



Section 2: Part 1

The Basics: FFA Creed

Created: 2/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the meaning of the FFA Creed.
2. Recite the FFA Creed.

TIME REQUIRED: Interest Approach – 10 minutes; Activities – 40 minutes

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

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Personal Values Sentence Stems" worksheet for each student.
2. A copy of the "FFA Creed Analysis" worksheet for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to the FFA Creed.

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-E.Awareness: Understand personal vision, mission and goals.

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

- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.
- 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.9-10.4 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.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Think Creatively

LESSON PLAN:

- 1. Interest Approach: Personal Beliefs**
 - a. Using the handout, "Personal Values Sentence Stems," ask students to fill in the "I believe" sentence stems with the values they hold.
 - b. Pair-share students to compare what they value.
 - c. Have pairs share their values aloud.
 - d. Lead a discussion about how the students came to believe the things they do.
 - e. Transition the discussion into the values that FFA believes in.
 - f. Ask students what they feel are some of the values of the organization.
- 2. Activity 1: Creed Walk Through**
 - a. Distribute the worksheet "FFA Creed Analysis" to each student. Explain to students that the numbers found in the left margin can be used to make reference to a particular line easier. This is much like what they would see in their language arts textbooks when studying a poem or play.
 - b. Following the instructions on the worksheet, students are to answer the questions as they read the FFA Creed. These questions are prompting students to establish an idea as to what certain phrases of the Creed mean.
 - c. Once students have completed this exercise, go back through the Creed and discuss the answers.
- 3. Activity 2: Choral Response eMoment®**
 - a. Discuss the attributes of a speech that is delivered effectively. Refer to the "I Have a Dream" speech or a president's State of the Union address.
 - b. Use the Choral Response eMoment® to recite the FFA Creed; students should use the FFA Creed handout to follow along.
 - c. Explain to students that you will read a portion of the Creed, and they will repeat after you. Be sure to use the same attributes you have discussed in step 1 when you speak the words.
- 4. Follow Up: Favorite Line**
 - a. Ask students to identify their favorite line in the FFA Creed.
 - b. Once they have identified their favorite lines, students will draw an image representing those lines and what they mean.
- 5. Leveling Up: Personal Creed**
 - a. Have students write a personal creed using the five values they identified in the Interest Approach.
 - b. Personal creeds must be five paragraphs in length, and each paragraph must begin with the phrase, "I believe..."

FFA Creed

The FFA Creed

1 I believe in the future of agriculture, with a faith born not of
words but of deeds - achievements won by the present and past
generations of agriculturists; in the promise of better days
through better ways, even as the better things we now enjoy
5 have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged
in other agricultural pursuits, is pleasant as well as challenging;
for I know the joys and discomforts of agricultural life and hold an
inborn fondness for those associations which, even in hours of
10 discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I
believe in my own ability to work efficiently and think clearly, with
such knowledge and skill as I can secure, and in the ability of
progressive agriculturists to serve our own and the public interest
in producing and marketing the product of our toil.

15 I believe in less dependence on begging and more power in
bargaining; in the life abundant and enough honest wealth to help
make it so--for others as well as myself; in less need for charity
and more of it when needed; in being happy myself and playing
square with those whose happiness depends upon me.

20 I believe that American agriculture can and will hold true to the
best traditions of our national life and that I can exert an
influence in my home and community which will stand solid for
my part in that inspiring task.

The Creed was written by E. M. Tiffany and adopted at the Third
National FFA Convention. It was revised at the 38th convention
and the 63rd convention.

Personal Values Sentence Stems

Directions: In the spaces provided, write five values in which you personally believe.

1. I believe

2. I believe

3. I believe

4. I believe

5. I believe

FFA Creed Analysis

Directions: For each paragraph of the FFA Creed, answer the following questions.

First Paragraph:

1. Why do you believe in the future of agriculture?

2. What does the phrase, "...a faith born not of words but of deeds...", mean to you?

Second Paragraph:

3. In your opinion, what makes a good farm?

4. In what ways can agriculture be challenging?

Third Paragraph:

5. How can you be a leader?

6. How can you secure knowledge?

Fourth Paragraph:

7. What does it mean to "play square with others"?

8. Whose happiness depends upon you?

Fifth Paragraph:

9. How can you be a positive influence in your home?

10. How can you be a positive influence in your community?

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