



## Section 2: Part 2

# Chapter: Recruiting Members

Created: October/2016 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Determine the benefits of being an FFA member.
2. Put into action ideas for recruiting and retaining members.

**TIME REQUIRED:** 50-60 MINUTES

**RESOURCES:** FFA.ORG; "OFFICIAL FFA STUDENT HANDBOOK" – ONE COPY PER STUDENT; A VIDEO CLIP OF BASIC PARLIAMENTARY PROCEDURE; A PUBLIC WRITING SURFACE; AND THE "RECRUITMENT GENERATOR" WORKSHEET – ONE COPY PER STUDENT.

### EQUIPMENT AND SUPPLIES NEEDED:

1. A bag of miscellaneous marketing items.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

### THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A way to get new members to join the chapter.
2. A unit during an FFA officer team training.

### 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: (10-15 minutes)**
  - a. Create a marketing bag containing multiple random items to be used in the "Sell-It" activity.
    - i. Item ideas: pencil, eraser, textbook, bottle of water, tape measure, etc.
  - b. Ask four students to come to the front of the classroom. Each student will select an item at random from the bag without being able to see what is inside.
  - c. Give the four students one minute to come up with a short sketch or sales pitch to promote their new and improved item to the rest of the class.
  - d. Once each student has given their sales pitch, have the remaining classmates vote on which student did the best job at selling their item to them.
  - e. Finish the interest activity by holding a classroom discussion about what strategies worked well in order to sell the item to the class. What are some things that get students interested and excited?
- 2. Activity #1: Benefit Brainstorm (10-15 minutes)**
  - a. Split the class into three or four small groups. Give each group a blank sheet of paper and a writing utensil.
  - b. Have each group select one scribe.
  - c. Tell the class that they will have exactly one minute to work with their team to jot down every benefit they can think of when it comes to being an FFA member.
  - d. Start the clock and give time updates with 30, 15 and 5 seconds left.
  - e. After a minute has passed, have groups share their reasons one at a time. Record each benefit on the board. As a group shares an idea, have the other groups mark any repeat ideas off their lists. The group with the most unique ideas (ideas not listed by other groups) can be declared the winner, if you want to make the brainstorm a competition.
  - f. Once all the ideas are recorded, check to see if any students have other ideas to add that they may not have thought of during their one-minute brainstorm.
  - g. Add any additional benefits to the list that students may not have thought of. Discuss the value in becoming a member of FFA with the entire class.
- 3. Activity #2: Get Active (15-20 minutes)**
  - a. Now that a list of benefits has been formed, begin transitioning into how FFA can recruit members to join the organization.
  - b. Give each student a copy of the "Recruitment Generator" worksheet. Have students work in pairs to complete the worksheet. Working in pairs will allow students to bounce ideas off one another.
  - c. After students have finished the worksheet, bring the class back together to share ideas. Record these ideas

on a flip chart or another writing surface where these ideas can be stored and used by the chapter officer team and/or committee chairs.

4. *Follow Up: Giving Students Ownership* (3-5 minutes)
  - a. Having chapter officers present for the discussion of ideas would be a great way to give students the feeling of ownership within the chapter. If officers cannot be present, have a student or two volunteer to bring the ideas of the class to the next officer meeting. Select these representatives.
5. *Leveling Up*: At the end of the lesson, challenge students to consider joining FFA. Ask them to think about what benefits they could personally receive if they choose to play an active role in FFA.

# Recruitment Generator

## **DIRECTIONS:**

Discuss the following questions with a partner and record your thoughts. Be ready to share some of these ideas with the class.

