



High School

National FFA Organization

Lesson HS.116

HOW AND WHY DO YOU GET INVOLVED IN ORGANIZATIONS?

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. Opportunities in the FFA

Precepts. B2: Interact and work with others

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What is citizenship?



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

- 1 List and define four reasons people get involved in organizations.
- 2 Create a matrix showing the relationship between FFA activities and accomplishment, influence, relationship, and discovery.



© 2004 National FFA Organization
*It is illegal to reproduce copies of this material
without written permission from the National FFA
Organization.*
National FFA Organization



Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization, “FFA Student Handbook,” Indianapolis, Indiana,
National FFA Organization, 2003.



Tools, Equipment, and Supplies

- ✓ Post-It notes
- ✓ Markers
- ✓ Writing Surface
- ✓ Large Paper
- ✓ Four Pieces of Poster Board
- ✓ Web Access or FFA Student Handbooks
- ✓ Overhead Projector
- ✓ HS.116.AS.A—one per student
- ✓ HS.116.TM.A
- ✓ HS.116.TM.B
- ✓ HS.116.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Accomplishment***
- ***Influence***
- ***Relationship***
- ***Discovery***



Interest Approach

Provide students with markers and a large sheet of paper. Divide students into groups of three to four and ask them to write down their responses to the following questions:



What is the club or activity in which you are most involved or might want to get involved?

Have students place the clubs or activities at the top of the surface.



What are the reasons why you are most involved or would like to be involved in these clubs or activities?

Have students rank their top four reasons in order of importance on a second sheet of paper.

Distribute four Post-It notes to each group.



2



Please put each of your top four reasons on a separate Post-It note. When you are finished, put them aside. We will come back to this activity later.



I want each of you to look for a relationship between what you wrote on the Post-It notes and the content that will be presented in class today.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and define four reasons people get involved in organizations.



The four reasons I am about to give you are what the most current research tells us are the reasons people become involved. The four reasons people get involved are accomplishment, influence, relationship, and discovery. I am not going to define these terms yet. I want you to come up with a description for each of the reasons for involvement.

It is important that the accompanying definitions are not given at this time. The terms will mean more to students if they develop their own definitions. Show HS.116.TM.A.

I. The reasons people get involved in organizations are as follows:

- A. **Accomplishment** is the need to do all you can do to achieve a goal or dream.
- B. **Influence** is a need people have to be in charge of or have an effect on individuals or a group of individuals.
- C. **Relationship** is a need people have to be around others and to have positive experiences with those other people.
- D. **Discovery** is a need people have to learn about new experiences, places, people, etc.



You should still be sitting with the group with which you started. Think about the activity we did at the beginning of class. Using the ideas from the interest approach, develop a definition for accomplishment, influence, relationships, and discovery in regards to why people get involved. Discuss your group's ideas and decide on a definition of accomplishment, influence, relationships, and discovery. Write your definitions on the Post-It notes, then get up and bring your definitions to the front of the room and stick them on the appropriate poster.

Lead a discussion which synthesizes all of the groups' definitions to come up with a consensus definition for each of the reasons people get involved.



How are the definitions similar? How are the definitions different? Does everyone agree with the definitions? Which definitions should be changed? Now, let's put them all together.

Lead a discussion to synthesize the definition of each reason for involvement.





Let's see how close we came to the “book” definitions of accomplishment, influence, relationships, and discovery. Be sure to record the official definitions for your notes.

List the definitions in the content portion of the lesson.



Were we close? If not, how is our definition different?

Ask students to record the consensus definitions in their notes.



The definitions we came up with as a class will guide us through each of the lessons on opportunities in the FFA.

Review this information with a Karaoke Moment in the same groups

Objective 2. Create a matrix showing the relationship between FFA activities and accomplishment, influence, relationship, and discovery.



This activity requires you to explore the activities that are available in the FFA and categorize those activities into accomplishment, influence, relationship, or discovery. This is important because you need to be able to see how different activities allow different needs to be met and to understand the purposes and benefits of each category of activities.

Students should still be in groups of three to four.

Using a copy of HS.116.AS.A, “Why Do I Get Involved” and the “FFA Student Handbook” or www.ffa.org, have students create a matrix categorizing different FFA activities into accomplishment, influence, relationship, or discovery.

Show HS.116.TM.B. After students have finished their matrix, have them answer the following questions:



Is there an FFA activity that meets my need for accomplishment?

Is there an FFA activity that meets my need for influence?

Is there an FFA activity that meets my need for relationships?

Is there an FFA activity that meets my need for discovery?

Review this activity with a Me-You-Us Moment.

II. Benefits of creating the matrix

- A. Relationship between FFA activities and the reasons students become involved can be seen.
- B. Students will find activities that may interest them and cause them to get involved.
- C. Similarities and differences between FFA activities can be explored.
- D. Similarities and differences between reasons why people get involved in organizations can be explored.



4



Review/Summary

Using a Choral Response Moment, have students repeat the “class-developed” definitions of accomplishment, influence, relationships, and discovery as they relate to why people get involved in FFA.



Application

►Extended Classroom Activity:

Have students develop a personal plan to get involved in activities in the school or community that include each of the categories.

►FFA Activity:

Have students develop a chapter plan of activities that include each of the categories for involvement. They should also develop a recruitment plan based around the benefits of reasons to present prospective members.

►SAE Activity:

Have students create a video on why people get involved in an SAE.

✓ Evaluation

A written test, HS.116.Assess, “Why Do I Get Involved,” is included to measure Objectives 1 and 2.

Answers to Assessment:

Part One: Matching

1. d
2. a
3. c
4. b

Part Two: Short Answer

1. Influence
2. Relationship
3. Discovery
4. Accomplishment



HS.116.Assess Name: _____

WHY DO I GET INVOLVED?

►Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- a. Accomplishment
- b. Influence
- c. Relationship
- d. Discovery

- _____ 1. A need people have to learn about new experiences, places, people, etc.
- _____ 2. The need to do all you can to achieve a goal or dream.
- _____ 3. A need people have to be around others and to have positive experiences with those other people.
- _____ 4. A need to be in charge of or influence individuals or a group of individuals.

►Part Two: Short Answer

Instructions. Provide the correct answer in the blank.

- 1. Being an FFA president would fill the _____ need.
- 2. An FFA social activity would fill the _____ need.
- 3. Going on a trip to Costa Rica with the FFA would fill the _____ need.
- 4. Successfully reciting all five paragraphs of the creed for the first time would fill the _____ need.



WHY DO I GET INVOLVED?

Reasons People Get Involved

- ◆ Accomplishment
- ◆ Influence
- ◆ Relationships
- ◆ Discovery



HS.116.TM.B

WHY DO I GET INVOLVED?

Accomplishment	Influence	Relationships	Relationships
Creed			

[illegible]



8

HS.116.AS.A Name: _____

WHY DO I GET INVOLVED?

Directions: Go through the FFA Student Handbook or the ffa.org website and fill in the matrix with FFA activities. For example, if I participate in the creed because of the satisfaction I get from either memorizing the entire paragraph or from winning the chapter contest, then I could write creed under accomplishment.

Accomplishment	Influence	Relationships	Relationships
Creed			

[illegible]

