



Section 1: Part 1

Who Are We Now: What Is FFA?

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify career opportunities available within agriculture and the natural resources industry.
2. Describe FFA.
3. Identify eight opportunities available in FFA.

TIME REQUIRED: Interest Approach – 15 minutes; Activity 1 – 20 minutes; Activity 2 – 20 minutes

RESOURCES: "Official FFA Student Handbook," FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. FFA.NH.1.1.A. – Bingo Card – one copy per student.
2. FFA.NH.1.1.AS.A. – Opportunities Within FFA – one copy per student.
3. NH.Section1.Who Are We Now – PowerPoint Presentation.
4. "Official FFA Student Handbook" – one copy per student.
5. Internet access for students (*optional*).

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to FFA.
2. An introduction to opportunities available within agriculture because of the National FFA Organization.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food, & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action. Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- 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.PG-J.Mental Growth. Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

Common Core - Writing

- CCSS.ELA-Literacy.W9-10.2. 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.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction

- Leadership and Responsibility

LESSON PLAN:

1. *Interest Approach:* Provide each student one bingo card (FFA.NH.1.1 A) with career opportunities and items students could have as their passions listed on the card. Have students walk around and get signatures from their classmates on the squares they fit the best. Give students approximately three to four minutes to get signatures from classmates. Create a little competition where students want to get the most signatures (seeking a "blackout" with the most signatures on the bingo card). Pose the question, "What are you passionate about? What do you want to do?" By the end of the activity, students will identify a couple of different career opportunities within agriculture and make the link that FFA can help them get there.
 - a. Pass out copies of the "Official FFA Student Handbook" (one per student). Ask students to read Part 1: Who Are We Now? within Section 1. Discuss the information and the available opportunities as a group.
 - b. Set the context that thousands of opportunities can result from being involved in a high school agricultural education program. Then, make the connection that high school agricultural education classes are made of three components: FFA, supervised agricultural experience (SAE) programs and classroom/laboratory instruction.
2. *Activity 1:* The parts of an agricultural education program.
 - a. Divide students into groups of two or three for a role-playing scenario.
 - b. Assign each student in each group a different audience to which FFA could be described:
 - i. Describe FFA to a parent who lives in an urban school district.
 - ii. Describe FFA to a group of parents at a local school board meeting.
 - iii. Describe FFA to a local farmer/producer.
 - iv. Describe FFA to a peer who is involved only in sports.
 - v. Describe FFA to an employer/boss.
 - vi. Describe FFA to a younger elementary student.
 - vii. Describe FFA to a politician or local civic group.
 - viii. Describe FFA to a high school science teacher.
 - ix. Other: _____.
 - c. Encourage each student to use the information outlined in "The Official Student Handbook" on page _____ to craft the explanation of what FFA is to the different audiences. Also, encourage group members to take on the persona of the audience by asking questions and/or responding how that group would typically respond.
 - i. If possible, have students log in to FFA.org and search for additional information online.
 - d. Each student will take turns describing FFA to assigned group members (assigned group audience).
 - e. Discuss why it is important to describe FFA in multiple contexts with a consistent message/language.
 - i. How do the career opportunities play into the description of FFA?
3. *Activity 2:* Opportunities within FFA.
 - a. Distribute FFA.NH.1.1.AS.A to each student.
 - b. Students should check the opportunities they would like to learn more about while in FFA.
 - c. Once completed, have students read pages _____ within "The Official Student Handbook," describing the eight ways students can enjoy being a part of the National FFA Organization.
 - d. Give students a blank piece of paper and have them draw an Instagram post of how they can live out or practice the opportunity they chose in everyday life. (Help them set goals to living out the opportunities).
 - e. Collect FFA.NH.1.1.AS.A and add to student's personal file. Discuss interests with students.
4. *Follow Up:* After seeing what their interests are from FFA.NH.1.1.AS.A, help set short-term and long-term goals within their interest areas. Have students answer:
 - a. Are my goals specific, measurable, attainable, realistic and timely?
 - b. How can I use my FFA career to help me accomplish my lifelong goals?
 - c. What are some common goals I have with my peers/classmates?
5. *Leveling Up:*
 - a. Develop an educational presentation to describe what FFA is to an elementary school.
 - b. Have chapter members work with Greenhand students to develop long-range goals for the entire chapter.

ADDITIONAL RESOURCES:

FFA.NH.1.1.A. – Bingo Card – One card per student.

FFA.NH.1.1.AS.A. – FFA Opportunities – One copy per student.

NH.Section1.Who Are We Now – PowerPoint Presentation.

“Official FFA Student Handbook” – One copy per student.

NAME: _____ DATE: _____ CLASS: _____

FFA.NH.1.1.A – Bingo Card

Opportunities Within Agriculture and FFA

Has traveled to another country	Loves science	Wants to be a doctor	Wants to be a farmer	Wants to be a food scientist
Can speak another language	Wants to be a land surveyor	Loves math	Wants to be an engineer	Wants to be a business leader
Will be the first person in their family to attend college	Wants to be a veterinarian	BONUS 😊	Loves to read books	Loves public speaking
Has participated in community service	Wants to work in a career involved in marketing/ business	Wants to work as a horticulturist, botanist or geneticist	Has moved to a new town more than once	Wants to be a teacher
Wants to pursue a career in automotive or diesel mechanics	Has a family member in the military	Wants to be an extension agent	Wants to work in the hospitality industry (hotel, restaurant or tourism)	Wants to live in an urban setting

NAME: _____ DATE: _____ CLASS: _____

FFA.NH.1.1.AS.A – FFA Opportunities

What Is FFA?

Directions: Several opportunities are available for active FFA members to enjoy. Place a check mark next to the ones that interest you the most.

- _____ 1) Lead and Refine Leadership Skills
- _____ 2) Travel: Locally or Globally
- _____ 3) Earn Money
- _____ 4) Be a Part of the Team
- _____ 5) Civic Engagement
- _____ 6) Succeed: High School and in Future Career
- _____ 7) Make Positive Choices
- _____ 8) Have Fun

Aligned to the following standards:
CS.05; FFA.PL-A.Action. FFA.PL-F.Continuous Improvement. FFA.PL-E.Awareness; FFA.PG-H.Social Growth; FFA.PG-J.Mental Growth; FFA.CS-M.Communication; AG5; CCSS.ELA-Literacy.W9-10.2; CCSS.ELA-Literacy.SL.9-10.1; CRP.04; Civic Literacy; Communication; Critical Thinking and Problem Solving; Initiative and Self-Direction; Leadership and Responsibility