



Section 2: Part 2

Chapter: Leadership Roles

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Cite three examples of how to become a leader within the chapter.
2. Identify the roles and responsibilities of each office.

TIME REQUIRED: 50-60 MINUTES

RESOURCES: "OFFICIAL FFA STUDENT HANDBOOK," SCRAP PAPER AND THE CHAPTER'S PROGRAM OF ACTIVITIES (POA).

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Leadership and Me?" worksheet for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to a lesson about FFA meetings.
2. Part of a parliamentary procedure discussion.
3. Part of an FFA officer retreat.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

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.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- 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

- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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.

Common Core - Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation)

into words.

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.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment.
- 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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Global Awareness
- Information, Communications, and Technology Literacy
- Think Creatively

LESSON PLAN:

1. *Interest Activity: Who's a Leader? (five minutes)*
 - a. Ask students to locate a blank or scrap sheet of notebook paper.
 - b. Students will have one minute to record everyone who comes to mind when they hear the word, "leader."
 - c. Once the minute is up, have some students share the names they wrote down.
 - d. Ask processing questions that lead students to consider why they see these individuals as leaders. If there are discrepancies on whether or not students view someone as a leader, dive deeper in processing that specific name to understand why the student wrote it down.
2. *Activity #1: What Is a Leader? (10 minutes)*
 - a. On a public writing surface, post the word, "leader."
 - b. Have a student come to the front to be the scribe.
 - c. Go around the room and ask each student to think of a word or phrase that describes a leader.
 - i. Go around the room until all thoughts have been shared.
 - d. After all ideas have been recorded, begin a discussion around why these words were posted, how they represented a leader and why there is such a variation in the words posted.
 - i. This discussion should lead students to understand that while there can be one specific definition for "leader" or "leadership," there is no set example or list of qualities a leader must possess.
3. *Activity #2: Leadership in Our Chapter (15 minutes)*
 - a. In order to be a leader, students must lead by example. There are a number of opportunities available in FFA to grow in their leadership skills.
 - i. Students should work in pairs to skim the "Official FFA Student Handbook" for ways that they could improve their leadership abilities. Have students record these ideas on the "Leadership and Me" worksheet.
 - ii. Next, have students begin looking for areas of leadership growth at the chapter level. Working with a partner, have students list three leadership opportunities that are available for them at the local (chapter) level.
4. *Activity #3: Chapter Officer Leadership and Responsibilities (15-20 minutes)*
 - a. As a class, review page 54 in the "Official FFA Student Handbook" to learn more about expectations for chapter officers.
 - b. Have students put away their handbooks before beginning the next activity.
 - c. On the teacher's cue, each student will select a slip of paper out of a bag.
 - i. These slips come from the officer duties listed on the "Our Chapter Officer Team" worksheet in this lesson. Cut out each square individually, fold it and place it into a bag to use in this activity.

- d. Once each student has received a slip of paper, students will have 90 seconds to read their paper and find someone around the room who has a slip that corresponds with the student selected. Once they have found their match, they should wait together for further instructions.
 - e. Once all pairs have been located, have each group read their slips to the class. Students not reading at that moment should collect the information they are hearing at the bottom of the "Leadership and Me" worksheet.
- 5. Follow Up: Model It (5-10 minutes)**
- a. After completing activities 1-3, take time to review which students serve as officers in your chapter. Students should jot down the positions and student leader names at the bottom of their worksheet.
- 6. Leveling Up:** Have a chapter officer say a few words during class, and have them challenge any member interested to seek out leadership opportunities in the chapter. Remind students that serving as an officer in the chapter isn't the only way a member can be a leader.

Leadership and Me?

DIRECTIONS:

Answer the questions below using ideas that your FFA chapter currently does, combined with new ideas for chapter success.

FFA Leadership Experiences — Ways that I can grow my leadership skills in FFA.

- 1.
- 2.
- 3.
- 4.
- 5.

Chapter Leadership Experiences — What leadership opportunities are available for me at the chapter level?

- 1.
- 2.
- 3.

Officer positions and their duties:

Our Chapter Officer Team

President	• Presides over meetings according to accepted rules of parliamentary procedure. • Appoints committees and serves on them as an ex-officio, nonvoting member. • Represents the chapter in public relations and at official functions.
Vice President	• Assumes all duties of the president if necessary. • Develops the POA and serves as an ex-officio, nonvoting member of the POA committees.
Secretary	• Prepares and posts the agenda for each chapter meeting. • Prepares and presents the minutes of each chapter meeting.
Treasurer	• Receives, records and deposits FFA funds and issues receipts. • Presents monthly reports at chapter meetings.
Reporter	• Releases news and information to local and regional news media. • Publishes a chapter newsletter or website.
Sentinel	• Assists the president in maintaining order. • Keeps the meeting room, chapter equipment and supplies in proper condition. • Welcomes guests and visitors.
Advisor	• Supervises chapter activities year-round. • Informs prospective students and parents about FFA. • Instructs students in leadership and personal development.
Historian	• Develops and maintains a scrapbook of memorabilia in which to record the chapter's history. • Researches and prepares items of significance in the chapter's history.
Parliamentarian	• Is proficient with parliamentary procedure. • Rules on all questions of parliamentary law at meetings.
Chaplain	• Presents the invocation at banquets and other functions. • Conducts reflections services at summer camps and conferences.
Alumni/Booster Member	• Supports FFA events as judges and volunteers. • Provides financial assistance through fundraisers. • Gives guidance to members as mentors and project advisors.

