide potential partners for all areas of the project. When I say, "Go," your group will have two minutes to brainstorm potential partners for your projects. Every member of the group should record your ideas, and one group member will be your reporter. Pay attention to all

aspects of the project and try to include as many partners as possible. Are there any questions? Go.

*At the end of two minutes, ask the reporter from each group to share the group's potential partners and their role in the project. After the reporter from each group finishes, ask the class if they know of any needs for potential partners that could be added. When all groups are finished reporting explain to students:*



We have experienced the method of identifying key partners for a project. Keep these lists because you will need them for a later activity. Now focus on how to develop a list of potential partners for long-term use on almost any project.

### Activity

*Use the Go Get It E-Moment to complete the following part of the lesson. Set up stations around the room so that there is not crowding at each area. For example, crowding may be an issue at the CD-Rom station, so multiple computers may be necessary. Set up a time deadline for students to use the provided resources to find the information. Refer to the sections and pages provided from the Get Connected Partner handbook and show AHS.48.TM.B. Have students capture the information in their notes.*



You will have 10 minutes when you hear me say “NOW” to locate the following information. *(Have information items on a writing surface).* There are several stations located around the room. Without crowding, use each station to go get the required information. Move quickly and share the space with your classmates. Use the information to complete the handout. If you have difficulty finding information ask a classmate for help. What can I clarify? “NOW!”

## II. Identification of potential key partners

### A. FFA resources that can assist in identification of potential partners

1. Get Connected Partner Handbook
  - a. Developing a Partner List: page VIII, document pages 10–13
2. Local Program Resource CD-ROM, Partner section
  - a. Partner Needs Assessment, 14–10
  - b. Partner Priority list, 4–11
  - c. Partner Needs and Resources worksheet, 4–12



- d. Partner Core Group worksheet, 4–15
- 3. Local Program Success Guide, Section 4
  - a. Partnerships: Becoming a “Manger of Resources”
- 4. Agriculture Teachers’ Manual, Section 17
  - a. Explore Your Business Community, 17–2
  - b. Involve the Business Community, 17–4
  - c. Ten Tips to Staying in Touch with Your Business Community, 17–5

*Explain to the students that once they can identify their needs and identify key partners, they can develop a plan to contact and involve the partners. Prompt the students to think about those issues by asking the following questions.*



What are the positive aspects of the partnership to the program and chapter?



Why will the potential partner want to enter into the partnership?



What will the benefit be to the potential partner who participates?

### **Objective 3.** Design a plan to recruit and involve key partners.

*Explain to students that now that they understand the importance of developing partnerships and have ways to identify partners, they need to develop a plan for involving core partners. There are five steps to success in becoming a manager of resources and working with partners. Show AHS.48.TM.C. Have students capture the information in their notes.*



Now that you understand the importance of developing partnerships and have ways to identify partners, you need to develop a plan for involving core partners. There are five steps to success in becoming a manager of resources and working with partners.

### III. Establishing a plan for involving key partners

#### A. Five steps to success

1. Identify potential partners.
  - a. Identify prominent people and get to know them.
  - b. Ask others to identify key decision-makers in the community.
  - c. Research who sits on boards of businesses and organizations.
  - d. Ask local bankers and community leaders to identify prospective partners.
  - e. Use tools such as the Developing a Partner List to record information you receive.
2. Identify benefits of involvement for partners.
  - a. Ask potential partners what you can do to assist them.
  - b. Make a list of benefits for both sides and share the list.

- c. To get an in-depth look, use the Partner Needs Assessment Sheet, 4–10.
- 3. Present benefits to potential partners.
  - a. Schedule a meeting with key influencers to discuss benefits of agricultural education, SAE, and FFA.



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- b. Review your list of general benefits for the partner that appeal to him or her.
- c. Practice explaining how Ag-Ed, FFA, and SAE deliver benefits.
- d. Identify potential questions the partner may ask.
  - i. What do I hope to accomplish with the help of key partners.
  - ii. What are the program priorities?
  - iii. What do I want partners to do as a result of this visit?
  - iv. What do they want me to do for them?
- e. At the meeting: set joint, measurable goals and timeline.
- f. Let them know when you will follow up and how you will keep them connected.
- 4. Plan development for involving key partners.
  - a. Make a list of all program needs.
  - b. Review lists to determine who would be best to involve as key partners in the project.
  - c. Contact potential partners to determine who can commit to the project.
  - d. Communicate with those who are committed and provide time lines and agenda.
- 5. Reward partners by recognizing their contributions and support.
  - a. Use media coverage to recognize partner efforts.
  - b. Invite partners to chapter banquets or formal project function and recognize them for their efforts.
  - c. Make sure their superiors know their involvement when appropriate.
  - d. Keep in constant contact with partners and update them on your goals and accomplishments.

*Once the students have taken notes, it is time to review the list they prepared at the start of the hour. Ask students to add to the list of potential partners. This time have students attempt to put names with the list of positions they identified. Divide the class into four groups and have them each take a section of the Partner Matrix. Once you have passed out the information provide the following instructions.*



In your groups please use the Partner Matrix to identify all the potential partners on the section of the list your group has been assigned. Just list the name; leave the contact information blank for now. We will use your combined list to start a database for the chapter partner list. Complete as many as possible in four minutes, and then we will rotate the list to the next group until all lists have been circulated. Do not worry if you are not able to complete the list; some of these will take research to finish. Our goal is to complete as many as we can as a group. Are there any questions? Go.



