



Lesson Plan

FFA Value Statements Reinforce Ag Ed for All

Created: 04/2022 by the National FFA Organization

Description of Lesson: The FFA Value Statements create a foundation for FFA to ensure it can develop opportunities and platforms that open doors and remove barriers for every individual in agricultural education to experience premier leadership, personal growth and career success through FFA. The National FFA Value Statements were ratified by the delegates at the 94th National FFA Convention.

Student Learning Objectives:

After completing these activities, students will ...

1. Analyze the FFA Value Statements.
2. Compare the FFA Value Statements with another organization's statements.
3. Develop a values statement for their current grade in school.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 120 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Article: <https://www.ffa.org/the-feed/ffa-value-statements-affirm-wide-welcome/>

Related Resources:

1. Lesson: HS.110 How Organizations Express Beliefs, Values and Direction, <https://FFA.box.com/s/yigogi9qkkcbtya2c1dif0pl3oup0c6m>

Spanish Translations:

1. <https://ffa.box.com/s/oe33kq4g48f3t7il28o79gkyt8ztkv3m>

Link Equipment and Supplies Needed:

1. A copy of the "FFA Value Statements Reinforce Ag Ed for All" worksheet for each student
2. If virtual, a copy of the "Virtual Wall Activity Sheet" worksheet for each student
3. Internet access
4. Notecards
5. Colored pencils or markers
6. Tape
7. Paper

Vocabulary:

1. Career Success
2. Mission Statement
3. Motto
4. Personal Growth
5. Premier Leadership
6. Value
7. Organizational Values

Cross-Curricular Connections:

English/Language Arts
• Analyze value statements. • Develop a personal values statement.

Virtual Instruction Ideas:

For students in a virtual setting, have them complete the “[Virtual Wall Activity Sheet](#)” first and then complete Part 2, Part 3 and Part 4 on the “[FFA Value Statements Reinforce Ag Ed for All](#)” worksheet.

Student Activity Sheets:

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

<https://ffa.box.com/s/maxurcgugdv4zyzs285uumm3i3p5vh98> (Word)

<https://ffa.box.com/s/hijbd26jo1l8hlm90ipld8ukih0s9kkh> (PDF)

<https://ffa.box.com/s/abtc78gfcqv93h68kg0etnmkz7eam1ie> (Non-Designed)

https://docs.google.com/document/d/114ZcJr5F-WUuhslgFmUOEF7PflZ4KXm4drIbE_uWIXA/copy (Google)

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.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.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- 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.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the 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.9-10.4 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Instruct students to quickly stand up on the count of three and have them point toward due north. Do it quickly enough so they don't have time to converse with other students. Ask them how many agree with the people who pointed a specific way. Ask for agreement in several directions before revealing what direction is true north.

When I say, "north," turn to your neighbor, discuss what made this difficult and what might help us determine true north every time. Allow students times to discuss in pairs, then ask students to share their discussions with the group.

Who heard a good observation of why this is difficult? What else? What might help us determine true north every time? Points to bring out during questioning: hard to determine true north because school walls sometimes get us turned around and confused; didn't have time to complete what the correct direction was; building doesn't face directly north-south or east-west. What would help us determine true north every time: a compass (there is even an app for that).

Most of what confuses us in finding true north from where we sit in this classroom is external—the walls, our location, time or the building layout. By using a compass, we would be able to determine the right direction, 100 percent of the time, despite these external factors.

2. **Introduction:** Quietly consider this: each of us has a compass, but it's not external. (Have students consider the following: What is a compass? How and why do people use them?) It is an internal compass that, if we follow its direction, will point us to the correct path to walk through life, despite all of life's confusions. Today, we are going to explore three questions as they relate to the directions that organizations take. The skills you learn today are put into practice by the world's largest companies and will help you increase your ability to think strategically and critically.
3. **Activity:** Each student needs a copy of the worksheet "FFA Value Statements Reinforce Ag Ed for All." If a student is participating virtually, have them use the following worksheet for this part, "[Virtual Wall Activity Sheet](#)."
 - a. **Part 1:** To facilitate the next activity, have students work together as a class to label the walls or areas of the classroom that closely represent their respective compass direction—north wall, south wall, east wall and west wall.

In a moment, when I say the word, "Compass," you will have one minute to work together as a class to label the classroom walls with their correct compass direction using the tape, paper and markers provided. When you are done, return to your seats. What questions do you have? How long do you have to complete the labeling? Compass!

For the next activity, you will be providing students with a list of options that correspond with each wall they labeled. Note: You can alter any of the prompts or examples to fit your class. With each option, students will stand by the wall that corresponds with the option that best reflects who they are. After each round of options, you will randomly eliminate a wall from the competition, and the students who are standing by that wall will sit down. You will continue to have students pick a wall and eliminate a wall until you have only one or two students left standing.

