



High School

National FFA Organization

Lesson HS.112

HOW ORGANIZATIONS CHANGE

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. What Are the Components of a Successful Organization?

Precepts. C4: Adapt to opportunities and obstacles

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Identify barriers to change within organizations.
- 2 Define and identify demands of change and the dates they occurred in FFA.
- 3 Relate how change makes organizations and individuals grow.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Official FFA Manual



Tools, Equipment, and Supplies

- ✓ High School Yearbooks Circa 1960–1970
- ✓ Official FFA Manual—one per student
- ✓ Pipe cleaners—20 per group
- ✓ HS.112.Assess—one per student
- ✓ HS.112.AS.A—one per student
- ✓ HS.112.AS.B—one per student
- ✓ HS.112.AS.C—one per student
- ✓ HS.112.TM.A



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

▶ ***Demand of Change***



Interest Approach

Locate old high school yearbooks in the school library. Distribute one yearbook to every two or three students. Have students look up pictures of students from those good ole' days.



When I say, “Stylin’,” pick up the yearbook, flip through the pages, and look for three things: the funkiest haircut, the funkiest pair of pants, and the funkiest shirt. What questions are there? Stylin’.

Students hold up the pictures for their classmates to see. Pick two finalists for each category, then have students vote for the funkiest haircut, pants, and shirt. Ask the students the following questions:



Why don’t students today wear clothes and their hair like these students?

Possible answers include because they are ugly; people would laugh at me; they aren’t in style; styles have changed

Bring out the fact that styles have changed since these days.



Why do clothes and hairstyles change?



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Possible answers include people’s preferences change; more advances in fabrics and how they can be used in clothing construction; creativity of clothing designers; advancement of the types of cuts of clothing; increase of retail clothing sales versus people making their own



Fortunately for these funky clothing styles, change is an inevitable and necessary part of life. It happens to every person and every organization. As people grow from infancy to adulthood, they change the way they move, from crawling to walking. As organizations grow and develop, they also change the way they do business in order to remain successful. Just as we do not see these funky styles and haircuts today, so we rarely see successful companies and organizations remain unchangeable. Today, we are going to explore three ways to understand change.

Use the following as a Callback Activity for an auditory anchor of the three objectives.



The first is ... change! We don't need no stinking change!

Use a fun accent to accentuate the phrase.



The second way is ... What's up DOC?

Use a fun cartoon rabbit voice for this.



The third way is ... Not your father's FFA.

Use a fun accent.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify barriers to change within organizations.

I. Identify the barriers to change within organizations.

This activity will require bendable pipe cleaners, about 20 per group. Have pipe cleaners at the front of the room in an accessible spot so students can pick them up easily. You will be forming groups based on gender, no more than eight to a group. The object of this experience is to allow students to build their perfect bachelor or bachelorette house, then introduce a major change halfway through the construction process. Observations will be made about the effects of change and the barriers to change after the experience.



Guys, imagine the perfect "guys-only" house. Ladies, imagine the perfect "girls-only" house. Nobody would live in the house but you and your friends. What would it look like? What might be some features?





In a moment, when I say the word, “Build,” form groups no larger than eight. Everyone in your group must be the same gender. Send one person from your group to the front of the room to pick up some pipe cleaners and take them back to your desk. All of the ladies will work together to build the perfect house just for ladies, and all of the guys will work together to build the perfect house just for guys. You may choose to build the exterior frame of the house and/or the internal contents of the house. Everyone must be involved in some way in the building process. What questions do you have? Build.

Allow about five minutes for them to build the structures. Then provide the following instructions:



Stop building. When I say, “Rebuild,” the guys will gather around the ladies’ house, and the ladies will gather around the guys’ house. You will have only a minute and a half to do the following: change the house’s structure to accommodate your gender. Guys, change the ladies’ house to make it more suitable for guys, and ladies, change the guys’ house to make it more suitable for ladies. Questions? Rebuild.

After one minute, have them walk away from their respective houses and walk over to their original houses to observe the changes that were made. Ask the following questions to each gender:



If this had occurred to you personally in real life, why might you resist someone coming into your room and doing a complete change of the layout and décor?

Pass out HS.112.AS.A to students.



List all of the reasons why you would resist this on your worksheet underneath the words “Barriers to Change.”

A. Barriers to Change

1. Fear of uncertainty
2. Not sure the change will be an improvement
3. Not sure the change is necessary
4. Threatens personal values
5. Comfortable with current design
6. May cost a lot of money

After about a minute, have students pair up, compare their lists, and brainstorm more reasons why people might resist change. Have some share their observations. Show HS.112.TM.A and

have students compare what they have to the list.



