



Lesson MS.64

OPPORTUNITIES FOR INFLUENCE, DISCOVERY ... IN ORGANIZATIONS

Unit. FFA—An Integral Component of Agricultural Education

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

Precepts. A4: Identify and use resources

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 Explore opportunities for accomplishment, influence, and relationships in organizations, using FFA as an example.
- 2 Identify sources of information to help you select areas of involvement in FFA.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“FFA New Horizons”

“Official FFA Manual,” National FFA Organization, 2002.



Tools, Equipment, and Supplies

- ✓ 4 copies of FFA New Horizons
- ✓ 4 copies of Official FFA manual
- ✓ Internet Connection to ffa.org
- ✓ MS.64.AS.A—one per student
- ✓ MS.64.AS.B—one per student
- ✓ MS.64.TM.A
- ✓ MS.64.Assess—one per student



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

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



Interest Approach

Before class begins, hang or tape a copy of MS.64.AS.A in an accessible location to students, where they can comfortably view it and take notes from it.

Clear a space in the middle of the classroom before class begins. As a grouping activity, students will take off one of their shoes and toss it into the middle of the room, where they will retrieve

someone else's shoe and ask them questions related to what their favorite extracurricular activity is. The context of this lesson is one of exploring and discovering. The theme used will be the Land of OS.



Take off your right shoe. Hold your nose. Say, “Oh my gosh!” Throw it in the center of the room. When I say, “Stinky feet,” grab a shoe from the pile. Find its owner. Ask the owner what his or her favorite extracurricular activity is and why. What questions do you have? Stinky feet!



What are some of the reasons that people join organizations?

Possible answers may include: to meet or hang out with friends; to compete; to work on leadership skills; they're fun; I'm good at it



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This is all about getting off on the “right” foot in the FFA. In this process, we had to search for the owner of that shoe. Once we found that person, we had to ask questions to learn more about him or her.



Getting involved in FFA is much like this activity. You have to search for and discover the right opportunities for you. Once you find them, you have to research and learn about them to further your own personal growth.



There are a lot of reasons to join organizations. We're going to explore how a guy named Ira can help us determine what an organization can offer us.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explore opportunities for accomplishment, influence, and relationships in organizations, using FFA as an example.

I. Explore opportunities for accomplishment, influence, and relationships in organizations

The context for this activity is a scavenger hunt. Set up four stations around the room. Station One has the definitions for accomplishment, influence, and relationship. Station Two has copies of FFA New Horizons. Station Three has copies of the Official FFA manual. Station Four has a computer with Internet access to link students to FFA's home page.

Hand out copies of MS.64.AS.B. This handout contains questions that they must answer. Answers to these questions will be found at the four stations of the room. Facilitate the activity with a Go Get It Moment.



Turn to your neighbor. Look him or her in the eye. Exclaim, “Oh my GOSH, it’s IRA!”

Use a Choral Response Moment for “Oh my GOSH, it’s IRA.” GOSH and IRA are two mnemonic devices to help boost retention. Use a fun accent.



In finding out what this guy named IRA has to teach us, we are going to experience GOSH.

Choral Response Moment, Oh my GOSH, it’s IRA!



Your challenge today is to learn about IRA while you experience GOSH ... also known as the Great Organizational Scavenger Hunt.

Write Great Organizational Scavenger Hunt on a public writing surface to paint the picture for the students.



In a moment, when you hear me say the word “GOSH,” take your GOSH handout and complete it by visiting the four corners of the room. Each corner has resources that will allow you to complete it. What questions do you have? GOSH!

Facilitate activity with a Go Get It Moment.

A. Accomplishment

1. An **accomplishment** is an achievement gained by hard work.
2. Examples include Career Development Events, Proficiency Awards, Agriscience Student of the Year, and the Supervised Agricultural Experience Program.

B. Influence

1. **Influence** is making a difference in the lives of others by encouraging their thinking or leading them down a new path.
2. Examples include Chapter, State, and/or National Office, Committees, PALS, WLC.

C. Relationship

1. A **relationship** is a friendship or bond with another individual.
2. Examples include PALS, Made For Excellence, International Programs, or Elected offices.