I am about to ask you to make choices between some options to reflect your preferences. Each wall you have labeled will be associated with a choice. When I say the words, "Up against the wall," move to the wall associated with the option that best suits you. You must choose a wall. No fence-sitting. Only move when you hear the words. What questions do you have?

West wall—brown hair

East wall—blonde hair

North wall—red hair

South wall—black hair (and any other hair color, purple, pink, blue, etc.)

Up Against the wall! Once students are in their respective corners, explain that one wall will be eliminated after every round. You, the teacher, will determine which wall is eliminated, based on your own preferences, but it should not be based on any specific criteria. If you want to speed up the activity,

eliminate a large group gathered as a wall. Encourage students to make a chant to say after a wall is eliminated. For example, Bu-bye now!

Option Number 2: Move only when you hear the words “Up against the wall.”

West wall—Don’t drink soda or other
East wall—Diet Coke
North wall—Dr. Pepper
South wall—Mountain Dew

Eliminate another wall and proceed with a chant. Continue until you have either a winner, or you have a few people you will declare winners, depending on time available or class size. Make up categories as you choose. Possible categories include favorite breakfast cereal, favorite sport, favorite vehicle, favorite TV show or values like loyalty, friendliness, compassion, creativity. As participants become fewer and fewer, have them choose between three or even two walls. For increased competition and engagement, have students who are sitting down clap for the wall they do not want eliminated. Bring everyone back to their chairs and proceed to process their decision-making strategies.

Once you have declared a winner, have all students return to their seats and answer the first four questions on their worksheets. Once students have had time to reflect and answer the four questions, have students share their thoughts on each question with a neighbor and then the class. Points to bring out in discussion: share your observations of how students made their decisions. Some will hear one option and know their choice immediately. Others wait to hear all options and carefully weigh the decisions. Some wait to see where the most people agree and go from there. Some wait to see where their friends go and go to the same wall. Regardless of what you choose, there was the fear of being eliminated because of your choice. It’s not entirely fair because someone else’s preferences, or values, determined their outcome. We should make choices we believe in. Our decisions should be based on what is most important to us. Our decisions should be based on our values.

- b. **Part 2:** Have students read the definition of the word “value” on their worksheets and answer the two questions. Have students share their responses. We communicate values by what we do and what we say: our actions and our language.
 - c. **Part 3:** Have students read the article “FFA Value Statements Reinforce Ag Ed for All,” found at <https://www.ffa.org/the-feed/ffa-value-statements-affirm-wide-welcome/>. Students will then analyze the four value statements from National FFA and determine what they mean. They will then create an action item for each that they can do to live out this value during the school year. Lastly, students will describe why value statements are important. Have students share thoughts from this activity.
 - d. **Part 4:** Students have now learned that values are very important. Students should select a company that they have a personal interest in. Examples: Nike, Cover Girl Cosmetics, John Deere, Adidas, Lululemon, Culver’s, McDonalds, NFL, MLB, NCAA, etc. Students will then use the internet to research the values of the company. Next, students will compare the values of the company they selected with the values from FFA. Students will finish by creating a personal values statement they can live by.
4. **Follow-up:** Have students do a check in with themselves to see if they are living out their personal values statement. If not, what can they do to better live out the value?
 5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students write their personal values statement on a notecard and decorate the card. Students should then staple/glue/tape their notecard into their planner/notebook or on the inside of their locker so that they can be reminded of their values statement each day.
 6. **Exit Ticket:** What would you say to someone that questions why a company or organization has value statements?

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; FFA.CS-O; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.4; CRP.02; CRP.04

Name: _____

FFA Value Statements Reinforce Ag Ed for All



Part 1

Directions:

Complete the following activities when instructed to do so by your teacher. Note: If you're a virtual student, use the Virtual Wall Activity Sheet for Questions 1 to 4.

1. How did you choose which wall to stand by?
2. What were the consequences of choosing a wall?
3. What about this process was unfair?
4. From what you experienced, can you make a decision to go to a particular wall and feel good about that choice, even if you were eliminated?

Part 2

Directions:

Complete the following activities when instructed to do so by your teacher or after you have completed the "Virtual Wall Activity Sheet."

A value is a belief that governs our actions and decisions. It is like a compass that gives the organization direction, even in confusing times and situations. It answers the organizational question, "Which way do we go?"

1. What are some examples of a value a person might have?
2. What are some ways you can tell a person has that particular value? In other words, how do they communicate the value?

