



Section 2: Part 2

Chapter: Program of Activities

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define a Program of Activities (POA).
2. Describe the three POA divisions.
3. Provide examples of activities for each division.

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

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

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "POA Divisions" worksheet for each student.
2. A copy of the "POA Bullseye" worksheet for each student.
3. A copy of the "Official FFA Student Handbook" for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to a POA.
2. An introduction to chapter planning.

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: Road Trip

- Divide students into groups of three or four.
- Tell students their group is going on an imaginary road trip. They are allowed to choose any destination, any means of transportation and any form of entertainment/recreation.
- As a group, they are to plan their road trip beginning with their departure from the school.
- On notebook paper, each group is to list step-by-step where their road trip leads and what they plan to do while there.
- Once students have completed the plans for their road trips, have the groups present their plans for the class.
- Lead a group discussion about what it took to plan their road trips.
 - How did you decide where to go, what to do, how to get there?
 - What steps did you take to plan your road trips?
 - What would have happened if you didn't plan ahead?
 - Why is it important to plan?
- Transition the conversation into the goals of the chapter.
 - How does the chapter decide what to do, where to go and how to get there?
 - Answer: "We develop a plan."
- Explain to students that just like planning a road trip, we have to plan the what, when, where, why and how of our FFA events and activities for the year. Planning helps us to be successful in the development of our chapter, our community and ourselves. A Program of Activities (POA) is like the road map of our chapter, helping us to accomplish our goals and be successful as a chapter.

2. Activity 1: Three Parts Make a Whole

- Divide students into three equal groups.
- Distribute a "POA Divisions" worksheet to each student.
- Assign each group one of the three POA divisions:
 - Growing Leaders
 - Building Communities
 - Strengthening Agriculture
- Using pages 46-48 in the "Official FFA Student Handbook," have each group read the section relating to their assigned division.
- Groups are to develop a skit that demonstrates to the other two groups the aspects of the division they were given. Skits should be no more than five minutes, and all members of the group must participate.
- While each group is presenting, the other students are filling out the "POA Divisions" worksheet.
- Once all groups have presented, go over the "POA Divisions" worksheet aloud, helping students to fill in any blanks they may have missed during the skits.

3. Activity 2: POA Bullseye

- Distribute the "POA Bullseye" worksheet to each student.
- Distribute a copy of the chapter's previous POA to each group.
- Using the worksheet, groups are to arrange the chapter's activities according to the division into which they fall.
- Once worksheets are complete, discuss the activities aloud as a group.

4. Follow Up: POA Brainstorm

- Still grouped by POA division, have students brainstorm three NEW activities for the chapter, one for each division.
- Share these ideas aloud.

5. Leveling Up: Identify Areas in Need of Improvement

- Have students evaluate the chapter's POA critically.
- Ask them to identify areas they feel the chapter can improve their plan.

- c. Once areas in need of improvement have been identified, ask students to brainstorm ways to make these areas better.

NAME: _____

Program of Activities Divisions

DIRECTIONS:

List the name of each division, its purpose and two of the quality standards within that division.

1. _____ Development:

Quality Standard:

Quality Standard:

2. _____ Development:

Quality Standard:

Quality Standard:

3. _____ Development:

Quality Standard:

Quality Standard:

Program of Activities Bullseye

DIRECTIONS:

Using the chapter's previous Program of Activities, write the name of each chapter activity in its correct division.

