



Lesson Plan

All About Cooperatives

Created: 02/2019 by the National FFA Organization

SAE Video Summary: This video is about a former FFA member who took what she learned through her supervised agricultural experience (SAE) program in high school and applied it to her current career working as an agricultural loan officer.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Examine the components of Natalie's SAE.
2. Explain what a cooperative is.
3. Explain and demonstrate soft skills.

TIME REQUIRED: 45 minutes

RESOURCES:

1. "Farm Credit SAE – Natalie Massa," <https://vimeo.com/289989581>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "All About Cooperatives" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An SAE lesson/unit.
2. An agribusiness lesson.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/qpcy1xz5locfwbjmrxiryxt5sk8sdt24> (Word)

<https://ffa.box.com/s/ah52u56l95v6xf88ln9nyiy4sa7gb74v> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP2: Reason abstractly and quantitatively.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Think Creatively
- Social and Cross-Cultural Skills
- Work Creatively with Others

LESSON PLAN:

1. *Bell Ringer:* What is your definition of a cooperative?
2. *Introduction:* There are a variety of business types, such as limited liability companies, corporations and partnerships. Another type of business is a cooperative, and today, we will learn about a cooperative and how someone's SAE in high school led to where they are today in their career within a cooperative.
3. *Activity:* Students will begin by watching the video "Farm Credit SAE – Natalie Massa," available at <https://vimeo.com/289989581>. Each student needs a copy of the worksheet "All About Cooperatives." The worksheet is divided into three parts:
 - 1) Students will answer questions based off the video.
 - 2) Students will respond to questions to learn what a cooperative is.
 - 3) Students will learn about various soft skills.
4. *Follow-up:* Have students create a social media post with three facts they learned from the lesson. Additionally, have students create a hashtag for the social media post.
5. *Leveling Up:* Have students practice a successful handshake and provide feedback to one another.

6. *Exit Ticket:* 3-2-1: Have students write three things they learned from the lesson, two things they found interesting and one question they still have from the lesson.

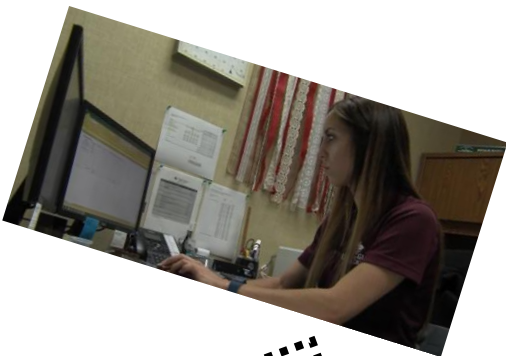
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All About Cooperatives

Part 1

DIRECTIONS:

Watch the video "Farm Credit SAE – Natalie Massa," available at <https://vimeo.com/289989581>, and answer the following questions.



1. What did Natalie do as part of her SAE program when she was in high school?

2. How did her SAE have an impact on her and her future career?
(Answer on the notebook below.)



3. What does she enjoy about her career?

Part 2

DIRECTIONS:

Aligned to the following standards:

FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CSL-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

Answer the questions below. Utilize this website https://sfp.ucanr.edu/cooperatives/what_is/ (or similar sites) to aid in your research.

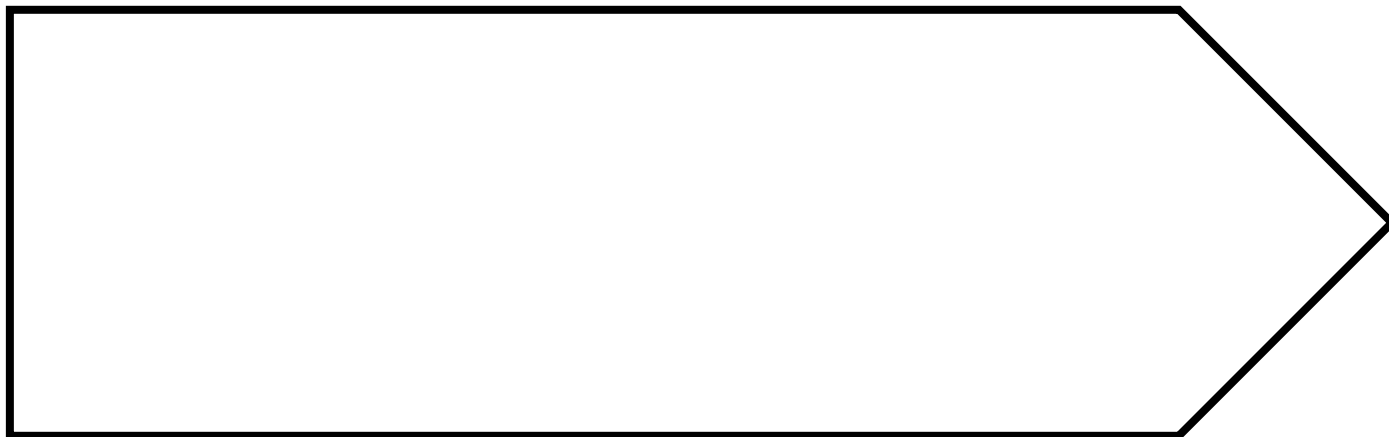
1. What is a cooperative?



