



Section 2: Part 2

Chapter: Chapter Banquet

Created: October/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the purpose of the FFA banquet.
2. Identify key components of an FFA banquet.
3. Establish committees needed for banquet planning.

TIME REQUIRED: 50-60 minutes

RESOURCES: "Official FFA Student Handbook"

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access.
2. Public writing surface.
3. A copy of the worksheet "FFA Banquet 101" for each student.
4. A copy of "FFA Banquet Committee - Action Items" for each committee.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to planning the chapter banquet.
2. A peek into some duties of student leadership.
3. An opportunity for member engagement.

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: (5-10 minutes)*
 - a. Show a clip from a recent television awards show. (the Grammys, Country Music Awards, Oscars, etc.)
 - b. After the clip has played, have students call out some things that take place at an awards show.
 - i. Discuss the purpose of having these features during the awards show.
 - c. Conclude the beginning conversation by asking what do we host at the chapter level each year that is somewhat like an awards show? This should lead students to begin talking about the annual FFA banquet.
 - i. Conclude by asking students how our chapter banquet relates to an awards show? This will be the lead into discussion surrounding how to begin planning an FFA banquet.
2. *Activity #1: What's the Purpose? (10 minutes)*
 - a. Distribute a copy of the "FFA Banquet 101" worksheet to each student.
 - b. As a class, check out page 41 of the "Official FFA Student Handbook" and read the section entitled, "Chapter Banquet."
 - c. Have students work with a partner to come up with one sentence that summarizes the purpose of an FFA banquet. Students should jot down their response in the space provided.
 - d. Have a few groups share the purpose they came up with. As a class, discuss whether each purpose is accurate.
3. *Activity #2: The Stars of the Show (15 minutes)*
 - a. After a purpose has been established, it's time to determine what should be included at the banquet.
 - b. Utilizing their knowledge of FFA and chapter accomplishments, have students begin thinking through what achievements and accolades should be included at this year's banquet. Give students five minutes to brainstorm what the chapter should include while listing their thoughts in the "Stars of the Show" section of

the worksheet. This section can include everything from individual and team achievements to guest speakers and FFA ceremonies.

- c. Once five minutes has passed, hold a group discussion on the ideas that each team recorded. Have a student capture these ideas on a flip chart or public writing surface to use in the next activity.

4. Activity #3: Taking Action (10 minutes)

- a. Now that a banquet purpose and program components have been identified, it's time to begin taking action.
- b. As a class, have students begin by discussing people who should be involved for a successful banquet. (officers, advisor(s), administration, caterer, etc.) These names can be captured in their designated space on the "FFA Banquet 101" worksheet.
- c. Next, (on a public writing surface) have students begin to brainstorm committees that could be formed that will handle some of the requirements that come with planning a banquet. (awards committee, decorations committee, food committee, etc.).
 - i. After all ideas have been shared, have students begin to narrow the list by combining duties or committees.
 - ii. Have students record the final committee selections on their paper. Be sure to add in any areas they may have left out.

5. Follow Up: Make It Happen (10-15 minutes)

- a. Once a final list of committees has been formed, assign each student to a committee. Have students split up into their committees, meeting in separate locations around the room.
- b. Each committee should complete the committee assignment form, which addresses questions such as which FFA members could join the committee, what resources might be needed and what decisions will have to be made.
- c. Have each committee select a temporary chair. This individual should report back their findings to the entire class once discussion has finished. Assign an officer to each committee who will serve as the ex-officio.

6. Leveling Up: Encourage each committee to set future meeting dates and ask the chair to attend the next officer meeting to update and involve the officer team on the planning of the chapter banquet.

ADDITIONAL RESOURCES:

A copy of last year's FFA banquet script.

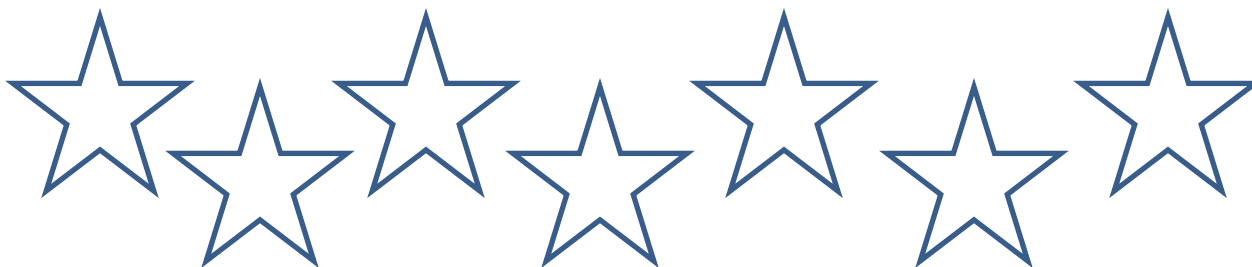
FFA Banquet 101

DIRECTIONS:

Complete the sections below as an outline to begin planning your chapter FFA banquet.

What is the purpose of our FFA banquet?

The Stars of the Show:



Who do we need?

Committees needed:

FFA Banquet Committee — Action Items

Committee Name: _____

Committee Chair:

Committee Ex-Officio:

Committee Members:

Additional Members

Purpose of Committee:

Item of Business	Budget	Timeline	Resources

