



Lesson MS.65

WHAT IS FFA ALL ABOUT?

Unit. FFA—An Integral Component of Agricultural Education

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

Precepts. L2: Respect and be sensitive to others' beliefs

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 Describe the importance of beliefs and values of an organization, using FFA as an example.
- 2 Describe how organizations communicate brand and culture.
- 3 Describe the three components of agricultural education.



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 **Time.** Instruction time for this lesson: 50 minutes.

✓ **Tools, Equipment, and Supplies**

- ✓ Copies of the National FFA Creed
- ✓ Tear Chart Paper
- ✓ Tape
- ✓ Markers
- ✓ MS.65.AS.A—one per student
- ✓ MS.65.AS.B—one per student
- ✓ MS.65.AS.C—one per student
- ✓ MS.65.Assess—one per student
- ✓ MS.65.TM.A
- ✓ MS.65.TM.B

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

- ***Beliefs***
- ***Values***
- ***Three components of agriculture education***
- ***FFA skills***
- ***SAE***
- ***Knowledge***
- ***Classroom experience***

Interest Approach

This activity is meant to help students understand how every organization has beliefs, values, and a culture. Also, students should demonstrate that every organization in some way communicates its “brand” and “culture” to others. Students will explore through this simulation each individual’s role in the organization.

Divide the group into smaller groups of five or six people, but form at least four groups.

Four groups are recommended so the groups will have an adequate number of different cultures to see.



We'll start with a short review of previous learning. All organizations start because of some type of _____.

Correct answer: need



Right. All organizations are based on a need. In a moment, I will give each of you a need from which to form your organization. As a group, develop your organization based on that need,



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concentrating on these things. When I say the word, "Organize," begin to answer these questions. You'll be listening for the word _____. Organize.

Give them the MS.65.AS.A at this point.



Determine your organization's two major beliefs.



Determine your organization's three values.



Determine your organization's distinguishing "brand." Think of the swoosh and "Just Do It" for Nike.



Determine the culture of your organization. For example, what rules, customs, and traditions will you have?



How will your organization communicate to others so they understand the foundation of your organization? For example, Wal-Mart has greeters to show they are friendly. Perhaps you will have a special greeting for your group.



What will be each individual's role in the organization?

At this point, assign a need to each of the groups either by telling them verbally or writing the need on a public writing surface. Here are some ideas to consider: skateboarders with a need to improve their image to society; dog owners with a need to provide positive information about how to care for dogs to other dog owners throughout the world; music listeners with a need to communicate how to legally share music using the World Wide Web; musicians with a need to form a functioning band; cheerleaders with a need to promote cheerleading as a sport while sharing safety practices and organizing competitions; students with a need for some extra money and the willingness to work after school.



Take seven minutes to answer the questions on the handout. You will be sharing your organization with the group in a few minutes. Transfer the answers to these questions onto a tear sheet of paper. What questions do you have?



Organize.

Give each group seven minutes to complete the handout. If they need more time or help, give them additional time.



Great! Now your organization will meet other organizations at our annual organizational fair. This is how it will work.



When I say, "Organizational fair," tape your tear chart sheet explaining your organization on the wall. Walk around the room to look at the other organizations. When you pass a member of another organization, greet him or her with your organization's greeting and discuss your organizations.



What questions do you have? Take five minutes to do this. Organizational fair.

Use the following questions to process the activity.





What made every organization unique?

Possible answers: every organization believed something different; the people made the organization different; the need behind the organization changed the way it did things.



Why are these elements important to organizations?

Answer: They give the organization a foundation from which to make decisions; it defines who the organization is; it gives the members something to rally around; it helps create a vision for the organization.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the importance of beliefs and values of an organization, using FFA as an example.

I. Describe the importance of beliefs and values of an organization, using FFA as an example.



Think about the organization you just formed and what things your organization believed in and valued. Every organization has beliefs and values. Let's explore the beliefs and values of FFA as an example.

A. Beliefs

1. **Beliefs** are something you know to be true.

Show definition on MS.65.TM.A. Have the students write the definition of a belief on a notes page.

Give each of the students a copy of the creed.



When I say the word, “Creed,” find a partner. Underline every sentence in the creed that signifies an “I Believe” statement. An example would be the sentence, “I believe in the future of agriculture.” What questions do you have? Creed.

Ask the following process question to generate discussion:



Talk about how these beliefs look in your own life.