2. What do cooperatives do?



3. Identify at least 5 businesses that are cooperatives in your state or region.
http://cultivate.coop/wiki/List_of_Worker_Cooperatives_in_the_United_States



Part 3

Aligned to the following standards:

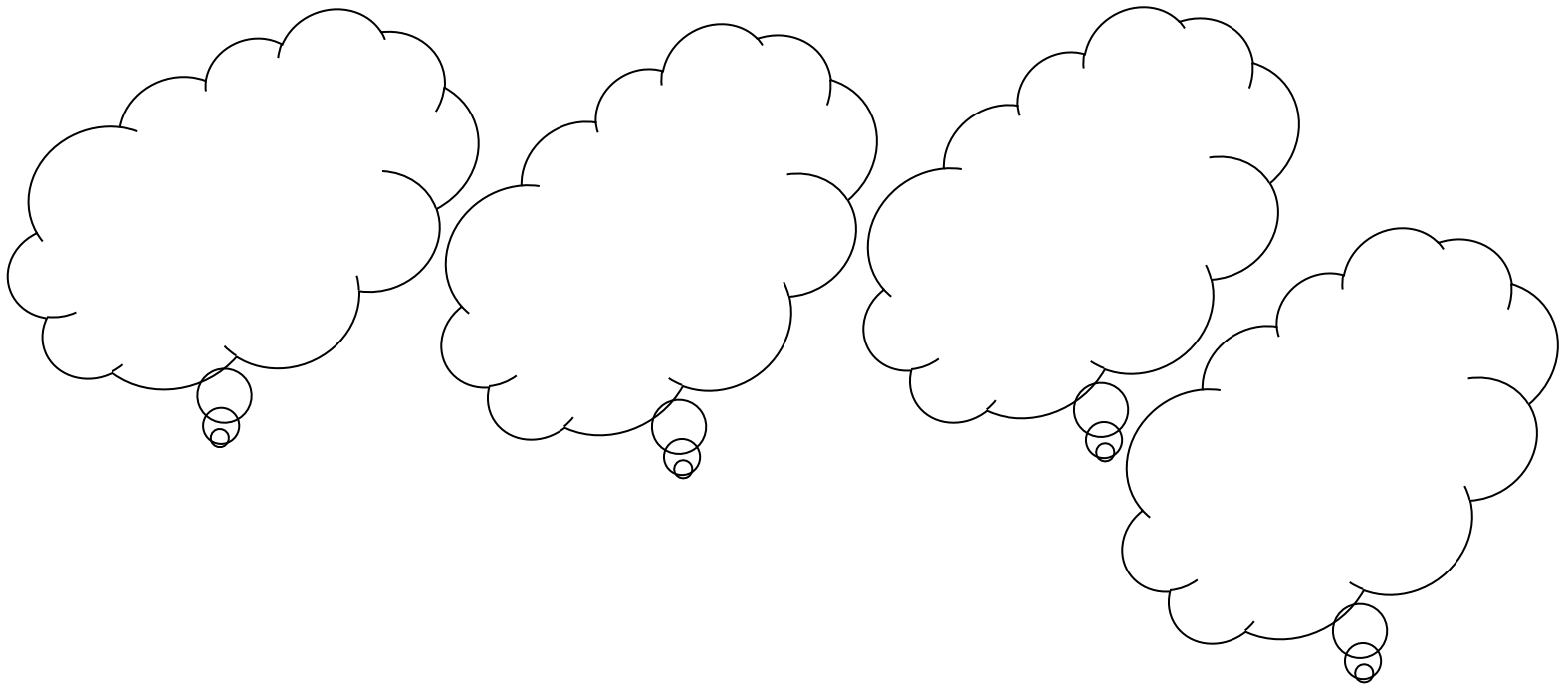
FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CSL-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

