



Section 1: Part 2

Our History: FFA and NFA

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify the similarities and differences between the New Farmers of America (NFA) and FFA.
2. Explain how and why NFA/FFA began.

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

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

EQUIPMENT AND SUPPLIES NEEDED:

1. Venn diagram for NFA and FFA.
2. NH.Section1.Our History – PowerPoint Presentation.
3. "Official FFA Student Handbook" – one copy per student.
4. Paper.
5. Markers.
6. Grain.
7. Containers for rice grains (three).
8. Envelope for time capsules.
9. Internet access for students (*optional*).

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to FFA/NFA history.
2. An introduction to FFA timelines.

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-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.
- FFA.CS.N.Decision Making. Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- 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 of 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.9-10.1. 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.

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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* Use different volumes of rice (or use grain/M&Ms/Skittles) to represent different populations of FFA members at various levels. Allow students one minute to perform each calculation on their own. Then ask a couple of volunteers to share their answers and how they reached them.
 - a. Share how many students are in the local chapter (show the number of rice grains in the first container).
 - i. Typically, one pound of rice contains approximately 290,000 grains of rice.
 - b. Share how many members are in the state association (show the number of rice grains in the second container).
 - i. Get the most up-to-date membership numbers by calling your state association.
 - c. Ask the class how many members are in the organization nationwide. Allow for some guesses and then show the current membership in rice grain (third container).
 - d. Have students calculate:
 - i. What percentage of the total FFA membership is the state association?
 - ii. What percentage of the total state association is our chapter? What percentage of the total membership is our chapter?
 - iii. What percentage of the total state association are you (each student)? What percentage of the total FFA membership are you?
 - e. Explain FFA started out small in 1928 but has grown significantly over time.
2. *Activity 1:* Identifying the similarities and differences between NFA and FFA.
 - a. Allow students 10 minutes to read "The Official Student Handbook" to distinguish the similarities and differences between FFA and NFA.
 - b. If time allows, have students search for FFA and NFA online. Look for more details about the two organizations other than what's in the handbook.
 - i. Was NFA geographical-based? Where? Why?
 - ii. Have students read through "New Farmers of America: 25 Years of Accomplishment" at <https://ncffa.org/Web%20Files/ncHistory/NFA/25%20Years%20Of%20Accomplishment.pdf>.
 - iii. For additional resources, visit <https://ncffa.org/about-us/history/new-farmers-of-america-nfa1/>.
 - c. Pair students with a partner to complete the Venn diagram on FFA.NH.1.2.AS.A to identify the differences and similarities between NFA and FFA.
 - d. As a class, review the content on each Venn diagram.
3. *Activity 2:* Explain how and why NFA and FFA began.
 - a. Split the students into three groups. Each group will be assigned one of the three topic areas: FFA, NFA and both.
 - b. Students will work within their group to create a time capsule. The time capsule would be inclusive of materials as if it had been created during the beginnings of FFA/NFA.
 - i. Inform students a time capsule is a historic collection of goods and/or information, usually intended as a method of communication with future people.
 - ii. Students will depict each item on the diagram for their assigned group (such as cotton boll – NFA emblem; 1935 – NFA was formed; 33 farm boys – FFA; 1928 – FFA began; etc.)
 - iii. Each drawing should be on a separate piece of paper.
 - c. Groups will share their drawings with the class before they are placed into the capsule.
 - d. Discuss how our past determines our future.
 - i. What other important events occurred in 1965? How did those events shape the future of the country?
 - ii. What current events and/or trends in agriculture are currently going on that could potentially make history? Why?
 - iii. What can we learn from previous experiences?
4. *Follow Up:* Use the time capsule to verbally quiz and assess students' knowledge of the beginnings of FFA and NFA.

As you remove each picture from the time capsule, have students record the following on a sheet of paper:

- a. Which group does the picture relate to? (FFA, NFA or both).
- b. What does the picture represent? (Emblem, beginning years, mission, etc.)

5. Leveling Up:

- a. Find some local elderly people in your hometown who were former FFA members and interview them to get their perspectives on what FFA meant to them. Also, what did the organization look like when they were in high school?
- b. Research NFA and FFA members and compare and contrast their leadership backgrounds.
- c. Compare and contrast NFA and FFA ceremonies, traditions, emblems, etc.

ADDITIONAL RESOURCES:

Venn diagram for NFA and FFA.

NH.Section1.Our History – PowerPoint Presentation.