### **Top five benefits of being an FFA member:**

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

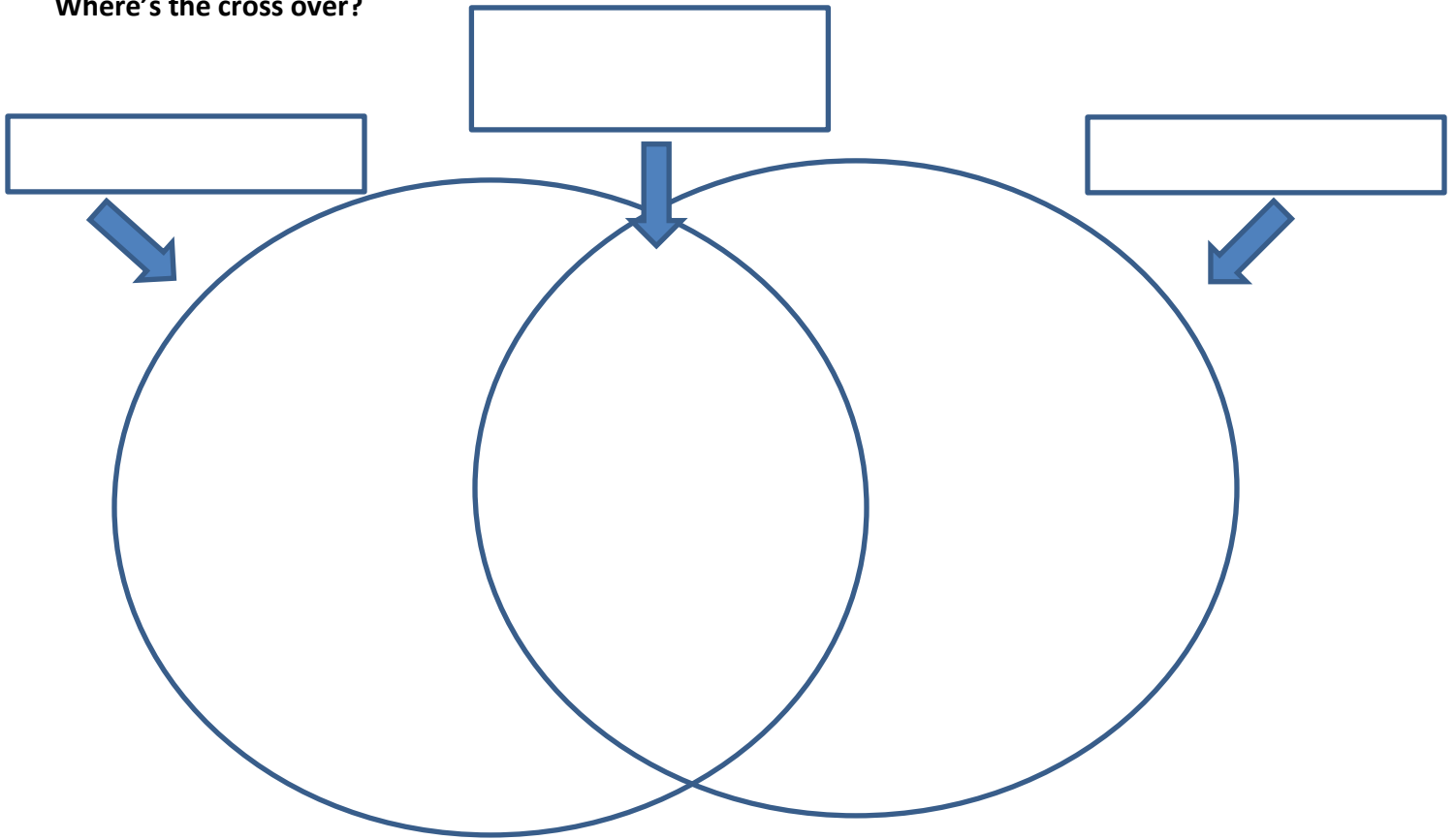
### **WIIFM: What's In It For Me**

- What do students care about?

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

Where's the cross over?



**Bringing It All Together** — How can we combine the benefits of FFA with what students care about?

Brainstorm ideas and events that the FFA chapter could implement to increase FFA membership.