DIRECTIONS:

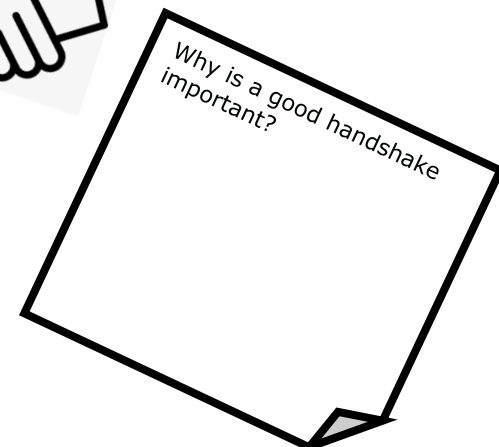
Utilize this website <https://www.indeed.com/career-advice/resumes-cover-letters/soft-skills>, or one similar, to answer the questions below.

1. Define "soft skills."

2. How can you improve your soft skills? (*Identify 4.*)



3. What are the components of a successful handshake? (<https://www.jobmonkey.com/shake-hands-professionally/>)



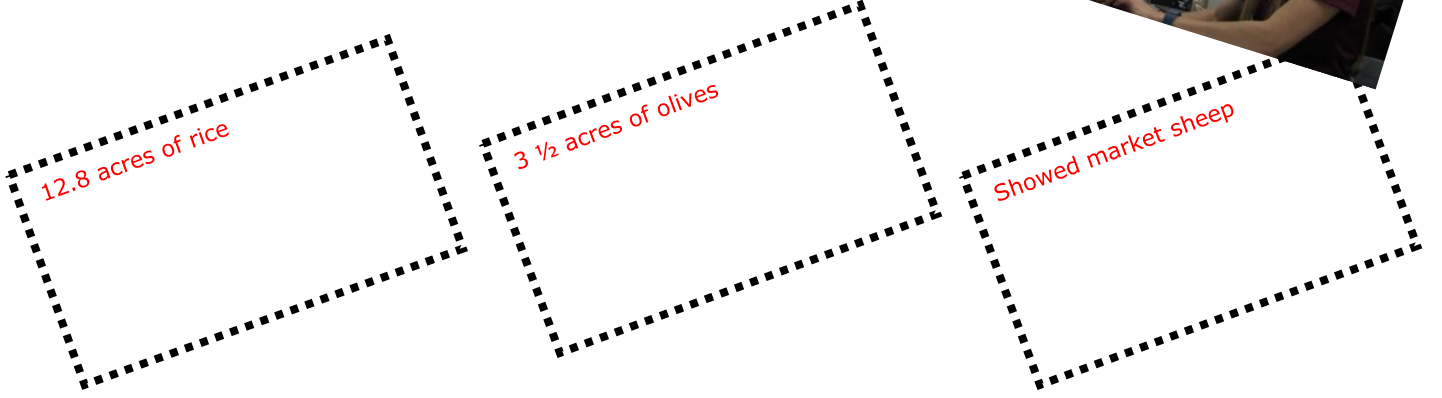
KEY: All About Cooperatives

Part 1

DIRECTIONS:

Watch the video "Farm Credit SAE – Natalie Massa," available at <https://vimeo.com/289989581>, and answer the following questions.

1. What did Natalie do as part of her SAE program when she was in high school ?



2. How did her SAE have an impact on her and her future career?
(Answer on the notebook below.)

A spiral-bound notebook with a blue cover and silver rings. The page is white and contains red text that reads: "It helped to get her where is today in her career. If not for FFA, her SAE and her agriculture teacher, she would not be in the career that she is in."

3. What does she enjoy about her career?

She enjoys talking to farmers, seed distributors, irrigators, etc. Her SAE helped her to choose to major in agriculture and eventually work as a loan officer.

Part 2

DIRECTIONS:

Answer the questions below. Utilize this website https://sfp.ucanr.edu/cooperatives/what_is/ (or similar sites) to aid in your research.

1. What is a cooperative?

A cooperative is a private business organization that is owned and controlled by the people who use its products, supplies or services. Cooperatives can vary in type and membership size.

2. What do cooperatives do?

The cooperative's sole purpose is to provide and distribute benefits to its users on the basis of their use. The goal is not to generate a return on investment, but it must cover costs and generate capital to cover expansion and unforeseen emergencies like all businesses must do.



3. Identify at least 5 businesses that are cooperatives in your state or region.

http://cultivate.coop/wiki/List_of_Worker_Cooperatives_in_the_United_States

One potential example is Costco or Farmer's Cooperative.