Name: _____

Part 3

Directions:

Read the article “FFA Value Statements Reinforce Ag Ed for All,” found at <https://www.ffa.org/the-feed/ffa-value-statements-affirm-wide-welcome/> and complete the following activities.

National FFA Value Statement 1: We _____ and _____ every individual's _____ and _____.

- In purple, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
- What does this value statement mean to you?

Write one way in which you can take action on this value this school year.

National FFA Value Statement 2: We _____ every individual's _____ to advance our _____ and the industry of agriculture.

- In green, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
- What does this value statement mean to you?

Write one way in which you can take action on this value this school year.

National FFA Value Statement 3: We _____ an environment that allows every individual to _____ and _____ their differences.

- In brown, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
- What does this value statement mean to you?

Write one way in which you can take action on this value this school year.

National FFA Value Statement 4: We create _____ opportunities for every individual to _____ their _____ and _____ endeavors.

- In orange, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
- What does this value statement mean to you?

Write one way in which you can take action on this value this school year.

Name: _____



Why are values important for any group, organization or person?

Part 4

Directions:

Values are very important. Select a company that you have a personal interest in. Examples: Nike, Cover Girl Cosmetics, John Deere, Adidas, Lululemon, Culver's, McDonalds, NFL, MLB, NCAA, etc.



- Company selected: _____
- Using the company website, determine what its values are.
- How do you think these values drive the company in its day-to-day tasks?
- Think about the values from the company you just selected and compare those to the ones from FFA.
 - (1) What are the similarities?
 - (2) Why do you think two organizations/companies could have similarities in their values? Or why are there differences?

Develop a values statement that can be used to guide you each day.



Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; FFA.CS-O; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.4; CRP.02; CRP.04

Name: _____

Virtual Wall Activity Sheet

Directions:

Complete the activities below in order.

Bell Ringer: Sitting where you are, point to the direction North. Did you get it right? (Circle your answer.) Yes No
Why or why not?

Consider this: each of us has a compass, but it's not external. It is an internal compass that, if we follow its direction, will point us to the correct path to walk through life, despite all of life's confusions. Today, we are going to explore three questions as they relate to the directions that organizations take. The skills you learn today are put into practice by the world's largest companies and will help you increase your ability to think strategically and critically.

Just like a compass, we all have a true direction that we follow. Using the squares below highlight the square that you fit in the best. Note: Some of the choices will be eliminated after you choose! This is just to demonstrate a concept.

1. Hair Color

West Black Hair	North Blonde Hair	East Red Hair
	South Brown Hair	

2. Vehicle preference

West Minivan Ex. Chrysler Pacifica	North Crossover/SUV Ex. Chevy Equinox, Chevy Tahoe	East Pick-up Truck Ex. Chevy Silverado, Ford F-150
	South Compact Car Ex. Honda Civic, Nissan Leaf	

3. Social Media preference

Snapchat	Facebook	TikTok
	Instagram	

4. I am ...

Reserved	Loyal	Free Spirit
	Creative	

STOP!

- Now that you have made your selections, use the next sheet to see if your selections made it through!

Name: _____

1. Hair Color

West Black Hair	North Blond Hair 	East Red Hair
	South Brown Hair	

2. Vehicle preference

West Minivan Ex. Chrysler Pacifica	North Crossover/SUV Ex. Chevy Equinox, Chevy Tahoe	East Pick-up Truck Ex. Chevy Silverado, Ford F-150 
	South Compact Car Ex. Honda Civic, Nissan Leaf	

3. Social Media preference

Snapchat	Facebook	 TikTok
	Instagram	

4. I am ...

Reserved	Loyal	Free Spirit
	Creative 	

5. How did you choose which box to highlight?

6. What were the consequences of choosing that box?

7. What about this process was unfair?

8. From what you experienced, can you make a decision to select a particular box and feel good about that choice, even if it was eliminated?

- Now complete Parts 2 through 4 on the “FFA Value Statements Reinforce Ag Ed for All” worksheet.

Name: _____

KEY: FFA Value Statements Reinforce Ag Ed for All



Part 1

Directions:

Complete the following activities when instructed to do so by your teacher. **Answers will vary.**

1. How did you choose which wall to stand by?
2. What were the consequences of choosing a wall?
3. What about this process was unfair?
4. From what you experienced, can you make a decision to go to a particular wall and feel good about that choice, even if you were eliminated?

Part 2

Directions:

Complete the following activities when instructed to do so by your teacher.

A value is a belief that governs our actions and decisions. It is like a compass that gives the organization direction, even in confusing times and situations. It answers the organizational question, "Which way do we go?"

