



Lesson Plan

FFA...What's it all about?

Created: 07/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify the aspects of FFA that attract new members.
2. Design a visual aid to recruit new FFA members.

TIME REQUIRED: 50 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Why FFA?" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.
3. Computer/printer access-for visuals.
4. Sticky notes and collection area (board).
5. Visual aid materials-poster, markers, etc. (depends on the groups).

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. As a portion of a FFA unit.
2. As a portion of a leadership unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- PL-A. Action: Assume responsibility take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- PG-H. Social Growth: Successfully interact with others and adapt to various social situations.
- CS-M. Communication: Effectively interact with others in personal and professional settings.

Common Core- Writing

- CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

AFNR Career Ready Practices

- 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.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.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.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Think Creatively
- Work Creatively with Others

NAME: _____

LESSON PLAN:

1. *Interest Approach:* Give each student several sticky notes. Students will use the sticky notes to identify why they joined FFA? When the students are finished they will place them in the designated collection area (board, flip chart, etc.). Have the class work together to identify themes from the responses.
 - a. *Tip:* Give the students a time limit when identifying their reasons for joining the FFA.
2. *Activity:*
 - a. Show the video *Join FFA Today!* The direct URL is <https://youtu.be/geTET0IaUZA>.
 - b. At the completion of the video discuss what the students observed, likes and dislikes.
 - c. Have the students work in pairs or small groups to create a visual aid to help in the chapter recruitment efforts.
 - i. Options: video scripts, announcements, poster, brochures, flyer, etc.
3. *Follow-up:* Have students vote on their favorite creations in which they feel will help in the recruitment efforts of the chapter. The winning creations can be used to recruit students for the FFA program.

NAME: _____

Why FFA?

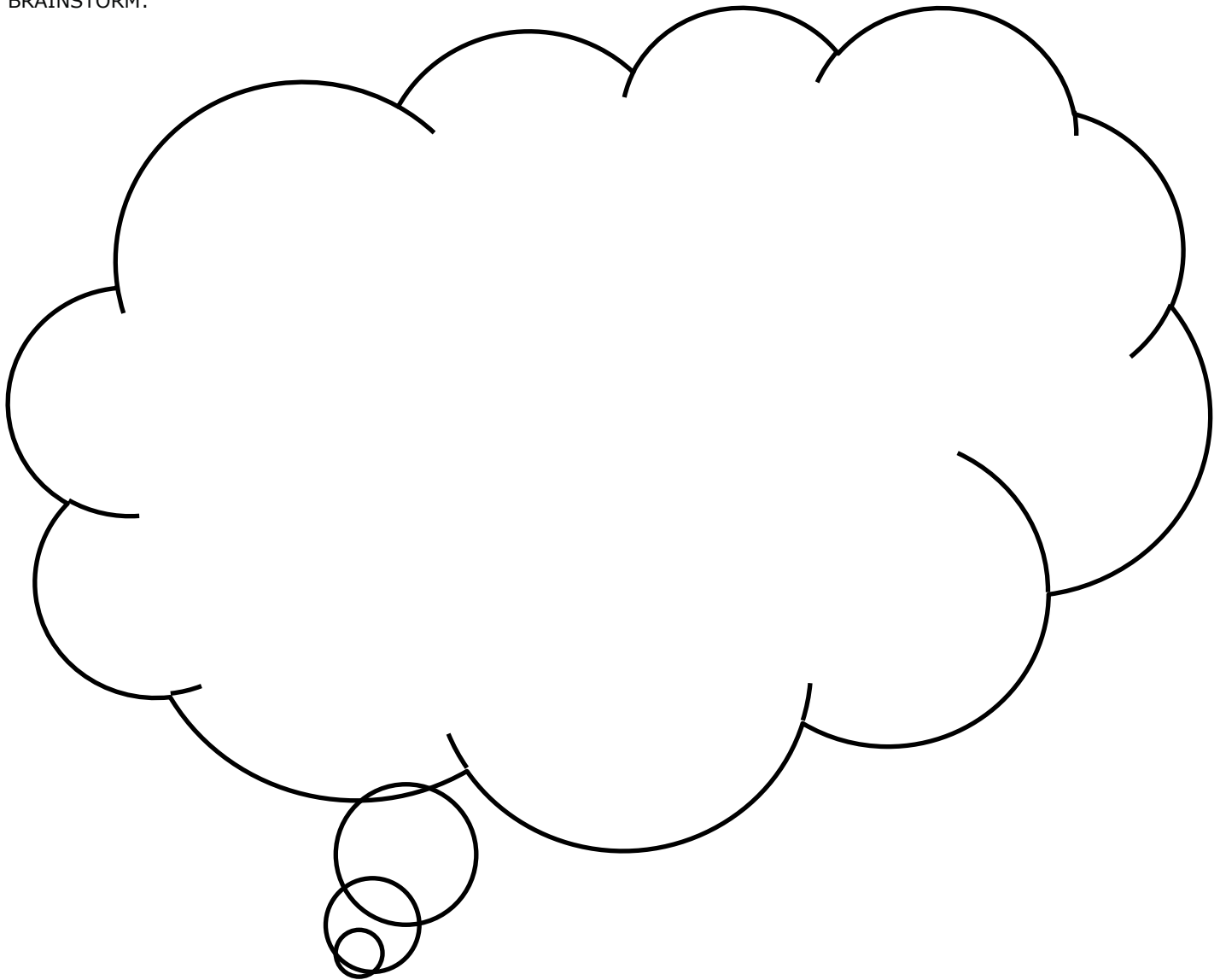
DIRECTIONS:

You will work in pairs or small groups to create a visual aid to help in the recruitment efforts of your chapter. (Examples: video script, poster, flyer, brochure, etc.)

Items to consider in your creation:

- What will appeal to potential new members?
- What aspects of FFA should you highlight?
- How can we visually attract new members?

BRAINSTORM:



Aligned to the following standards:
FFA.PL-A; FFA.PG-H; CS-M; CCSS.W.9-10.3; CCSS.SL.9-10.1;
CCSS.SL.9-10.2; CCSS.SL.9-10.6; CRP.04; CRP.06; CRP.11, CRP.12