



Lesson Plan

Telling Your Story

Created: 06/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Define the various components of a message house.
2. Explain the process by which messages are developed and delivered.

TIME REQUIRED: 45 minutes (three 15-minute segments)

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Spaghetti and marshmallows
2. Copies of the worksheet "Message House" for each student

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a unit about agricultural advocacy.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

Common Core- Writing

- CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core- Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.
- CCSS.MP7: Look for and make use of structure.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Information Literacy
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Media Literacy
- Productivity and Accountability

LESSON PLAN:

Part I

1. *Introduction:* "Have you ever thought about the chain of events in FFA and agricultural education that has led you to where you are? Have you thought about how your perception of the agriculture industry has evolved?"
2. *Activity:* "We will have 15 minutes to answer the questions in part one of the worksheet to get us thinking about how we got to where we are."

Part II

1. *Introduction:* Who among us has ever taken on a construction project? In just a few moments, we'll all put on our construction hard hats and begin a project of our own.
2. *Activity:* Divide the class into groups of four. Directions for this activity can be found in part two of the worksheet. The task is to build a house using spaghetti and marshmallows. After students build their houses, have them fill in the following questions for each component of the house:
 - a. **Foundation:** *Introduction of ourselves and our organization.*
 - b. **Framework:** *Why are we here? How do we support our message?*
 - c. **Attic:** *What is our overarching ask?*
3. *Follow-Up:* Lead students to understand that in order to build our house, we must first consider the overall size and design of the house first.

Part III

1. *Introduction:* "Now that we understand the size and scope of our overall house, we need to construct a framework that will support the structure. Similar to the houses we built earlier, our overarching ask requires strong pillars that are capable of bearing the weight of our message.
2. *Activity:* Students will work through part three of the worksheet. Have students fill in the following questions for each of the pillars.
 - a. **Anecdotes:** *What personal stories support your message?*
 - b. **Gains:** *What impact will your ask have on your community?*
 - c. **Examples:** *Who or what illustrates your cause?*
 - d. **Demographics:** *What statistics or facts support your position?*
3. *Follow-Up:* Have students answer each of the questions above and share with a neighbor. Finally, to share the final message, put all three parts together: foundation, framework, attic. Remind students they should begin with the foundation, which is when they introduce of themselves and set context for who they are and why they're there. Then, they should move onto the framework to share personal stories and examples to build their message. Finally, they should finish with their overarching ask of what they want the audience to do.

NAME: _____

Message House

PART I

Reflect and answer the questions below. These questions will guide us as we craft our message.

