



Section 2: Part 1

The Basics: FFA Salute

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Interpret the meaning of the FFA salute (Pledge of Allegiance).
2. Identify ways to serve in local communities.

TIME REQUIRED: Interest Approach – 10 minutes; Activity 1 – 25 minutes; Activity 2 – 20 minutes

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

EQUIPMENT AND SUPPLIES NEEDED:

1. Pledge of Allegiance/FFA Salute.
2. NH.Section2.The Basics – PowerPoint Presentation.
3. "Official FFA Student Handbook" – one copy per student.
4. Internet access for students (*optional*).
5. "We Were Soldiers," <http://www.wingclips.com/movie-clips/we-were-soldiers/this-is-our-story>.
6. "We Are America: Love Has No Labels," <https://www.youtube.com/watch?v=0MdK8hBkR3s>.
7. "Pep Talk" by Kid President, <https://www.youtube.com/watch?v=l-gQLqv9f4o>.
8. "John Wayne and the Pledge of Allegiance," <https://www.youtube.com/watch?v=3Jf3MQpffBc>.
9. "Star-Spangled Banner As You've Never Heard It," <https://www.youtube.com/watch?v=YaxGNQE5ZLA>.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to FFA/FFA basics.
2. An introduction to FFA traditions.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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-B.Relationship. Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.

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 - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Next Generation Science

- HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

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
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* Have students think about what a good citizen of the United States looks like. What do they do? How do they act? Have students get a partner and list all of the qualities they can think of that reflect a good citizen of the United States. Have students share a few of the qualities they discussed.
 - a. *Optional:* After students have discussed what a good citizen looks like, choose a patriotic-related video from the provided list, or add your own:
 - i. "We Were Soldiers," <http://www.wingclips.com/movie-clips/we-were-soldiers/this-is-our-story>
 - ii. "We Are America: Love Has No Labels," <https://www.youtube.com/watch?v=0MdK8hBkR3s>
 - iii. "Pep Talk" by Kid President, <https://www.youtube.com/watch?v=l-gQLqv9f4o>
2. *Activity 1:* Interpret the meaning of the FFA salute (Pledge of Allegiance)
 - a. Give each student a copy of: Pledge of Allegiance/FFA Salute.
 - b. Show "John Wayne and the Pledge of Allegiance," <https://www.youtube.com/watch?v=3Jf3MQpffBc>.
 - c. Have students draw a pictograph of what each word of the pledge means to them on the handout.
 - i. *Optional:* Students can also build a collage of what the pledge means to them by cutting out words and images of magazines and compiling the images together.
 - d. Once the pictographs or collages are complete, students will present why they choose the images they did and explain what it means to them.
3. *Activity 2:* Identify ways to serve in local communities.
 - a. Divide the class into groups of three to four students.
 - b. Utilizing the internet (if available) or other classroom resources, have groups identify opportunities to serve within local communities.
 - c. After the groups have formulated a list of approximately five to six specific ways to serve in their local communities, have students select one need they want to address as a team.
 - d. Students will formulate a plan of action for addressing their chosen need.
 - e. Depending on the time designated to building a service plan for their local community, have students present their progress at the end of class. Or, have students give an update if students are taking the assignment home for a longer time period.
4. *Follow Up:* Recite the Pledge of Allegiance as a class. Expand on citizenship qualities as a class by investigating the history of "The Star-Spangled Banner."
 - a. Show the video, "Star-Spangled Banner As You've Never Heard It," <https://www.youtube.com/watch?v=YaxGNQE5ZLA>.
5. *Leveling Up:*
 - a. Have students research additional service opportunities at national, state or local events to add to the students' options to select a need for the final project.
 - b. Incorporate a school bulletin board or newsletter where students can submit updates on their service projects within the local community.

ADDITIONAL RESOURCES:

Pledge of Allegiance/FFA Salute.

NH.Section2.The Basics – PowerPoint Presentation.

"Official FFA Student Handbook" – one copy per student.

"We Were Soldiers," <http://www.wingclips.com/movie-clips/we-were-soldiers/this-is-our-story>.

"We Are America: Love Has No Labels," <https://www.youtube.com/watch?v=0MdK8hBkR3s>.

"Pep Talk" by Kid President, <https://www.youtube.com/watch?v=l-gQLqv9f4o>.

"John Wayne and the Pledge of Allegiance," <https://www.youtube.com/watch?v=3Jf3MQpffBc>.

"Star-Spangled Banner As You've Never Heard It," <https://www.youtube.com/watch?v=YaxGNQE5ZLA>.

NAME: _____ DATE: _____ CLASS: _____

Pledge of Allegiance

FFA Salute

Directions: Create a pictograph of what each word of the national anthem means to you. Use additional pages, if necessary.

I pledge allegiance to the flag of the

United States of America and to the

Republic for which it stands,

one nation under God, indivisible,

with liberty and justice for all.

Aligned to the following standards:
FFA.PL-A.Action; FFA.PL-B.Relationship; FFA.PL-C.Vision; FFA.PL-E.Awareness; FFA.CS-M.Communication; CCSS.ELA-Literacy.RI9-10.4; CCSS.ELA-Literacy.SL.9-10.2. HS-ETS1-3; CRP.04; Civic Literacy; Communication; Critical Thinking and Problem Solving; Think Creatively.