These are a few of the most prevalent barriers to change that people have within organizations. When I say, “Go,” turn to your neighbor and discuss an example of a time you witnessed a person voicing a barrier to change. What was the situation, and what was the barrier to change? Go.

Allow students to share a few examples of a barrier to change.



Who heard of a great example of a barrier to change in real life?



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Objective 2. Define and identify demands of change and the dates they occurred in FFA.

Introduce this kinesthetic change in order to change students' state of mind.



In order to understand organizational change, we are about to experience a change. When I say, “Change,” pick up your things and change seats to a place where you normally would not sit. Change.

II. Define demands of change and when they occurred in FFA's history.



Quietly consider the events leading up to a class change here at school. What events have to occur before you can physically gather your materials, stand up, and walk from this class to your next one? Instead of raising your hand if you have an observation, let's live in the spirit of change. Indicate a response by raising your arm and flexing your bicep. Who has an observation?

Answers to bring out: minute hand on the clock has to reach the appropriate number; teacher has to dismiss class; have to hear the bell or buzzer



We don't change classes until we observe two big things: time and an event, like a bell or a buzzer. Organizations, just like this class, change because of events that occur after time. Everyone in this class recognizes when the class change is imminent because of the minute hand of the clock. This is a Demand of Change.

Show students HS.112.TM.A and have them record the definition of demand of change on HS.112.AS.A.

A. Demand of Change

1. A recognizable trend, which, after time, leads an organization to adapt and modify the way it operates
2. $\text{People} + \text{Time} + \text{Events} = \text{Demand of Change}$



Remember, when you look up and see the clock, think of a Demand of Change, or a D.O.C. Turn to your neighbor and say, "What's up, Doc?"



Let's take a look at the demands of change for FFA.

Pass out HS.112.AS.B. Instruct students to read through the FFA events and match them up with the corresponding demand of change. Use a Me-You-Us Moment. Provide the correct answer as you discuss each one.

Answers:

1. *f*
2. *e*
3. *d*

4. *a*
5. *c*
6. *b*



Objective 3. Relate how change makes organizations and individuals grow.



From the events you just read, you can see that FFA has gone through several changes in its history. It's not your father's FFA.

III. Relate how changes lead to organizational and personal growth

Have students write down on HS.112.AS.C at least one benefit for each change that occurred in FFA from HS.112.AS.B, which they just completed. Have students pair up after working individually for a few moments to come up with a list of benefits. Have students share some of their benefits to FFA changes before they compare their list with the master list. Show master list HS.112.TM.A after they have shared their observations.

A. NFA merging with FFA

1. Benefit: unified the resources of two organizations to build leadership for agriculture, regardless of racial background

B. Girls allowed in FFA

1. Benefit: allowed girls access to more education, leadership development, and personal growth, and increased national membership

C. FFA Alumni formed

1. Benefit: provided additional support for the National FFA Organization and provided opportunity for former members to stay involved

D. Name changed to National FFA Organization

1. Benefit: communicated a message that the organization was for all students involved in the business, science, and technology of agriculture, not just farmers

E. National FFA Convention moved to Louisville, Kentucky

1. Benefit: provided more room for students to be engaged during convention, with more housing

F. FFA Center moved to Indianapolis, Indiana

1. Benefit: allowed FFA to be more centrally located to better serve FFA members



FFA has certainly made some changes, and as you have observed, these changes have increased the organization's ability to help more students grow. It is a different organization than it was 35 years ago, but still living its mission of developing leadership, personal growth, and career success through agricultural education. It's not your father's FFA.



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Review/Summary

Have students use Picasso Moment to illustrate the concepts of barriers to change, demands of change, and benefits of change, using FFA as an example. Tell them you will take their pictures and hang them by the clock in your classroom to remind them every time they look at the clock that change is inevitable with time.



Application

►Extended Classroom Activity:

Have students look up a company or organization on the Internet or in the school library. Have them identify changes it has gone through and the demands of change leading up to the event.

►FFA Activity:

Have students develop a questionnaire to poll FFA members about what they would like to see changed within their chapter program of activities, and why. Questions should be created in a positive light, such as how can we better raise funds for our chapter. Avoid negatively charged questions like how can we get rid of our stupid fundraiser. Compile results and bring it up as discussion at the next chapter FFA meeting.

►SAE Activity:

Have students interview a senior or collegiate FFA member and identify the demands of change on their SAE, how they dealt with the changes, and the result on their SAE.



Evaluation

HS.112.Assess is provided to measure performance on the stated objectives.

