



Lesson MS.62

THE ORIGINS OF ORGANIZATIONS

Unit. FFA and Me

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

Precepts. F5: Acquire new knowledge

National Standards. NL-ENG.K12.11 — 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 Understand the origin of organizations.
- 2 Understand how and why organizations change.
- 3 Understand how FFA has changed.



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Time. Instruction time for this lesson: 50 minutes.



Tools, Equipment, and Supplies

- ✓ MS.62.AS.A—one per student
- ✓ MS.62.TM.A
- ✓ MS.62.Assess—one per student



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

- ***Need***
- ***Change***



Interest Approach

The purpose of this activity is to show students that we form groups based on need. The activity is one where students will get a little loud, and that's okay for this activity.



We are a colony of seals off the shores of Alaska. This is how seals sound.

Make a seal clap by extending your arms, putting one arm over the other, rotating and opening your hands, and clapping your hands together.



On the count of three, make that seal clap. 1...2...3.



One of your jobs as seals is to protect yourselves from the sharks that want to eat you. Today, I am a shark! The way you, as seals, can protect yourselves from being eaten by the sharks is by grouping together. This is how we'll do this exercise.



When I say, “Sealed with a kiss,” move around the room making the noise of a seal. When I say “Stop,” stop moving. I’ll say a number. This is the number of people you need to find in a group. Then I’ll say a category. Find the previously mentioned number of people who have the same birthday month as you. Link arms with the correct number of people to form a group. The sharks can’t attack you if you are in a group. Move again whenever I say, “Shark attack!” Let’s see an example of what one of these groups would look like.

At this point, grab a few students for an example. An easy example could be the number three, which is the number of students you would have in the group, and the category could be students who have the same hair color as you. Have the students demonstrate how to link arms by grabbing one another’s elbows. This better protects them from the outset.



If you cannot find a group, you have to sit down. What questions do you have before we get started? Sealed with a kiss!



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Possible categories and numbers: 4) people with the same eye color; 6) people who like the same sport as you; 2) people with the same hair length as you; 5) people who are of the same gender as you; 3) people with the same favorite TV show as you; 1) person with the same everything as you—on this one, they just hug themselves.

Process the activity with these questions:



How did it feel to finally find that group you could link up with?



How did it feel when you couldn’t find a group to join?



What are some of your thoughts about why people join groups in the first place?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand the origin of organizations.

I. Understanding the origin of organizations

Help the students come to these conclusions by asking this question:



Thinking back on the experience from being a seal and looking for a group, why do you think people form and join organizations?

Possible answers: survival; need; it feels good to be around people



All of these answers centered around the basis of a need.

A. **Need**

1. Something to help a person grow or live.



People form and join organizations to meet a need. As I name a group, raise your knee to suggest the need the organization fills.

Examples include: U.S. Army; Department of Homeland Security; 4-H; sports teams; PTA; SADD; MADD

Have students raise their knees instead of their hands.

B. History of FFA





Since FFA is an organization, we know it was formed because of a

Correct response is need.

1. Back in the early 1900s, several farm boys enrolled in courses in agriculture and met together at the American Royal Livestock and Horse Show in Kansas City, Missouri. However, the farm boys felt inferior, not as good as their city cousins. They had a need to develop leadership skills and confidence to give them pride in their ability. This need led to the formation of the National FFA Organization in 1928.



The National FFA Organization was formed in what year?

Correct answer: 1928

Objective 2. Understand how and why organizations change.

II. Understand how and why organizations change

Divide the group in half. Ask for a volunteer from each section. Since they'll be crawling, make sure the individual is not wearing a skirt or another clothing object that could place the student in a compromising position.



We're about to have the great Crawl Race-Off of the Year! Cheer for the individual from your section as he or she crawls to the finish.

Identify start and end points of the race.



Both contestants will win a prize for participating in today's crawl race-off. We'll begin on the count of three. What questions do you have? 1...2...3!