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

“New Farmers of America: 25 Years of Accomplishment,”

<https://ncffa.org/Web%20Files/ncHistory/NFA/25%20Years%20Of%20Accomplishment.pdf>

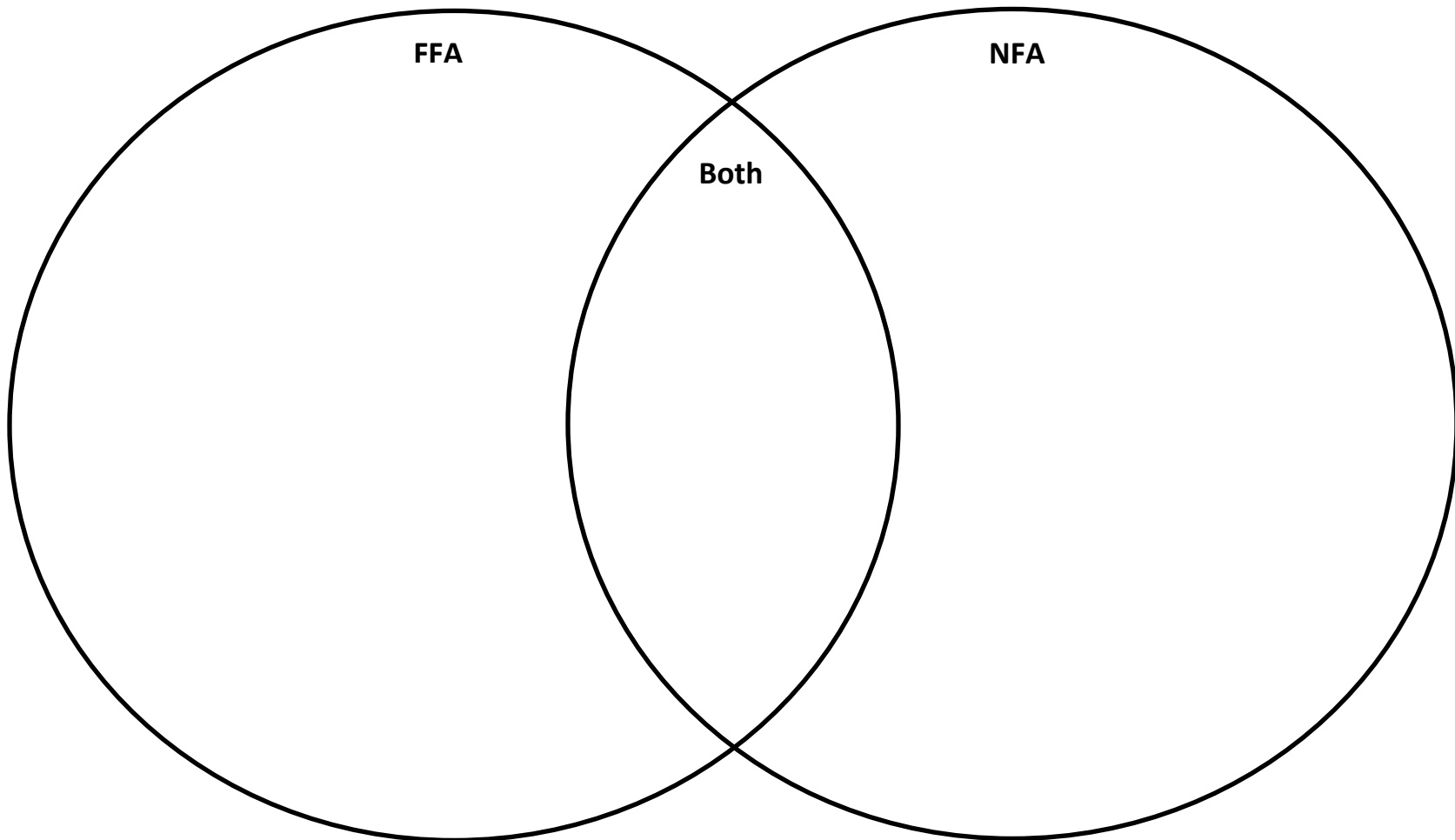
For additional resources, visit: <https://ncffa.org/about-us/history/new-farmers-of-america-nfa1/>.

NAME: _____ DATE: _____ CLASS: _____

Venn Diagram: Similarities and Differences between FFA and NFA

DIRECTIONS:

Complete the Venn diagram to highlight the similarities and differences between FFA and NFA.



Aligned to the following standards:
CS.05; FFA.PL-B.Relationship. FFA.PL-C.Vision. FFA.PL-E.Awareness; FFA.CS-M.Communication; FFA.CS.N.Decision Making; AG1; AG5; CCSS.ELA-Literacy.RI9-10.3; CCSS.ELA-Literacy.W9-10.2; CCSS.ELA-Literacy.SL.9-10.1; MP1; MP2; MP6; CRP.04; CRP.06; Communication; Critical Thinking and Problem Solving; Initiative and Self-