



High School

National FFA Organization

Lesson HS.113

HOW ORGANIZATIONS ARE STRUCTURED— NATIONAL, STATE AND LOCAL

Unit. FFA: An Integral Component of Agricultural Education

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

Precepts. A4: Identify and use resources

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 Define organizational structure.
- 2 Demonstrate how FFA is designed through the chapter, state, and national levels.
- 3 Identify local, state, and national FFA decision makers.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Official FFA Manual



Tools, Equipment, and Supplies

- ✓ Official FFA Manuals—one per student
- ✓ State FFA Publications or Newsletters
- ✓ Computer with Internet Access (optional)
- ✓ Chapter Program of Activities
- ✓ Blank Sheets of Paper
- ✓ Overhead Projector
- ✓ Tear Sheet Paper
- ✓ HS.113.Assess—one per student
- ✓ HS.113.TM.A
- ✓ HS.113.AS.A
- ✓ HS.113.AS.B
- ✓ HS.113.AS.C
- ✓ HS.113.AS.D

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

► ***Organizational structure***



Interest Approach

In this opening activity, challenge students to think about the most well known structures or buildings in the world. Examples include the Eiffel Tower, Empire State Building, Epcot Center, Taj Mahal, Great Pyramids, etc.



One of the greatest achievements of humankind is our ability to build. Quietly consider some of the most well known buildings and structures around the world. When I say, “Structure,” pair up with a neighbor and brainstorm these well known structures. Structure.

Allow students about a minute to complete their brainstorming. Splitting your class into two large groups, select a student from each group to compete against each other. Assign both students the same structure to draw from HS.113.AS.A, then have each group guess what the building is. The first group to correctly guess what it is wins one point. Repeat three to four times, taking no more than eight minutes.

Ask the following process questions to lead into the lessons for organizational structure.



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Which structures were easy to guess right away?
Which were more difficult?
What characteristics make structures easy to identify?

Possible responses for the last question include a unique design, like the pyramids or well-circulated images of the structure in media.



Like buildings, organizations also have internal structures. The structure of organizations should allow people in those organizations to make decisions and communicate successfully through out the different levels. Today we are going to explore how the structure of FFA allows for decision making and communication to occur successfully and how our local FFA chapter contributes to the success and strength of the entire organization.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define organizational structure

I. Definition of organizational structure

Use the context of a school sports team as an example for introducing the concept of organizational structure.



Think about all of the different sports teams here at school. Let's use the volleyball team for our example.



What are the different roles on a volleyball team?

Possible responses might include “coaches and players.” These are the two most obvious answers. Challenge students with follow-up questions to dig deeper. Ask questions like:



Are there specific roles on a team? What are they?

Do you have team captains? What is their role?

Who supports the volleyball team during games?

Would you consider fans to be a part of the team? What is their role?

Begin to make notes on a public writing surface. Encourage students to take notes. Begin to diagram an organizational chart for the sports team, beginning with the coach on top, then assistant coaches, captains, players, and fans.



This sports team is an example of the organizational structure.



- A. **Organizational structure:** the internal arrangement of responsibility, authority, and communication that is necessary for an organization to accomplish its goals

Show HS.113.TM.A with the definition of organizational structure. Have students record it on a notes page, underlining the words responsibility, authority, and communication. Ask the following questions in order to process the definition.



Using this definition, what is the responsibility of the coach?

To provide leadership and training to the team.



According to the definition, what authority does the coach have?

Has authority to determine what plays to run, which players participate at any given time, discipline, etc.



Within a sports team, how does the coach communicate with the rest of the team?

Directly—usually verbally. Challenge students to think deeper about how else a coach communicates, e.g., having team run sprints to communicate the importance of physical conditioning, taking disciplinary action to enforce team rules. If students are still a little confused about the definition, continue to ask them what the responsibility, authority, and communication is for the team players, the team fans, etc.



Well organized organizations, like buildings, have a plan for carrying out this structure. For sports teams, it can be found in the team guidelines or rules; for Congress, it can be found in the Constitution. For FFA, it is also found in a constitution, the FFA Constitution. In a moment, you

are going to explore the organizational structure of FFA and simulate making a decision that could change the organization as we know it.

Use a Bob The Weather Guy Moment to clarify the importance of organizational structure.

The best way to introduce the activity is to start by showing a couple of weather reports. You can show a local report or share some excerpts from www.youtube.com by searching terms like “funny weather forecast,” or “weather forecasts.”

If a video is not available, lead a quick brainstorm eliciting the characteristics of a weather report to get them ready for the activity.

Assign students to groups of three to four per group and provide the following directions:



Now that we have been reminded of what a weather report is like, our groups are going to create a 30-second “weather report” describing organizational structure and making predictions about the effects of organizational structure or the lack thereof. This report should indicate that you have an understanding of the importance of organizational structure. When I say Bob the Weather Guy, begin. You will have 10 minutes to prepare. Bob the Weather Guy.

When time is up have students present their weather report.

B.

Objective 2. Demonstrate how FFA is designed through the chapter, state, and national levels.

