



Section 2: Part 1

The Basics: Levels of Membership

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the three levels of membership.
2. Identify local leaders from each membership level and assess leadership strategies.
3. Evaluate career opportunities available for students through alumni and honorary membership relationships.

TIME REQUIRED: Two Part Lesson

Part 1 (55 minutes) – Interest Approach– 10 minutes; Activity 1 – 25 minutes; Activity 2 – 20 minutes

Part 2 (55 minutes) – Interest Approach – 10 minutes; Activity 1 – 35 minutes; Activity 10 minutes

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

EQUIPMENT AND SUPPLIES NEEDED:

1. Levels of Membership.
2. Leaders in Membership Levels.
3. NH.Section2.The Basics – PowerPoint Presentation.
4. "Official FFA Student Handbook" – one copy per student.
5. Internet access for students (*optional*).
6. Nursery Rhymes, <http://www.nurseryrhymes.org/nursery-rhymes.html>.

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:

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-B.Relationship. Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D.Character. Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- FFA.PL-F.Continuous Improvement. Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth. Assume responsibility for attaining and improving upon the skills needed for career success.
- 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 - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.

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.

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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Initiative and Self-Direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* Place three flip charts or individual papers from Levels of Membership around the room that say, "Active Membership," Alumni Membership" and "Honorary Membership." Have students journal or write anything they think might describe each membership level. Students should then pair up and discuss each other's responses and choose their top three responses to share with the class.
2. *Activity 1:* Describe the three levels of membership.
 - a. Encourage each student to use the information outlined in "The Official Student Handbook" on page _____ and read through the requirements and details regarding each membership level.
 - i. Active membership – Those who are enrolled in an agricultural education course and have paid membership dues.
 - ii. Alumni – Open to anyone interested in supporting and promoting agricultural education and FFA on the local, state, or national level. Prior FFA membership is not required.
 - iii. Honorary – Given to individuals who have provided outstanding service to FFA and agricultural education. Honorary Chapter, Honorary State, and Honorary American FFA Degree recipients are selected at each level by a majority vote at a regular meeting or convention.
 - b. Use the Mother Goose e-Moment® to have students associate details about each membership level with a nursery rhyme.
 - c. Refresh students' memories with common nursery rhymes.
 - i. For example: "Hickory, dickory, dock. The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory, dickory, dock."
 - ii. For additional nursery rhyme ideas, visit <http://www.nurseryrhymes.org/nursery-rhymes.html>.
 - d. Either designate a rhyme that everyone will use or allow students to choose their favorite.
 - i. *Note:* If this is the first time students have participated in this activity, create a rhyme together as a class to model and then have students write their own.
 - e. Allow about 5 to 10 minutes for students to write their rhyme. Students can work individually, in pairs or as trios. Be sure they title the rhyme.
 - f. Students will then recite their new version of their nursery rhyme.
 - g. The class should be taking notes on key phrases or thoughts brought up in each rhyme about the different membership levels.
 - h. Collect nursery rhymes.
3. *Activity 2:* Identify local leaders from each membership level and assess leadership strategies.
 - a. Separate students into groups of three to four students.
 - b. Assign each group a level of membership (active, alumni and honorary).
 - c. Students will research local chapter databases (if available) to identify three to five people who fall into their level of membership.
 - d. Students will prepare short biographies on each person they research, highlighting background information, current lifestyles and future plans.
4. *Follow Up:* Once the biography information is complete, groups will assess leadership techniques and strategies their leaders utilize to be successful within their community, state, and on the national level. Record details on the Leaders in Membership Levels handout.

5. *Leveling Up*: Compare and contrast the different leadership styles from each of the selected individuals. Ask students what qualities stood out as essential for being successful? What leadership styles do the leaders possess that are similar to their own leadership skills?

LESSON PLAN 2:

1. *Interest Approach/Review*: Review the previous lesson on levels of membership by having students record what they remember about the three levels of membership and preparing quiz questions for each other (10 minutes).
 - a. *Optional*: If time allows, have students do a recap skit or Little Professor e-Moment® highlighting the content in the previous lesson.
2. *Activity 1*: Evaluate career opportunities available for students through alumni and honorary membership relationships.
 - a. Continue researching information to complete the Leaders in Membership Levels handout by completing follow-up interviews with each of the highlighted people.
 - b. Following the brief interviews with the three to five leaders, students will choose one member to complete a written spotlight story, highlighting their journey to success, leadership strategies, and potential career opportunities for students where they work.
 - c. Allow students time to make phone calls to interview the people and research their backgrounds online (30-35 minutes).
 - i. *Optional*: If time permits, following the written spotlight story, students will present their spotlight stories to the class with a visual aid and evidence showing how the individuals capitalized on career opportunities to be successful. Make sure to link any important aspect of their previous time in agricultural education (if applicable) in the story.
3. *Follow Up*: Use the spotlight stories in the chapter newsletter, on social media or in the school newspaper. Have students prepare their stories to be print-worthy. If needed, have them take their papers to an English teacher, the yearbook coordinator or another editor to help with editing before being published.
4. *Leveling Up*: Have students collaborate as a team to make a class map of career opportunities available based on conversations from all of the alumni and honorary members. If time allows, build the career map on butcher paper so it can be displayed in the classroom.

ADDITIONAL RESOURCES:

NH.Section2.The Basics – PowerPoint Presentation.

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

Internet access for students (*optional*).

Nursery Rhymes, <http://www.nurseryrhymes.org/nursery-rhymes.html>.

Levels of Membership

Active

Alumni

Honorary

Leaders in Membership Levels

Directions: Identify three to five people within each level of membership. Record details about their background information, current lifestyles, future plans and leadership strategies.

Levels of Membership:	Representatives' Background Information and Leadership Strategies:
Active	
Alumni	
Honorary	

Aligned to the following standards:
FFA.PL-B.Relationship; FFA.PL-D.Character; FFA.PL-E.Awareness; FFA.PL-F.Continuous Improvement; FFA.PL-I.Professional Growth; FFA.CS-M.Communication; AG5. CCSS.ELA-Literacy.RI9-10.3; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.SL.9-10.4; CRP.04; CRP.06; CRP.07; Civic Literacy; Communication; Critical Thinking and Problem Solving; Global Awareness; Initiative and Self-Direction; Leadership and Responsibility; Think Creatively.