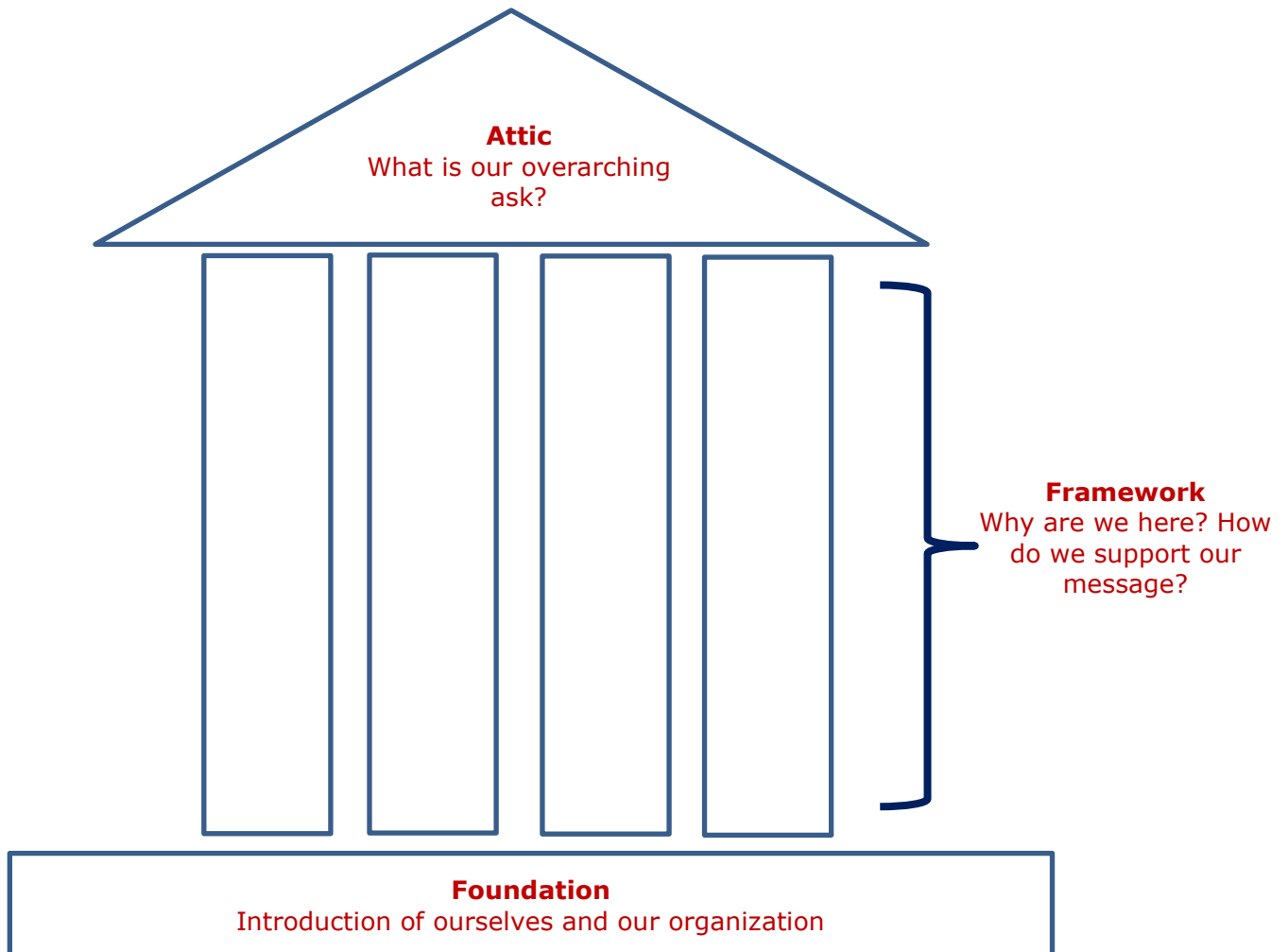
1. Reminisce about your very first day in an agriculture class. What stands out in your memory?
2. What topics or subjects in the class really captivated you?
3. What sets your agriculture classes apart from other classes in school?
4. Who or what inspired you to join FFA?
5. Describe your supervised agricultural experience (SAE) program.
6. How have FFA and your agriculture classes prepared you for your intended career?
7. Using examples from your FFA and agricultural education experiences, what does “doing to learn” mean to you?
8. Using examples from your FFA and agricultural education experiences, what does “living to serve” mean to you?
9. How have your FFA chapter and agriculture classes transformed your community?

PART II

Our goal will be to construct a house that sits on top of our tables. The house must:

- Be at least three times as tall as it is wide.
- Consist of a base, four sides and a roof.
- Only consist of the materials provided to you.
- Be capable of standing on its own for at least 30 seconds.

Once you have built your house, answer the questions below.



What is your overarching ask?

What action or position are you asking the audience to take?

How can you demonstrate appreciation for existing support?

PART III

Answer the questions below. These pillars are the framework of our message house, building on our foundation and supporting our overarching ask.

Anecdotes	Gains	Examples	Demographics
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Answer the questions below related to each pillar.

Anecdotes: What personal stories support your message?

Gains: What impact will your ask have on your community?

Examples: Who or what illustrates your cause?

Demographics: What statistics or facts support your position?

Using the space below, craft your message using the message-house format. Begin with your foundation, and then develop your pillars of the framework. Finish with your overarching ask in the attic.