II. Demonstrate how FFA is designed through the chapter, state, and national levels

Break the class into three groups. These groups will be the local, state, and national levels of FFA, and students within each group will identify real life leaders at each level. In addition students will demonstrate a decision being made at all three levels in the following simulation. The decision will be whether or not to change FFA Official Dress.



If you were born between or in the months of January and April, stand up. Move to the front of the room. You are the National FFA Board of Directors.



If you were born between or in the months of May and August, stand up. Move to the middle of the room. You are our State FFA Association.



If you were born between or in the months of September and December, stand up. Move to the back of the room. You are the heart of our organization, our local FFA chapter.



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A. National Level

1. National FFA Board of Directors is the decision making body

B. State Level

1. State FFA Association

C. Local Level

1. Local FFA chapter is the heart of the organization



You all have an important decision to make regarding the future of FFA. In a moment, you are going to receive an instruction sheet. Have one person in your group read the sheet carefully, and follow all of the instructions listed on it. If you have questions, raise your hand and I'll come around and provide direction. Good luck. You are determining the future of the organization.

Hand out instruction sheets HS.113.AS.B–D to their respective groups. Each group will have similar instructions, detailing what their role is in making a decision on what FFA official dress should be. Follow instruction sheets. Activity will conclude when the National Board of Directors announces its vote on the issue of FFA official dress. After the vote, bring out the fact that at every level, FFA members are directly involved with the decision making process and are critical to the success of the organization.

Objective 3. Identify local, state, and national FFA decision makers.

Provide a tear chart to each group as they are discussing the issue on their handouts. Instruct them to report the information as requested on their handouts. Hang these up on a wall in the room in the same order as the organizational chart in the “What Is FFA?” section at the front of the “Official FFA Manual.”

A. National Board of Directors

1. Chairman's name

2. Board of Student Officers (names will vary from year to year)
 3. Responsibility is to make informed decision about whether or not to change FFA official dress.
 4. Authority to change official FFA dress for the entire organization
 5. Communicate the issue by sending a letter to the state association asking for their input
- B. State Association
1. State Advisor
 2. State Executive Secretary
 3. State Officers' names and chapters
 4. Responsibility is to make an informed decision on behalf of their state association whether or not to change FFA official dress
 5. Authority to give the opinion of the entire state to the National Board of Directors
 6. Communicate the issue by sending a letter to the local chapter asking for their input and recommendations
- C. Local Chapter
1. Committees and respective chairpersons' names



2. Responsibility to provide information to state association on whether or not to change FFA official dress
3. Authority to give the opinion on behalf of their entire chapter
4. Communicate their opinion by sending a recommendations letter to the state association



Review/Summary

Have students draw a brief sketch of a building or structure that best represents the structure of FFA and a brief explanation of how it symbolizes FFA's organizational structure.

Have them compare with their neighbor.



Application

► Extended Classroom Activity:

Have students turn to the organizational chart in the “What Is FFA?” section at the front of the Official FFA Manual. Compare and contrast this organizational structure to 4-H and/ or the Boy Scouts’ organizational structure. Information on both of these organizations’ structures can be found by performing a “Google” search on the Web.

► FFA Activity:

Have students develop an organizational chart for their FFA chapter, like the chart listed in “The National Organization” section of the FFA Manual.

► SAE Activity:

Have students with a placement SAE develop an organizational chart for their SAE, like the chart listed in “The National Organization” section of the FFA manual. If they are in entrepreneurship or production, have them diagram the product they provide as it moves from the “gate to the dinner plate,” making note of their market’s structure.

✓ Evaluation

HS.113.Assess is included for measuring student performance on the learning objectives.

Answers to Assessment:

1. Responsibility, communication, authority
2. Board, Directors
3. National, local or chapter
4. Currently Larry Case



- 6. T
- 7. F
- 8. T
- 9. F



HS.113.Assess Name: _____

HOW ORGANIZATIONS ARE STRUCTURED— NATIONAL, STATE AND LOCAL

► Fill in the Blank

Fill in the blank with the correct word or words.

1. Organizational structure is the internal arrangement of _____, _____, and _____ that is necessary for an organization to accomplish its goals.
2. The governing body that has the power to change official dress of the National FFA organization is the National FFA _____ of _____.
3. Organizational structure is separated through three levels in the National FFA Organization: the _____; the State, and the _____.
4. The name of the Chairman of the Governing Body of FFA is _____.

► True or False

Determine if the statements below are true or false. If true, indicate by writing a T before the statement. If false, indicate by writing an F before the statement.

- _____ 5. Sports teams at school do not have organizational structure.
- _____ 6. All three organizational levels in FFA have a significant role in making decisions for the organization.
- _____ 7. State FFA Associations have the authority to change FFA official dress.
- _____ 8. FFA members are voting members in the governing body for the entire FFA organization.
- _____ 9. Communication is not a factor of success in organizational structure.



HS.113.TM.A

ORGANIZATIONAL STRUCTURE

The internal arrangement of responsibility, authority, and communication that is necessary for an organization to accomplish its goals.