B. Value

1. A **value** is something that governs the organization and the decisions it makes.

Show definition on MS.65.TM.A. Have students write down the definition for value on their notes page.



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When I say the word, “Motto,” find a new partner. For each line of the motto, underline words that hint to some of the values of FFA. What questions do you have? Motto.

Hand out MS.65.AS.B.



From these words you just underlined, think of some other possible values of the FFA organization. From this list of values, circle the values you think belong with FFA.

Process questions:



Think about why values and beliefs are important to organizations. Turn to your neighbor and tell him or her one reason why values and beliefs are important to organizations.

Objective 2. Describe how organizations communicate brand and culture.

II. Describe how organizations communicate brand and culture.



How do you communicate with your friends?

Possible answers: high five; say hi; talk with our hands; secret words; inside jokes



There are a lot of different ways we communicate. It's good to recognize the symbols and gestures of communication.

Hand out MS.65.AS.C to students. Instruct students to work on it individually at first, then about halfway through, allow them to pair up and help each other finish the exercise.

Answers to word jumble: smile, frown, applause, cheer, I do, creed, thanks, scream.



As you can see, people use all sorts of hidden symbols and gestures to communicate everything from what they feel to who they are. Organizations are no different. Organizations communicate who they are through both subtle and open messages. Examples are how Wal-Mart communicates their friendly nature through greeters. Flight attendants on airlines always smile. The Nike swoosh represents the need to exercise and be fit. They all have symbols.



Let's observe some of these for FFA.

Encourage students to write these down.

A. Colors

1. National blue
2. Corn gold



These colors were chosen to reflect our nation's flag and the color of corn to symbolize unity because corn is grown in every state.

B. Brand

1. FFA jacket





These are just examples. Think of other ways FFA communicates who we are to others. Find two partners and brainstorm at least five ways we communicate who we are.

Give students two to three minutes to do this. Share a few examples.

Objective 3. Describe the three components of agricultural education.

III. Describe the three components of agricultural education.

The following is a simulation that can be used to visually and kinesthetically describe the three components of agricultural education.



We're going to look at a picture of FFA. This picture will show you one of the beliefs or practices of FFA that makes it so unique. What you are about to see is something that differentiates the FFA organization from other youth organizations. It is a deep-seated tradition and the foundation of our educational system.

Assign each student either the letter a, s, or k. Separate them evenly, so that each group has an even number of students. You are going to form with these students—like a marching band forms shapes on the field—the three concentric circles of FFA. You need a pretty wide space for this, so you may need to move outside.

First, draw a picture on a public writing surface of the three concentric circles to help give the students a picture of what they're going to form.



When I say the word, “Giddyup,” A’s move to the left side of the room. S’s move to the right side of the room. K’s move to the back of the room. Form a circle with joined hands, connecting at the elbows. Once you form these circles, begin moving toward the center of the class slowly. At this point, when I say, “Join,” begin matching your circles to the figure on the board. What questions do you have? Giddyup!

Wait until the students move toward the center of the room.



Giddyup! Awesome! This symbolizes in part what a member’s role in FFA can be. Remember

this formation and your role in it as you move back to your seat.



The formation you all just made was the three components of agricultural education. The three components of agricultural education are the backbone of everything we stand for.

A. The **three components of agricultural education** are attitude, skills, and SAE.

Ask students to write down the components of agricultural education on a notes page. Use MS.65.TM.B.



All the A's in the room, say "A" on the count of three.



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A. Attitude

1. FFA is where attitude is developed with agricultural education.



"A" stands for attitude, or the FFA part of agricultural education. Our many leadership and developmental opportunities in FFA work together to create a desired attitude of a leader.



All the S's in the room, say S on the count of three.

B. **Skills**

1. Proficiency that is acquired or developed through training or experiences

C. **SAE**

1. Acronym for Supervised Agriculture Experiences, a program of the FFA that develops specific skills in its members



"S" stands for skills you develop through the supervised agriculture experience program or SAE.



All the K's in the room, say K on the count of three.

D. Knowledge

1. **Knowledge** is understanding gained through experience. Within the FFA, this knowledge is developed through the classroom experience in agricultural education.



“K” stands for knowledge, or the classroom experience segment of agricultural education. This is the portion where you get the actual knowledge to apply to all areas of agricultural education.

E. Classroom experience

1. The **classroom experience** is the segment of learning where the member obtains the actual knowledge to apply to all areas of agricultural education.



When I say, “Learning to do,” turn to your neighbors, and in groups of two to three people, discuss this question:



What was your role when we formed the three circles as a class?



