



Lesson MS.63

FFA OPPORTUNITIES

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.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 Imagine the possibilities that exist in FFA.
- 2 Explore opportunities for getting more involved in FFA.
- 3 Identify barriers to involvement in FFA.



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



1



Time. Instruction time for this lesson: 50 minutes.



Resources

Official FFA Manual
Official National FFA Web site



Tools, Equipment, and Supplies

- ✓ Four FFA manuals
- ✓ Four FFA New Horizons
- ✓ FFA web address posted on your computer
- ✓ State FFA officers contact information list
- ✓ Senior FFA members contact information list
- ✓ Overhead projector
- ✓ Tear sheet paper
- ✓ Markers
- ✓ Tape
- ✓ MS.63.TM.A
- ✓ MS.63.TM.B
- ✓ MS.63.AS.A—one per student
- ✓ MS.63.AS.B—one per student
- ✓ MS.63.Assess—one per student



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

- ▶ ***Possibility***
- ▶ ***WIIFM***
- ▶ ***Opportunities***



Interest Approach



Think about one of your favorite things to do in the whole world.

Give students a few seconds to think about their favorite thing to do.



Now think of how you could act out that activity in a way that others understand what your favorite activity is without your even saying a word.

Give them a few seconds to think about how to act it out.



2



When I say the word “WIIFM,” I want you to act out your favorite thing to do. What questions do you have? WIIFM!

Give students the opportunity to act out their favorite thing to do. Encourage students who aren’t involved to try it out.



Let’s do it one more time on “WIIFM,” but this time I want you to yell, “WIIFM” as loud as you can with me when you do it. Ready, set, WIIFM!

Give them time to yell WIIFM while doing their activity. You may need to continue to encourage them to get involved.



These are all activities you love, and I’m wondering why you love them so much. Think about why you love these activities. Turn to your neighbor and share with him or her why you love this activity.



I think you just answered the WIIFM. **WIIFM** is an acronym for “What’s In It For Me.”

Write this on the board. Ask the students to write it in their notebooks.



What’s in it for me? What will I get out of it?



I want you to start thinking about FFA and the opportunities you have in this organization. We’ll cover a few of the WIIFMs for you, but think for yourself what’s in it for you as you choose to get active in FFA.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Imagine the possibilities that exist in FFA.

I. Imagine the possibilities that exist in FFA.

A. A **possibility** is something that can occur.



What is a possibility? For this class, we'll define a possibility as something that can occur.

Use a Choral Response Moment. A possibility is something that can occur. Encourage students to write this definition down in their notes.



Let's see just what can occur if we draw what we see in our minds.

Have tear chart paper, markers, and tape ready. Also at this time draw the initial shape on the board. The initial shape should look like the figure on MS.63.TM.A.



3



When I say "WIIFM," divide into groups of three or four people. Draw this exact same figure on your tear chart sheet of paper. Take three minutes to draw a picture of your choosing, beginning from this original shape. What questions do you have? WIIFM!

Give students three minutes to draw a picture. If they need more time, extend the time by 30 seconds.



We'll take turns showing off each picture. Send one person from each group one at a time to explain your picture.

Select which groups to go at which times. Limit their explanation to about ten seconds.



Awesome pictures! They are all very creative and different.

Celebrate the students' creativity and innovation with high fives, power stomp, etc.

Ask the students the following question. Give the students the opportunity to first discuss the question with the group with whom they drew the picture.



Why are all the pictures so different?

Possible answers: people are different; what we see is different; there are lots of different options.

Have some of the students share their answers with the entire class.



Exactly! The pictures are so different because you had the choice to draw absolutely anything you wanted to! The possibilities are endless.

At this point, make your shape into the letters FFA. You can easily do this by overlaying transparency MS.63.TM.B over MS.63.TM.A.



This is what is so cool about FFA. You can make your experience with this organization anything you want it to be. Everyone starts with the same elements, but from that point, it's up to each individual.



The countless possibilities you can tailor to your specific interests and strengths are one of the first WIIFMs for FFA.

Choral Response Moment



What does WIIFM stand for? What's In It For Me?

B. Define WIIFM

1. **WIIFM** stands for What's In It For Me.



Objective 2. Explore opportunities for getting more involved in FFA.

II. Explore opportunities for getting more involved in FFA.

A. Define opportunities

1. **Opportunities** are the ways we achieve the possibilities we dream in FFA.



A **possibility** is what we dream of. An opportunity is the way we get to that dream. A young girl dreams of the possibility of being a singer. Joining the school choir is one opportunity to help her achieve that dream. Think about the dreams or possibilities you thought about earlier. Now we'll look for opportunities to match those possibilities.

Before this activity, make sure you have an FFA manual, several New Horizons publications, and telephone numbers and addresses of state officers and senior members. If your group is extremely large, you may want to divide them into groups of two or three. Place items throughout the room at varying points. The main idea is to have items spread out so students can have space to look through them. If your class has a computer, tape the FFA Web address to the computer. The goal is to put students in charge of their own learning by using a Go Get It Moment.



