



Lesson Plan

FFA Fundamentals Choice Board

Created: 08/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing the FFA Fundamentals choice board, students will ...

1. Utilize resources and activities to discover opportunities available in FFA.
2. Develop a foundational understanding of FFA basics.
3. Maximize interests in FFA.

RESOURCES: FFA.ORG

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the choice board for each student
2. Internet access for students at least on a weekly basis

USE THIS GUIDE TO:

1. Introduce your students to the basics of FFA.
2. Supplement current coursework with select activities and tools available on FFA.org.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/12uqlvbs9enpca0cien7qykqyw0nfqu>

STANDARDS ALIGNMENT:

These activities were created with consideration given to the following educational 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.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- 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.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core- Writing

- 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.

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.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility

IMPLEMENTATION:

FFA Fundamentals

The "FFA Fundamentals" choice board is designed to help students quickly learn FFA basics while exploring FFA.org. This is the perfect activity for an FFA unit or for Discovery and Greenhand FFA Degree candidates.

1. *Suggested Use:* If you have ample time to complete an FFA unit, then these activities could be stretched over two or more weeks. Some activities require more work than others. If your time is limited, you could put students into groups of four. Each group member would be responsible for completing one block from the "Remember/Understand" row and one block from the "Apply/Analyze/Evaluate" row. Group members would then teach the other group members what they learned. The group would work together to complete the items in the "Create" row.
2. *Grading:* How you determine if a student has completed the tasks depends on your preference and what resources are available to you. Suggestions include having them email or print something that proves they completed a task or for them to write a brief summary paragraph of a video they watched or article they read.
 - a. Work can be collected weekly or every few weeks for grading.
 - b. *Tip:* Count the entire choice board grade (each is worth 100 points) as a test or project grade or have it count twice.

NAME: _____

FFA Fundamentals

DIRECTIONS:

You will explore FFA.org to complete the tasks listed below. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. The board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Remember/ Understand	Who are the National FFA Officers? President: _____ Secretary: _____ Eastern Region VP: _____ Western Region VP: _____ Southern Region VP: _____ Central Region VP: _____ Who is the National FFA Advisor? _____ <i>(Hint: This is the National FFA leadership.)</i> 5 points	What is the FFA mission statement? What is the FFA motto? <i>(Hint: Learn more about us.)</i> 5 points	How many FFA members are there? What states and territories have FFA chapters? How many FFA chapters are across the nation? <i>(Hint: This is the basics of our membership.)</i> 5 points	List five National FFA Career and Leadership Development Events. 5 points
Apply/Analyze/ Evaluate	Write a one-paragraph response to these questions: Does your FFA involvement have to end when you graduate high school? Why or why not? How can you remain involved? <i>(Hint: Alumni and supporters are important to FFA.)</i> 5 points	Write a three-paragraph analysis of the five symbols that make up the FFA emblem and explain how they tell the story of FFA. <i>(Hint: The emblem is part of our brand.)</i> 10 points	Write a one paragraph response explaining what a Supervised Agricultural Experience (SAE) program is and the benefits of having an SAE. 5 points	What is FFA? Choose one of the following methods to answer the question: - Write a summary paragraph. - Draw a cartoon that summarizes the facts. - Write a song or poem that summarizes the facts. 10 points
Create	Read the FFA Creed. (https://www.ffa.org/about/ffa-creed/) Write a letter to E.M. Tiffany, and discuss the parts of the Creed you believe are still relevant to FFA members today and those parts that might need to be changed to better reflect the modern FFA member. 5 points	Imagine you've been asked to plan a service project for your chapter. What steps do you take? Use the "Interactive Service Planning Guide" to complete the first step in planning a service project. <i>(Hint: FFA members build stronger communities by "Living to Serve.")</i> 10 points	Explore the events and conferences offered by National FFA. Compile the skills and experiences gained through these programs. Choose one of the following methods to share: - Write a two-page paper discussing the skills/experiences. - Create a collage (digital or poster board) that displays all the skills. 15 points	Team up with one or two classmates. Create a pictorial timeline of FFA history. The timeline should have at least 10 events that span from the year FFA was founded to the current decade. Required events: - FFA founded - FFA and NFA merged - Girls granted membership - FFA changed its name 20 points

Rubric: FFA Choice Board

5 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	2	
Work shows good effort and is of high quality.	1	
Student followed all instructions for the task.	1	
Work was turned in on time.	1	
Total		

10 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	4	
Work shows good effort and is of high quality.	2	
Student followed all instructions for the task.	2	
Work was turned in on time.	2	
Total		

15 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	6	
Work shows good effort and is of high quality.	3	
Student followed all instructions for the task.	3	
Work was turned in on time.	2	
Total		

20 POINT TASKS			
Criteria	Below Average (0–1 points)	Average (2–3 points)	Above Average (4–5 points)
Knowledge	Work shows little to no understanding of the topic.	Work shows some understanding of the topic.	Work shows excellent understanding of the topic.
Quality	Work is very low quality with little evidence of effort.	Work shows some effort and is mostly neat.	Work shows excellent effort and is of high quality.
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.
Timeliness	Work was submitted more than one day late.	Work was one day late.	Work was submitted on time.