Part 3

Aligned to the following standards:

FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CSL-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

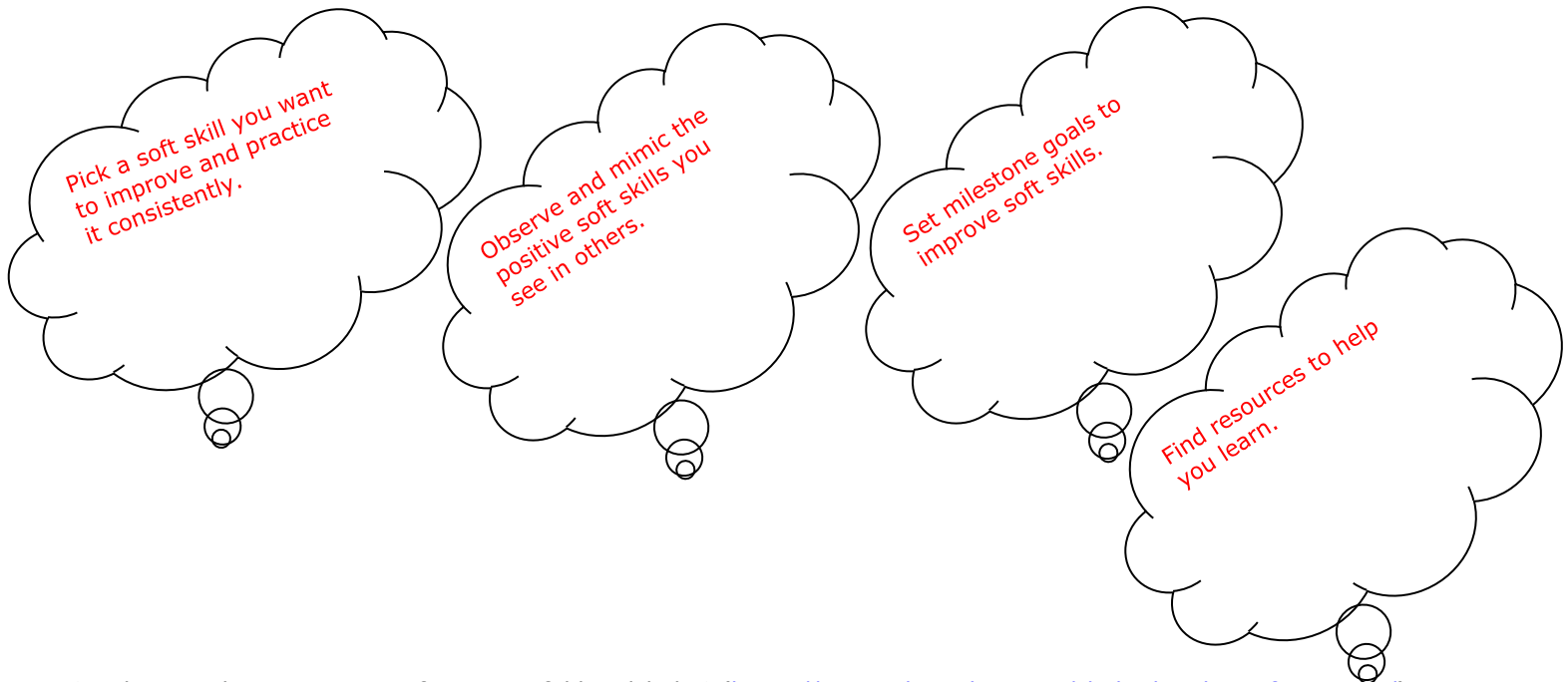
DIRECTIONS:

Answer the questions below. Utilize this website <https://www.indeed.com/career-advice/resumes-cover-letters/soft-skills>, or one similar, to answer the questions below.

1. Define "soft skills."

Soft skills include any skill that can be classified as a personality trait or habit. Interpersonal skills and communication skills are more specific categories of soft skills that many employers look for in job candidates.

2. How can you improve your soft skills? (Identify 4.)



3. What are the components of a successful handshake? (<https://www.jobmonkey.com/shake-hands-professionally/>)

- Introduce yourself
- Dry hand if necessary (If you have sweaty palms, air them out and wipe them down before initiating a handshake.)
- Initiating appropriately
- Use the correct hand
- Stand up
- Make eye contact
- Smile
- Grip firmly
- Pump 2 to 3 times (shake from the elbow 2 to 3 times)
- Time it for 3 to 4 seconds
- Repeat their name