Be ready to answer when I call on you. Learning to do!

Allow about a minute to discuss and then call on groups for examples. Possible answers: we were there in it; we stood together to make it happen; we used everyone in the entire room; we had to travel to get there to make it happen; we had to communicate with each other to make it happen.



In your same groups, discuss how all of these different areas work together to create a good learning experience. Be ready to answer when I call on you.



Bring out the possible answers: your attitude affects how well you gain knowledge and develop skills; your knowledge enables you to better develop skills and can help improve your experience in FFA; the skills you develop in FFA will increase your hands-on experience, which can help you better understand classroom lessons because you've lived them and can help you meet new people because of shared experiences.



These are all great examples of what it took to form the three components of agricultural education. That is also what it takes to form a great experience in agricultural education. It takes all of you getting involved to make it great. It takes all of you working together—communicating together—to make it happen.



You all represented the organization while you formed those components. Your role in FFA is to represent it with pride, maintain the beliefs and values of the organization, and work to communicate that in a positive way. Your role in FFA is to get involved, not just in one area, but in all of the organization's components. Successful agricultural education students need to form that attitude in FFA, learn knowledge in the classroom, and develop skills through your SAE.



Review/Summary

In pairs, have the students play “Hangman,” using any of the key words mentioned today during class: knowledge, skills, SAE, classroom experience, agricultural education, culture, blue and gold, Nike, brand, etc.



Application

► FFA Activity:

Have students go to the National FFA Organization's WWW home page to observe how FFA communicates who we are and answer these questions:

What does our web site say about us?

What does the history say about us?

Have them research in the FFA manual how to wear the FFA jacket with pride.

Another option for a homework assignment is to show each student an FFA jacket and ask him or her to explain what cultural tradition, belief, or value of FFA the symbols on the jacket represent.

►SAE Activity:

Have students partner with an older member in their chapter who they believe has an interesting SAE project. Tell students to think about what type of SAE would interest them and how that could promote the beliefs, values, and culture of the FFA while giving them an active role in the organization.



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Answers to Assessment:

1. B. National blue and corn gold
2. A. Learning to Do
3. Either Attitude or FFA, either Skills or SAE, either Knowledge or classroom experience



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MS.65.Assess Name: _____

WHAT IS FFA ALL ABOUT?

1. The colors of FFA are:
 - a. American red and dirt brown
 - b. National blue and corn gold
 - c. John Deere green and corn gold
 - d. Sky blue and American red
2. The first line of the FFA motto is:
 - a. Learning to Do
 - b. Believing in Yourself
 - c. I believe in the future of agriculture
 - d. Earning to earn
3. The three components of agricultural education are:



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MS.65.TM.A

Belief—

◆ Something you know to be true.

Value—

◆ **Something that governs the organization and the decisions it makes.**





MS.65.AS.A Name: _____

ORGANIZE ACTIVITY HANDOUT

1. What are two major things in which your organization believes?
2. What are three things your organization values?
3. What is a brand that represents your organization? Think of the swoosh and “Just Do It” for Nike.
4. What are some of the elements that make your organization unique? Examples: traditions, attitudes, culture—like everyone wearing corduroy.
5. How will your organization communicate to others so they understand the foundation of your organization? Develop a special greeting you give to other members of the group. Example: Wal-Mart has greeters to show they are friendly.
6. What will individuals in the organization do as members?



MS.65.AS.B Name: _____

- PRIDE
- INTEGRITY

- SPORTSMANSHIP
- LOVE
- HONOR
- FAMILY
- AGRICULTURE
- EDUCATION
- TRAVEL
- FUN
- MONEY
- COMPASSION
- HARD WORK
- HUMOR
- COMMITMENT
- SERVANT LEADERSHIP
- CREATIVITY
- HELPING OTHERS
- KINDNESS
- LISTENING TO OTHERS
- GROWING PEOPLE
- FAMILY FARMS



MS.65.AS.C Name: _____

WORD JUMBLE—HANDOUT

How do we communicate happiness? E M I S L

How do we communicate unhappiness? O N R W F

What is one way we communicate “good job?” P A L E U P S A

What is one way we communicate spirit at a sporting event? R E H E C

How do couples communicate they want to spend their lives together? Two words I O D

What is one way FFA communicates its beliefs? D E R E C

What is one way we communicate gratitude? S H T N A K

What is one way we communicate freight. M E R S A C

