



Section 2: Part 1

The Basics: FFA Code of Ethics

Created: January 2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the purpose of the FFA Code of Ethics.

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

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

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of FFA.NH.2.1D.A worksheet for each student or group.
2. A copy of "Official FFA Student Handbook" for each student or group.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to the FFA Code of Ethics.

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-F.Continuous Improvement: Accept responsibility for learning and personal growth.

Common Career Technical Core

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

NASDCTEc

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.

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.
- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving

LESSON PLAN:

1. *Interest Approach:* Break students into groups of two or three. Distribute one copy of the Qualities of an FFA Member worksheet to each group as well as one copy of the "Official FFA Student Handbook." Students may complete this independently.
 - a. Have students draw their best picture of an FFA member in Official Dress.
 - b. Around the drawing, have students list characteristics that make up this ideal FFA member. These are to be qualities such as "Commitment," "Responsibility," "Neatness," etc.
 - c. Have students popcorn share the qualities they wrote down.

- d. Make connections from the qualities the students stated to the FFA Code of Ethics.
 - e. Describe how many of the qualities the students listed are represented in the FFA Code of Ethics.
 - f. Read the FFA Code of Ethics aloud as a class.
 - g. Next, have students identify the purpose for the code of ethics found in the preface statement: "We will conduct ourselves at all times in order to be a credit to our organization, chapter school and community by:..." The answer: "...to be a credit to..."
 - h. Lead a discussion about what it means "to be a credit to" a group or organization.
 - i. Collect student work.
- 2. Activity:**
- a. Set out large-sized paper and coloring utensils on a table prior to class.
 - b. Assign, or allow students to choose, one of the 12 codes of conduct to illustrate. Make sure that all 12 codes of conduct are covered by at least one student.
 - c. When students have completed their illustrations, hang them around the room for a gallery walk.
 - d. Discuss each of the 12 codes of conduct and why they are important to FFA members and the organization.
- 3. Follow Up:** Have students brainstorm ways they can fulfill each of the 12 codes of conduct at school, at home and in their community.
- 4. Leveling Up:** Have students create goals relating to two to three of the FFA Code of Ethics that they plan to carry out this year. Have students answer the following:
- a. Are my goals specific, measurable, attainable, realistic and timely?
 - b. How can I use these codes of conduct to help me accomplish my lifelong goals?
 - c. What are some common goals I have with my peers/classmates?

ADDITIONAL RESOURCES:

FFA.org

"Official FFA Manual"

NAME: _____ DATE: _____ CLASS: _____

Qualities of an FFA Member

DIRECTIONS:

In the space below, draw what you feel is an ideal FFA member. Then list various qualities of that FFA member on the lines provided.

Qualities of an Ideal FFA Member

Aligned to the following standards:
NRS.01; AGPE01.01; CCSS.ELA-Literacy.RI.9-10.3; CCSS.ELA-Literacy.SL.9-10.1;
RST.9.10.1; RST.9.10.2; RST.9.10.4; RST.9.10.5; RST.9.10.6; RST.9.10.8; RST.9.10.9;
WHST.9.10.7; WHST.9.10.9; MP3; MP6; AG-NR2; HS-LS2-6; HS-LS2-7