After the race, interview the two individuals who crawled. Some possible questions follow and possible responses to them would be: crawling is no longer comfortable; they changed to walking from crawling because it is a more efficient way to get around.



Why do you no longer crawl?



How did it feel to crawl?



Do you think it's hard for babies to learn how to walk?



We just saw how important change can be. What are some examples you have seen of the benefits of change?

Possible responses include: we don't see many star basketball teams crawling across the court; most people made the change to electricity and running water in their homes because it was convenient; because of changes in modern medicine, the life expectancy of a human being is no



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longer 45; change helps us meet changing needs and keep up with the positive opportunities for growth in the world around us



We change to grow.

Have the students form their hands into fists. Have them say together, "We change to grow." When they say this, have them open their hand where their fingers are extended and stretched out. Repeat this activity. This will help them visualize how we must change to grow.

A. Change

1. It comes as a result of recognizing a new need and adapting to the world around us.
2. It is important for an organization not to lose its core beliefs while change is taking place.
3. It is often uncomfortable and is often the result of determined, hard work.

Refer to handout MS.62.TM.A to reinforce these points. Ask students to write down the points from the handout.

Objective 3. Understand how FFA has changed.

III. Understand how FFA has changed

For this, students can teach themselves with a matching activity. Hand out MS.62.AS.A to each of the students. Instruct students to complete the matching activity using a Me-You-Us Moment. Discuss changes and provide hints and background information as necessary.



The FFA has experienced changes over the years, based on the needs of a growing organization.



Review/Summary

Divide the group into smaller groups of three to four individuals. Allow them to work as a group.



Write the word “change” vertically on a piece of paper. Use that word as a crossword to think of other words relating to what we’ve learned today.

Example: From the “G,” growth in FFA by women and the NFA



Application

►Extended Classroom Activity:

Have students look up an organization or company with instructor approval and report back what need it fulfills, how it has changed, and how those changes have been positive for the group.



►FFA Activity:

Have students begin exploring one FFA activity they can join that will be a positive change for them.

►SAE Activity:

Have students look at how they can change their SAE project to make improvements.

✓ Evaluation

For the test, refer to MS.62.Assess.

Answers to Assessment:

1. Women
2. National FFA Organization
3. a.
4. Indianapolis, Indiana
5. New Farmers of America, or NFA



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MS.62.Assess Name: _____

THE ORIGINS OF ORGANIZATIONS

Answer the following questions by either filling in the blank or circling one of the answers provided.

1. _____ were admitted into the FFA in 1969.

2. In 1988, the Future Farmers of America's official name was changed to what?
3. Organizations are formed on the basis of:
 - a. need
 - b. party
 - c. money
 - d. friends
4. The National FFA Center is now centrally located in _____.
5. The organization of African-American agricultural education students who joined together with the FFA in 1965 was _____.



MS.62.TM.A

CHANGE

◆ It comes as a result of recognizing a new need and adapting to the world around us.

◆ It is important for an organization not to lose its core beliefs while it is undergoing change.

◆ It is often uncomfortable and is often the result of determined, hard work.



MS.62.AS.A Name: _____

Match the organizational change to the need that brought about that change.

► **CHANGES**

- _____ 1. The New Farmers of America (NFA), the organization for African-American agriculture students, joined together 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 1997, ground was broken in Indianapolis, Indiana, for the New National FFA Center. Its doors opened on June 1, 1998.

► **NEEDS**

- a. The organization had changed from one for strictly farm boys to an organization with individuals interested in all types of agriculture and leadership. There was a need to change the perception that it was only about farming when it now encompassed so much more.
- b. There was a need for the National FFA Staff to be more centrally located, where more students could visit and learn about FFA.
- c. Students who had graduated high school still felt a strong tie to the organization and wanted to be involved. Plus, the organization needed support from an outside party.
- d. The number of members in the organization was declining. The organization also needed

to embrace society's move toward allowing females increased responsibility and opportunity.

- e. Two separate organizations with the same purpose could be stronger, both in numbers and spirit, if joined together.