Answers to Assessment:

1. a
2. e
3. c
4. d
5. b
6. f

7. Allowed FFA to be more centrally located to better serve FFA members

8. Any one of the following: allowed girls access to more education; leadership development, personal growth; increased FFA membership



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9. Any two of the following: fear of uncertainty; not sure the change will be better; not sure the change is necessary; threatens personal values; comfortable with current design; may cost a lot of money



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HS.112.Assess Name: _____

HOW ORGANIZATIONS CHANGE

► Matching

Match the event with the correct demand of change.

- | | |
|--|---|
| _____ 1. NFA merged with FFA | a. Civil Rights movement |
| _____ 2. Girls allowed in FFA | b. Attendance in Kansas City, Mo.,
outgrew the existing resources available |
| _____ 3. FFA Alumni formed | c. Former FFA members felt a strong tie to
the organization after their active
membership |
| _____ 4. Name changed to National
FFA Organization | d. FFA had many members besides
farmers |
| _____ 5. National FFA Convention
moved to Louisville, Ky. | e. Perceptions of the role of women were
being challenged |
| _____ 6. National FFA Center moved
to Indianapolis | f. The organization's business operations
needed to be more centrally located |

► Short Answer

Provide a brief answer in the space after the question

7. What was one benefit of the National FFA Center moving to Indianapolis, Indiana?

8. What was a benefit of allowing girls in FFA?

9. What are two barriers to change that people have?



HS.112.TM.A

BARRIERS TO CHANGE

- ◆ **fear of uncertainty**
- ◆ **not sure the change will be better**
- ◆ **not sure the change is necessary**
- ◆ **threatens personal values**
- ◆ **comfortable with current design**
- ◆ **may cost a lot of money**

DEMAND OF CHANGE

A recognizable trend which, after time, leads an organization to adapt and modify the way it operates

People + Time + Events = Demand of Change



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BENEFITS OF FFA CHANGES

◆ **NFA merging with FFA**

➔ **Benefit:** Unified the resources of two organizations to build leadership for agriculture, regardless of racial background

◆ **Girls allowed in FFA**

➔ **Benefit:** Allowed girls access to more education, leadership development, personal growth, and increased FFA membership

◆ **FFA Alumni formed**

➔ **Benefit:** Provided additional support for the National FFA Organization and provided opportunity for former members to stay involved

◆ **Name changed to National FFA Organization**

➔ **Benefit:** Communicated a message that the organization was for all students involved in the business, science, and technology of agriculture, not just farmers

◆ **National FFA Convention moved to Louisville, Kentucky**

➔ **Benefit:** Provided more room for students to be engaged during convention, with more housing

◆ **FFA Center moved to Indianapolis, Indiana**

➔ **Benefit:** Allowed FFA to be more centrally located to better serve FFA members



HS.112.AS.A Name: _____

**CHANGES? WE DON'T NEED NO
STINKING CHANGES!**

Barriers to Change include...

What's up, D.O.C?

A Demand of Change is...

D.O.C. = _____ + _____ + _____



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HS.112.AS.B Name: _____

►Event

1. The New Farmers of America (NFA), the organization of African-American agriculture students, joined with the FFA in 1965.
2. In 1969, delegates at the National FFA Convention voted to allow girls to become members of the national organization.
3. The National FFA Alumni Association was formed in 1971.
4. In 1988, the delegates voted to change the official name of the organization from the

Future Farmers of America to the National FFA Organization.

5. In 1996, the FFA Board of Directors voted to move the National FFA Convention from Kansas City, Missouri, where it had been held for 68 years, to Louisville, Kentucky.
6. In 1997, ground was broken in Indianapolis, Indiana, for the National FFA Center. Its doors opened on June 1, 1998.

► Demands for Change

- a. The organization had changed from one strictly for farm boys to an organization with individuals interested in the science, business, and technology of agriculture.
- b. There was a need for the National FFA Staff to be more centrally located, closer to more FFA members.
- c. Convention attendance had grown to over 40,000, but the convention auditorium held roughly 9,000. The demand for housing during the week of the national convention greatly outweighed the supply. Some FFA chapters had to make two-hour drives from their hotels every day to participate in the convention.
- d. Former FFA members who still felt a strong tie to the organization after active membership wanted to be involved.
- e. Society's perceptions of the role of women were changing, opening up opportunities for women in education and new careers.
- f. The Civil Rights movement led to the change of the societal value that two educational organizations with the same purpose would be better if they were separate but equal.



HS.112.AS.C Name: _____

NOT YOUR FATHER'S FFA

BENEFITS OF FFA CHANGES

Event	Benefits
1. NFA merging with FFA.	
2. Girls allowed in FFA.	
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