When I say, "Marco Polo," take two minutes to walk around the room and find one source of information that can help you learn more about opportunities available to you in the FFA. Also, write down one example of an FFA opportunity in which you can get involved. An example would be finding the contact information for a state FFA officer and e-mail him or her to learn how and what they are involved in with FFA. What questions do you have.



Marco Polo.

Ask the students to share their sources of information with the entire class and share one opportunity in the FFA.

If no one mentioned FFA's home page, now would be a great time to put in a plug for researching opportunities from the Web site.



There are tons of ways to explore all the different opportunities available to you in FFA. You will have opportunities to make new friends, travel, compete in many different events like public speaking, livestock, crop, or meats evaluation, and horticulture and floriculture events. The key is to begin exploring those opportunities!

Hand out MS.63.AS.A.



From this handout, circle five different activities you are interested in learning more about.

A. FFA opportunities

1. See opportunities listed on MS.63.AS.A

Give students a few minutes to circle activities that look interesting to them. Be sure to emphasize that these are only a few of the opportunities available within FFA. Encourage them to check

with you for more activities.



Objective 3. Identify barriers to involvement in FFA.

III. Identify barriers to involvement in FFA.



Stand up. Point to a spot in front of you. Without moving your feet, turn at your waist and move your finger as far back as possible. Okay, good. Now, point to the same spot in front of you. This time, when you point your finger back, go one inch further back than you did before.

Most students will be able to go one inch further back than before.



How many of you were able to go one inch further back?

Many of them will have been able to do so.



How is it you were able to go one inch further back when you were asked to go as far back as possible the first time.

Possible answers: I was challenged; I realized it was a possibility; I had a second chance



Let's think about your future with FFA. Some of you won't go that one inch further back that could make all the difference in the world. What are some of the barriers that keep you from getting more involved?

Brainstorm barriers to involvement. Below is a list of barriers you can use if students need help generating responses.

Handout MS.63.AS.B. Encourage students to think of more barriers to involvement than just these common barriers to involvement listed on MS.63.AS.B.

A. Barriers to involvement

1. I can do it later.



While you are still just in middle school, you still have only so many years in FFA. Once you graduate from high school, many of these opportunities will have passed you by. Make the most of every opportunity to grow into the person you want to become.

2. Fear



We're all afraid of something. For many of us, the fear of change or getting involved is too great to risk. However, a greater fear is not doing anything at all, and letting high school and the possibility for fun, friends, money, and travel pass you by.

3. Thinking it's not cool.



The definition of cool is whatever you want it to be and whatever you like. If it's something you like doing, it's cool. There are a ton of activities in FFA, and you can find one that is right for you, therefore making it cool.



Review/Summary



The Nike swoosh represents "Just Do It." And that's what you need to do with FFA opportunities. Just do it! Just take the leap and get involved!



Work in groups of five. Draw the Nike swoosh on a piece of paper. Fill the inside with things you've learned today through pictures, hieroglyphics, or words.

Have students draw the Nike swoosh as the puffy version, with empty space in the middle.



Application

► Extended Classroom Activity:

Have the students log on to FFA's website. Have them enter the chat room and ask other students what their favorite FFA activity is. Have students collect five responses and turn them in for extra credit points or just as a regular homework assignment.

► FFA Activity:

Have students interview a chapter officer, asking him or her about FFA opportunities he or she has found the most enjoyable, and why.

► SAE Activity:

Have students shadow an FFA member whose SAE is in an area of interest to them. Have students ask questions about how they got involved with that particular SAE and how they also can get involved.

✓ Evaluation

MS.63.Assess is included for the assessment.

Answers to Assessment:

1. WIIFM stands for What's In It For Me
2. I can do it later
 - Fear
 - Not Cool
 - Others the class agrees on during the lesson
3. Activity is up to the student
4. Possibility



MS.63.Assess Name: _____

FFA OPPORTUNITIES

Please answer the following statements:

1. What does WIIFM stand for?

2. Name two barriers to involvement.
A.

B.

3. Write down one FFA opportunity you want to learn more about.

4. Something that can occur is called a _____.



MS.63.TM.A



MS.63.TM.B

FFA



MS.63.AS.A Name: _____

LIST OF FFA POSSIBILITIES

- Being a chapter officer
- Attending the Washington Leadership Conference
- Giving a speech
- Learning about horticulture—how to grow things
- Showing an animal
- Livestock judging
- Volunteering for community service
- Traveling to another country
- Writing an article for your hometown newspaper
- Preparing and presenting a workshop for elementary students
- Working with production agriculture—farming crops
- Attending MFE, Edge, or ALD Leadership Conferences
- Participating in PALS—Partners in Active Learning Support—mentoring an elementary school student
- Learning more about agricultural mechanics—how to fix and build things
- Getting involved with agricultural marketing
- Singing at state or national convention
- Starting your own business
- Competing with students from other schools in career development events—that's right, it will help prepare you for a career
- Attending state or national convention
- Getting money for college
- Learning how to weld
- Selling things for chapter fund-raisers
- Being part of a chapter meeting team
- Developing a Web site for your chapter
- Planning your chapter's end of the year banquet
- Participating in the national chorus



MS.63.AS.B Name: _____

BARRIERS TO INVOLVEMENT:

- I can do it later

- Fear

- It's not cool