HS.113.AS.A

STRUCTURES

Assign a building to a student and have him or her draw it on a public writing surface while the rest of the class guesses what it is.

- Eiffel Tower
- White House
- Washington Monument
- Great Pyramids
- Statue of Liberty
- Taj Mahal
- Kremlin



NATIONAL FFA ORGANIZATION

Congratulations! You are all members of the national FFA Board of Directors. As members, you are in charge of setting all FFA policy and procedures at the national level. In essence, you are the governing body of the organization. Any nationwide changes have to be cleared and approved by you and your colleagues by a majority vote.

Word has come to the Board of Directors from several state associations that there is a strong sentiment for the official dress of the FFA to be changed. Because you represent all of FFA, you want to give all state associations the opportunity to voice their opinion on the matter. Although the final decision for whether FFA official dress will change or not remains with your group, you certainly want to get all of the input possible from as many states as possible.

Your first task as Board of Directors:

Develop, in writing, a letter to the state associations (middle group) asking for their input on this matter. The Board wants to know three things before it votes:

1. Do you, as a state, think national FFA should change the official dress of FFA?
2. If you think that it should change, what should official FFA dress be?
3. If you think it should remain the same, why should it remain the same?

Assign a public relations officer from your group to write this letter and deliver it to the state FFA associations.

While you are waiting to hear back from the state associations, report the following on a tear chart your teacher will provide:

1. The real name of the Chairman of the national FFA Board of Directors and the names and offices of the national FFA officers, as well as their role on the Board of Directors. This can be found in the FFA Constitution at the back of the FFA Manual (page 81 and 82) and in the national FFA Organization section of the manual
2. Your responsibility as a Board of Directors in this activity
3. Your authority as Board of Directors in this activity

4. How you communicated the issue to the rest of the organization in this activity

When you receive letters back from the state FFA associations, report their input to the entire Board and then put the issue to a vote. Remember, the fate of official dress for FFA lies in your hands! When you have made your vote, designate a spokesperson for the Board to make an official announcement to the entire organization (classroom).



HS.113.AS.C

STATE FFA ASSOCIATION

Congratulations! You are all members of your state FFA Executive Board. As members, you are in charge of setting all FFA policy and procedures at the state level. In essence, you are the governing body of the association. You set statewide policy and help implement changes sent down from the national FFA Board of Directors. All changes must be cleared and approved by you and your colleagues by a majority vote.

You will be receiving a letter from the national FFA Board of Directors shortly, asking for your opinion on whether or not the official dress of FFA should be changed. The final decision for this matter rests with the national FFA Board of Directors, but they will not make a decision until they hear from you. As the Executive Board, you represent all chapters in your state and before you make a decision, you need to hear their opinions.

When you receive the letter, you will want to pass the question to the chapter level. In addition, you will add the following questions to the list of question you are receiving from the national Board of Directors: If FFA official dress changed, what is your recommendation for a new official dress. Can you send in a sample of what it might look like if you want to change it. Send your

letter via a representative to the chapter level.

When you have received a letter back from the chapter level, report their input to the entire Executive Board. Then put the issue to a vote. Remember that you are voting to send your entire state's opinion on official dress to the national Board of Directors!

Report your state's recommendation to the national FFA Board of Directors in a letter. Send it to the Board via a state representative.

►Task #1:

While you wait on the official letter from the national Board of Directors which will detail the question at hand, report the following on a tear chart your teacher will provide:

1. Write down the names and chapters of your current state FFA officers, the names of your state FFA advisor and executive secretary
2. What responsibility does your state Executive Board have in this activity?
3. What authority does your state Executive Board have in this activity?
4. How will you communicate this issue to the chapters in your state?



HS.113.AS.D

LOCAL FFA CHAPTER

Congratulations! You have been appointed to your chapter's public relations committee! It is your job to work with the Chapter Reporter to prepare news releases and develop public relations activities. Your committee's role is to create a positive image of your local FFA chapter. Any action on public relations issues must be passed through your committee with a majority vote.

This past summer, you and some of your friends from your chapter heard a rumor at state FFA Convention that FFA might be changing its official dress. You passed it off as a baseless rumor, but when a state FFA officer visited your chapter, he or she confirmed what you had heard and said that you would be receiving a letter from the state FFA association shortly with some questions on the issue. Your committee's role is to answer their questions on behalf of your chapter. Develop a letter that answers the questions the state association poses and send it back to them via a representative.

While you are waiting for this letter, discuss the following:

1. Do you think FFA official dress should change?
2. If you could change FFA official dress, to what would you change it? What would it look like?

Make sure you hear everyone's opinion on the matter before you write your letter back to the state association, answering their questions. If you have discussed the issue and are still waiting for a letter from the state association, report the following on a tear chart that will be provided to you by your teacher:

1. Request a copy of the chapter program of activities from your teacher. From it, write down the names of the committees found in your chapter and the committee chairpersons' names.
2. Write down the names and offices of the chapter officers
3. What is your group's responsibility in this activity?
4. What authority does your group have in this activity?
5. How will you communicate your opinion on this issue?