Challenge students during the activity to stay on task. When finished, celebrate with high fives and a Choral Response of *Oh my GOSH, it's IRA*.

Objective 2. Identify sources of information to help you select areas of involvement in FFA.

Challenge the students to think about how they went about collecting information for their worksheets. They probably either wanted to get more information than anyone else, they wanted to use it as an opportunity to chat with friends, or they wanted to influence those around them to write down the same types of things as them.



What was your goal in getting the information? Were you more interested in spending time with friends while doing the work assigned, with getting all of the information correct, or with getting people around you to write down similar answers to yours?



Think about this for a moment. If you were more interested in getting all of the information correct, circle the definition for accomplishment on your worksheet. If you were more interested in spending time with friends, circle the definition for relationship on your paper. If you were more interested in getting people around you to write down similar answers to yours, circle influence on your paper.

For the above identification activity, the students will be circling the definitions on MS.64.AS.B.



This quick description can help you begin to pinpoint activities that best meet your needs. What are you most interested in. Look at the activities that meet each involvement need to decide what areas to get involved in.

Encourage students to use the list of activities they generated for each category on MS.64.AS.B.



Also, look at other activities in which you are involved and find enjoyment. Think about what area of need those activities meet. This may help you determine in which FFA activities to get involved.

Show MS.64.TM.A.

I. Other sources of information:

- A. Advisor
- B. Older members
- C. Parents
- D. Trial and error
- E. FFA home page
- F. FFA New Horizons
- G. Chapter officers
- H. Friends



Match your talents to opportunities



Review/Summary

Partner students with either the person who had their shoe or the person whose shoe they had. Have students share what their area of interest is. Do they prefer accomplishment, developing relationships, or influencing people? Then share with them one activity they can do to fit that need.



Application

►Extended Classroom Activity:

Have students look at one activity that interests them and research it this week by attending a meeting, or schedule time with their advisor to ask more about that opportunity.

►FFA Activity:

Have students chat with another member who is involved in an opportunity that interests them. Have them find out more information and make plans to get involved in at least one activity during this semester.

►SAE Activity:

Have students think about what SAE project would best fit their need. Have them talk it over with someone with a similar project to the one in which they are interested.



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✓ Evaluation



Write down the three different types of needs for involvement, including a definition for each.

Answers include: accomplishment, relationship, and influence

Answers to Assessment:

Accomplishment: an achievement gained by hard work

Examples: proficiency awards, student of the year, career development events, star greenhand, etc.

Relationship: a friendship or bond with another individual

Examples: PALS, MFE, International Programs, Elected offices, meeting new people

Influence: making a difference in the lives of others by encouraging their thinking or leading them down a new path

Examples: chapter, state, or national office, PALS, WLC



MS.64.Assess Name: _____

OPPORTUNITIES FOR INFLUENCE, DISCOVERY ... IN ORGANIZATIONS

► Fill in the blanks:

Instructions: Fill in the blanks and give an example of each.

_____ a friendship or bond with another individual

_____ an achievement gained by hard work, possibly as a result of competing against someone else, but not necessarily

_____ making a difference in the lives of others by possibly encouraging their thinking or leading them down a new path



MS.64.TM.A

SOURCES OF INFORMATION



- ◆ **Older members**
- ◆ **Parents**
- ◆ **Trial and error**
- ◆ **FFA home page**
- ◆ **FFA New Horizons**
- ◆ **Chapter officers**
- ◆ **Friends**
- ◆ **Match your talents to opportunities**
- ◆ **Other activities**



MS.64.AS.A Name: _____

DEFINITIONS

INFLUENCE: making a difference in the lives of others by possibly encouraging their thinking or leading them down a new path

RELATIONSHIP: a friendship or bond with another individual

ACCOMPLISHMENT: an achievement gained by hard work, possibly as a result of competing against someone else, but not necessarily



MS.64.AS.B Name: _____

OH MY GOSH, IT'S IRA! THE GREAT ORGANIZATION SCAVENGER HUNT.

A_____. Definition:

Possible Opportunities for getting these in FFA:

I_____. Definition:

Possible opportunities to have this in FFA:

R_____. Definition:

Possible opportunities for developing these in FFA:

