



Section 2: Part 2

Chapter: Essentials of a Successful Chapter

Created: January 2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify the 13 essentials of a successful chapter.
2. Identify areas of improvement for their FFA chapter.

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

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

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Essentials for Success" worksheet for each student.
2. Essentials for Success Numbers cut apart.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to chapter success standards.

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: Successful Person*

- On a spare piece of paper, have each student write the name of a successful person, music group, athletic team, etc.
- On the same piece of paper, have the students list five reasons why that person or group of people are successful. Encourage students to think about qualities such as hard work, ingenuity, etc.
- Once students have come up with their list of qualities, have them share their person and qualities aloud.
- Lead a discussion regarding the reasons all of those people are successful.
- Transition to a discussion related to how an FFA chapter can use many of those same qualities to be successful.
- Today, we are going to dive into the standards of success that are essential for any chapter.

2. *Activity: Chapter Success Evaluation*

- Prior to class, cut Essentials for Success Numbers into strips. Fold the strips and place them in a hat.
- Have each student draw a slip of paper from the hat until all slips are taken. The number on the strip of paper corresponds with one of the "Essentials of a Successful Chapter" found in "The Official FFA Student Handbook" on page 44. Students with a number will read aloud the corresponding information.
- Provide each student with an "Essentials for Success" worksheet and give three minutes for each student to rank the 13 essentials of a successful chapter in order of importance, with "1" being the most important and "13" being the least important.
- Under each ranking is a 😊 and a 😞. Next to each 😊, students will write something that the chapter does well in this essential area. Next to each 😞, students will write something that the chapter could do to improve in this essential area. Allow students 10 minutes to complete this exercise.
- When finished, the students should turn in their "Essentials for Success" worksheet. These student ideas can help you when planning future FFA activities.

3. *Follow Up: Reflection*

- Ask students to write down three ways they can help the chapter to become more successful in these areas.

4. *Leveling Up: Plan for Improvement*

- Students choose one of the areas they felt the chapter needed to improve upon regarding the chapter success standards.
- Students develop a plan as to how the chapter can improve in this area. Plans may be as simple or complex as they wish.

NAME: _____

Essentials of Success

Directions: Next to each 😊, students will write something that the chapter does well in this essential area. Next to each ☹️, students will write something that the chapter could do to improve in this essential area.

1	
😊	
☹️	
2	
😊	
☹️	
3	
😊	
☹️	
4	
😊	
☹️	
5	
😊	
☹️	
6	
😊	
☹️	
7	
😊	
☹️	
8	
😊	
☹️	
9	
😊	
☹️	
10	
😊	
☹️	
11	
😊	
☹️	
12	
😊	
☹️	
13	
😊	
☹️	

Essentials of Success

1

2

3

4

5

6

7

8

9

10

11

12

13

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

