



Section 2: Part 2

Chapter: Chapter Activities — Fundraisers, Service-Learning and Community Service

Created: January 2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify the benefits of fundraising, service-learning and community service.
2. Understand how chapter activities will impact their lives in the future.

TIME REQUIRED Interest Approach – 10 minutes; Activity 1 – 20 minutes; Activity 2 – 10 minutes; Follow Up – 5 minutes

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

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Official FFA Student Handbook" for each student.
2. Half sheets of blank paper.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to chapter activities.

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: FFA Impacts...**
 - a. On a blank piece of paper, students will write as the headings of three separate columns: STUDENT, SCHOOL and COMMUNITY.
 - b. Allow students three minutes to brainstorm how FFA makes an impact in each of the three areas. Encourage students to write for the entire time.
 - c. Once time is up, have students popcorn share their answers.
 - d. Lead a discussion about the impact FFA can have upon students, the school and the community.
 - e. Transition to the different activities through which FFA can impact these three areas.
 - f. Make the point that FFA makes an impact through community service, service-learning and fundraising.
- 2. Activity 1: Think and Create**
 - a. Split the class into two groups. One group will be assigned fundraising; one group will be assigned service-learning. Allow the groups 15 minutes to work.
 - i. The Fundraising Group:
 1. Read page 45 in the "Official FFA Student Handbook" on fundraising.
 2. Create a poster depicting the eight steps for successful fundraising.
 3. Brainstorm a list of five fundraising activities that the FFA chapter could organize.
 - ii. The Service-Learning Group:
 1. Read page 45 in the "Official FFA Student Handbook" on service-learning.
 2. Define service-learning.
 3. Brainstorm at least three service-learning ideas.
 4. Create a poster portraying your service-learning ideas.
 - b. Reconvene and have groups present their posters and ideas to the class. After each group presents, display the posters on the walls in the classroom to help generate further discussion.
- 3. Activity 2: Facilitated Discussion**
 - a. Help students relate service activities to their current lives. The following questions can help generate some discussion:
 - i. How did it feel to discuss your ideas with others?
 - ii. How does the idea of helping others make you feel?
 - iii. What is the importance of giving back to the community?
 - b. Help students relate fundraising activities to their current lives. The following questions can help generate some discussion:
 - i. How can we use fundraising events to build key relationships in the community?
 - ii. Why are these relationships important to our FFA chapter?
 - iii. Why are these relationships important to you, as an individual?
 - iv. How can planning a fundraising event help us develop leadership skills?
 - c. Students can also relate service and fundraising activities to their futures. Use the following questions (or generate your own) for discussion:
 - i. How do you think participating in these types of activities relate to those activities that you may take part in on a job site?
 - ii. What skills will you gain during these activities that you can apply to a future career?
 - d. To further enhance learning, have students write the answers to these questions on a paper for later reference.
- 4. Follow Up: Snowball Toss**
 - a. On a half sheet of blank paper, ask students to write one takeaway they had from the day's lesson.
 - b. After all students have written their takeaway on a paper, ask them to crumple the paper into a ball and gently toss it to someone else.
 - c. Once everyone has tossed their paper, have students open their classmate's "snowball" and read that person's takeaway.
 - d. Continue until you feel there has been adequate review.
- 5. Leveling Up: Identify Key Individuals**
 - a. Ask students to identify five key individuals within the school or community with whom a positive relationship should be built to further the partnerships FFA has helped to establish.
 - b. Identify one way to foster the relationship with each individual.