### Review/Summary

*At the end of four minutes, rotate the lists until every group has worked on each list. Once the lists have been circulated, thank the students for their commitment in starting the process to identify potential partners who can be a part of a project or connecting activity and increase program support for the students and member for years to come.*



### Application

#### ►Extended Classroom Activity:

*Have students visit school board and public service meetings to better identify those in the community who would potentially be valuable partners to the program and chapter.*

#### ►FFA Activity:

*Have the students look at the current POA to determine potential partners who could strengthen the existing projects and services. Have them determine exactly how each could assist the chapter and what benefits the chapter could supply the partner.*

#### ►SAE Activity:

*Have students develop a list of potential partners who could assist them in strengthening their SAE program. They need to focus on those who could assist them currently and in the future with career goals. They need to identify how the potential partner could assist them and also how they could assist the partner.*

## ✓ Evaluation

*AHS.48.Assess is provided to measure performance on the stated objectives.*

*Once students have practiced their skills and reviewed the process for developing partners for the chapter, have them take the test or use a similar evaluation tool to determine their competency of the three objectives.*

## Answers to Assessment:

*AHS.48.Assess (14 points)*

1. What are the five steps to success, in order, for establishing a plan for involving key partners in a program? (1 point each—5 points total)
  - Identify potential partners
  - Identify benefits of involvement for partners
  - Present benefits to potential partners
  - Develop a plan for involving key partners
  - Reward partners by recognizing their contributions and support
2. List at least three resources FFA provides to assist in developing relationships with partners. (1 point each—3 points total)
  - any three of the following ...



3. What is a partner? (3 points—results, work together, **collaborative** effort)  
“Those who are engaged in supporting an interest to obtain results by working together through collaboration” or similar written definition covering cooperation and collaboration or, as written in the Get Connected Guide, “Anyone who can say ‘no’ to the program or activity is a partner in that program or activity.”
4. List three reasons why is it important to build partnerships. (1 point each, 3 points total)  
any three of the following ...
  - Opportunities to share and identify resources—synergy
  - Identification of win-win assistances for involved partners—efficiency
  - More recognition for involved partners by community—public information and relations
  - Identification of additional partners through collaboration—further expansion of partnerships



**AHS.48.Assess** Name: \_\_\_\_\_

## DEVELOPING PARTNERS FOR YOUR FFA CHAPTER

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1. What are the five steps to success, in order, for establishing a plan for involving key partners in a program?

2. List at least three resources FFA provides to assist in developing relationships with partners.

3. What is a partner?

4. List three reasons why is it important to build partnerships



# THE IMPORTANCE OF DEVELOPING PARTNERS TO STRENGTHEN YOUR PROGRAM

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## ◆ What is a partner?

➔ Those who are engaged in supporting an interest to obtain results by working together through collaboration

## ◆ Why build partnerships?

- ➔ Opportunities to share resources
- ➔ Identify ways to assist each other as partners
- ➔ More recognition by the community for both partners
- ➔ Discover additional partners as a result of connecting activities



## IDENTIFICATION OF POTENTIAL KEY PARTNERS

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## **FFA resources that can assist in identification of potential partners**

### **◆ Get Connected Partner Handbook**

➔ **Developing a Partner List: page VIII, document pages 10–13**

### **◆ Local Program Resource CD-ROM, Partner section**

➔ **Partner Needs Assessment, 14–10**

➔ **Partner Priority List, 4–11**

➔ **Partner Needs and Resources worksheet, 4–12**

➔ **Partner Core Group worksheet, 4–15**

### **◆ Local Program Success Guide, Section 4**

➔ **Partnerships: Becoming a “Manger of Resources”**

### **◆ Agriculture Teachers’ Manual, Section 17**

➔ **Explore Your Business Community, 17–2**

➔ **Involve the Business Community, 17–4**

➔ **Ten Tips to Staying in Touch with Your Business Community, 17–5**



# ESTABLISHING A PLAN FOR INVOLVING KEY PARTNERS

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## Five steps to success

### ◆ Identify potential partners.

- ➔ Identify prominent people and get to know them.
- ➔ Ask others to identify key decision-makers in the community.
- ➔ Research who sits on boards of businesses and organizations.
- ➔ Ask local bankers and community leaders to identify prospective partners.
- ➔ Use tools such as the Developing a Partner List to record information you receive.

### ◆ Identify benefits of involvement for partners.

- ➔ Ask potential partners what you can do to assist them.
- ➔ Make a list of benefits for both sides and share the list.
- ➔ To get an in-depth look, use the Partner Needs Assessment Sheet, 4–10.

### ◆ Present benefits to potential partners.

- ➔ Schedule a meeting with key influencers to discuss benefits of agricultural education, SAE, and FFA.
- ➔ Review your list of general benefits for the partner that appeal to him or her.
- ➔ Practice explaining how Ag-Ed, FFA, and SAE deliver benefits.



AHS.48.TM.C

## ESTABLISHING A PLAN FOR INVOLVING KEY PARTNERS (CONTINUED)

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- ➔ Identify potential questions the partner may ask.
  - What do I hope to accomplish with the help of key partners?
  - What are the program priorities?
  - What do I want partners to do as a result of this visit?
  - What do they want me to do for them?
- ➔ At the meeting: set joint, measurable goals and timeline.
- ➔ Let them know when you will follow up and how you will keep them connected.

### ◆ Plan development for involving key partners.

- ➔ Make a list of all program needs.
  - ➔ Review lists to determine who would be best to involve as key partners in the project.
  - ➔ Contact potential partners to determine who can commit to the project.
  - ➔ Communicate with those who are committed and provide time lines and agenda.
- ### ◆ Reward partners by recognizing their contributions and support.

- ➔ Use media coverage to recognize partner efforts.
- ➔ Invite partners to chapter banquets or formal project functions and recognize them for their efforts.
- ➔ Make sure their superiors know their involvement when appropriate.
- ➔ Keep in constant contact with partners and update them on your goals and accomplishments.

