



High School

National FFA Organization

Lesson HS.119

HOW DO YOU FIND OPPORTUNITIES FOR RELATIONSHIPS IN ORGANIZATIONS?

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. Opportunities in FFA

Precepts. B2: Interact and work with others

National Standards. NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



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

- 1 List and describe groups of people with whom the student can develop relationships in

organizations.

- 2 List and describe the experiences that can develop relationships in FFA.



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1



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

- ✓ Markers
- ✓ Writing Surface
- ✓ Paper
- ✓ Web access or FFA Student Handbooks
- ✓ Overhead Projector
- ✓ HS.119.AS.A—one per student
- ✓ HS.119.AS.B—one per student
- ✓ HS.119.TM.A
- ✓ HS.119.TM.B
- ✓ HS.119.Assess—one per student



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

- ▶ ***Peers***
- ▶ ***Role models***



Interest Approach



Quietly think about the friends, teachers, coaches, family members, or other individuals who have played an important role in your life. Think about the people who provide companionship, provide a listening ear, help you through the difficult times, or have helped you be successful.



We will be talking about developing relationships within an organization [FFA]. This is a very personal issue, and you will need to be very honest and mature as you reflect on today's lesson.



Raise your hand if you have a best friend.



Raise your hand if you have had this friend for more than three years, five years, longer.



Raise your hand if you have more than one friend.



What role do friends play in your life?



Write the names of those people on a sheet of paper. When you are finished, write why each of these people is important to you.



Ask for volunteers to share some of the reasons why certain people are important to them.



Relationships truly are important, aren't they? In fact, this basic human need is essential. Today in this lesson, we are going to investigate with whom we might think about developing relationships, and how FFA might play a role in that process.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and describe groups of people with whom the student can develop relationships in organizations.



The ways to develop relationships listed in this lesson are not the only ones. Think of other ways to develop relationships as you proceed through the lesson.



The first objective for today is to list and describe groups of people with whom to develop relationships.

Inform students this activity requires them to be very reflective and honest with themselves.



Using HS.119.AS.A and one of the following forms of media--copies of the FFA Student Handbook, ffa.org website, or FFA recruitment video--write down at least 10 activities that could possibly develop relationships in FFA. Have fun with this. There is no wrong answer. This is to get you thinking about ways to meet, greet, and have fun with people in FFA.



Again using HS.119.AS.A, place the activities in which you might have the opportunity to develop relationships from the top of the page in the categories at the bottom of the worksheet. The activities can belong to more than one category if you choose.

Ask students the following questions in order to get them thinking about ways to meet, greet, and have fun with other people:



Which category has the most activities in which you think you can develop relationships?
Which category has the least activities in which you think you can develop relationships?
Why do you have so many activities in ...
Why don't you have more activities in ...
What about ...



Now I am going to ask you to share your lists with the class? I encourage you to seek out FFA activities and events that will offer you more opportunities for relationship building.

Also ask students what they put in the “other” category. Respond to these as well.



If the groups of people below have not been listed, make sure they are discussed. For clarity ask the students:



What is a peer?
What is a role model?

Using HS.119.TM.A, define these terms for the students.

- I. Five groups of people with whom to develop relationships in organizations:
 - A. **Peers**: friends who are engaged in similar activities as you
 - B. **Role models**: people you would like to emulate
 - C. Teacher
 - D. Coach
 - E. Family
 - F. Other

Using HS.119.AS.B, divide students into groups of three to four and have them complete the chart by filling in every block with FFA, school, and community activities where they can develop relationships. Let students brainstorm for a while without materials. If you choose, you may let them use the Student Handbook or the ffa.org website.



Using the provided worksheet, complete the chart by filling in every block with FFA, school, and community activities where you can develop relationships.

Review the five groups of people with whom to develop relationships in organizations with a Choral Response Moment.

Objective 2. List and describe the experiences that can develop relationships in the FFA



Where are many of the activities you have discussed taking place? Are there certain experiences you must have in order to meet certain types of people or to engage in activities that allow for relationship building?

If the following experiences have not been discussed yet, make sure they are. You may use HS.119.TM.B to discuss these experiences.

II. Experiences where you can develop relationships in the FFA

- A. Chapter activities
- B. Recreation events
- C. FFA meetings
- D. FFA conventions
- E. Other (officer teams, CDE teams, committees, conferences, etc.)



4



Review/Summary

Using a Dickens Moment, have groups of students depict the groups of people, the places, and the activities where they can develop relationships in FFA.



Application

►Extended Classroom Activity:

Have students look in a school newspaper or handbook and identify five other organizations in which they might be able to establish relationships.

►FFA Activity:

Have students keep a journal or use a planner to list individuals they have met and might want to establish relationships with.

►SAE Activity:

Entrepreneurial and business success also comes from a strong group of professional contacts. Ask students to complete the HS.119.AS.A and HS.119.AS.B worksheets to evaluate their business relationships or opportunities to network in an SAE area.

✓ Evaluation

A written test, HS.119.Assess, is included to measure Objectives 1 and 2.

Answers to Assessment:

Part One: Listing

Peers, role models, teacher, coach, family, other—answers can vary

Part Two: Listing

Chapter activities, recreation events, FFA meetings, FFA conventions, other—answers can vary

Part Three: Listing

Answers will vary



HS.119.Assess Name: _____

OPPORTUNITIES FOR RELATIONSHIPS

►Part One: Listing

Instructions: List five groups of people with whom to develop relationships in organizations

►Part Two: Listing

Instructions: List five places to develop relationships in FFA

►Part Three: Listing

Instructions: List five additional FFA activities where you can develop relationships



6

HS.119.TM.A

OPPORTUNITIES FOR RELATIONSHIPS

- ◆ **Peers**
- ◆ **Role models**
- ◆ **Teacher**
- ◆ **Coach**
- ◆ **Family**



7

HS.119.TM.B

OPPORTUNITIES FOR RELATIONSHIPS

Experiences that may help develop relationships

- ◆ Chapter activities
- ◆ Chapter meetings
- ◆ FFA conventions
- ◆ Recreation events
- ◆ Other



HS.119.AS.A Name: _____

OPPORTUNITIES FOR RELATIONSHIPS

Directions: In the following blanks, write at least 10 activities you think would offer you opportunities to develop relationships

- | | |
|----|-----|
| 1. | 6. |
| 2. | 5. |
| 3. | 4. |
| 4. | 3. |
| 5. | 10. |

Directions: Record the above activities in the appropriate boxes below

[illegible]



HS.119.AS.B Name: _____

OPPORTUNITIES FOR RELATIONSHIPS

Directions: Under the appropriate category, list all the activities where you can develop relationships.

Peers	Role models	Teacher	Coach	Family	Other
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