1. What are some examples of a value a person might have?
Answers will vary. Examples: honesty, kindness, etc.
2. What are some ways you can tell a person has that particular value? In other words, how do they communicate the value? **Answers will vary. Example response: through their actions and words**

Name: _____

Part 3

Directions:

Read the article “FFA Value Statements Reinforce Ag Ed for All,” found at <https://www.ffa.org/the-feed/ffa-value-statements-affirm-wide-welcome/> and complete the following activities.

National FFA Value Statement 1: We respect and embrace every individual's culture and experiences.

- In purple, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
Answers will vary.
- What does this value statement mean to you?
Answers will vary.



Write one way in which you can take action on this value this school year.
Answers will vary.

National FFA Value Statement 2: We welcome every individual's contribution to advance our communities and the industry of agriculture.

- In green, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
Answers will vary.
- What does this value statement mean to you?
Answers will vary.



Write one way in which you can take action on this value this school year.
Answers will vary.

National FFA Value Statement 3: We cultivate an environment that allows every individual to recognize and explore their differences.

- In brown, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
Answers will vary.
- What does this value statement mean to you?
Answers will vary.



Write one way in which you can take action on this value this school year.
Answers will vary.

National FFA Value Statement 4: We create leadership opportunities for every individual to enhance their personal and professional endeavors.

- In orange, circle the two words that stand out the most to you. Why do these words stand out?
- What are your first thoughts when you read this value statement?
Answers will vary.
- What does this value statement mean to you?
Answers will vary.



Write one way in which you can take action on this value this school year.
Answers will vary.

Name: _____



Why are values important for any group, organization or person? Values help a person, company or organization lay out the direction they want their actions to take. Values provide direction.

Part 4

Directions:

Values are very important. Select a company that you have a personal interest in. Examples: Nike, Cover Girl Cosmetics, John Deere, Adidas, Lululemon, Culver's, McDonalds, NFL, MLB, NCAA, etc. Answers will vary.



- Company selected: _____ Answers will vary.
- Using the company website, determine what its values are. Answers will vary.
- How do you think these values drive the company in its day-to-day tasks? Answers will vary.
- Thinking about the values from the company you just selected, compare those to the ones from FFA.
 - (1) What are the similarities? Answers will vary.
 - (2) Why do you think two organizations/companies could have similarities in their values? Or why are there differences? Answers will vary.

Develop a values statement that can be used to guide you each day.

Answers will vary.



Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; FFA.CS-O; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.4; CRP.02; CRP.04

Virtual Wall Activity Sheet

Directions:

Complete the activities below in order. **Answers will vary.**

Bell Ringer: Sitting where you are, point to the direction North. Did you get it right? (Circle your answer.) Yes No
Why or why not?

Consider this: each of us has a compass, but it's not external. It is an internal compass that, if we follow its direction, will point us to the correct path to walk through life, despite all of life's confusions. Today, we are going to explore three questions as they relate to the directions that organizations take. The skills you learn today are put into practice by the world's largest companies and will help you increase your ability to think strategically and critically.

Just like a compass, we all have a true direction that we follow. Using the squares below highlight the square that you fit in the best. Note: Some of the choices will be eliminated after you choose! This is just to demonstrate a concept.

1. Hair Color

West Black Hair	North Blonde Hair	East Red Hair
	South Brown Hair	

2. Vehicle preference

West Minivan Ex. Chrysler Pacifica	North Crossover/SUV Ex. Chevy Equinox, Chevy Tahoe	East Pick-up Truck Ex. Chevy Silverado, Ford F-150
	South Compact Car Ex. Honda Civic, Nissan Leaf	

3. Social Media preference

Snapchat	Facebook	TikTok
	Instagram	

4. I am ...

Reserved	Loyal	Free Spirit
	Creative	

- Now that you have made your selections, use the next sheet to see if your selections made it through!

Name: _____

1. Hair Color

West Black Hair	North Blond Hair 	East Red Hair
	South Brown Hair	

2. Vehicle preference

West Minivan Ex. Chrysler Pacifica	North Crossover/SUV Ex. Chevy Equinox, Chevy Tahoe	East Pick-up Truck Ex. Chevy Silverado, Ford F-150 
	South Compact Car Ex. Honda Civic, Nissan Leaf	

3. Social Media preference

Snapchat	Facebook	 TikTok
	Instagram	

4. I am ...

Reserved	Loyal	Free Spirit
	Creative 	

9. How did you choose which box to highlight?

Answers will vary.

10. What were the consequences of choosing that box?

Answers will vary.

11. What about this process was unfair?

Answers will vary.

12. From what you experienced, can you make a decision to select a particular box and feel good about that choice, even if it was eliminated?

Answers will vary.

- Now complete Parts 2 through 4 on the "FFA Value Statements Reinforce Ag Ed for All" worksheet.