



Section 2: Part 2

Chapter: FFA Official Ceremonies

Created: October/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Discuss the reason for FFA ceremonies.
2. Demonstrate opening and closing ceremonies.

TIME REQUIRED: 50-60 minutes

RESOURCES: "Official FFA Student Handbook" – one copy per student; video clip of Olympic opening or closing ceremonies; public writing surface; and "FFA Ceremonies" 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 increase chapter membership.
2. A conversation starter on recruitment at an officer retreat or committee meeting.

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
- Information, Communications, and Technology Literacy
- Think Creatively

LESSON PLAN:

1. *Interest Activity:* (15-20 minutes)
 - a. Show a video clip of the Olympic opening or closing ceremony.
 - b. Ask students to discuss with a partner the purpose of the opening and closing ceremonies.
 - c. Bring the class back together for a recap of what each group discussed.
 - d. Next, show a clip of the FFA opening ceremonies from the National FFA Convention & Expo.
 - e. Ask students to discuss with a partner the purpose of this official ceremony as well as two similarities and two differences between the videos.
 - f. Bring the class back together for discussion of each group's conversation.
 - g. Lead the conversation to define the purpose of the official FFA opening and closing ceremonies.
 - h. Finally, ask the group what other ceremonies exist in FFA to see what the class already knows about the organization.
2. *Activity #1: FFA Ceremony Discovery* (10-15 minutes)
 - a. Have students find a new partner and give each student or each group a copy of the "FFA Ceremonies" worksheet.
 - b. Have teams scan the "Official FFA Student Handbook" and/or "Official FFA Manual" to complete the worksheet to discover more about ceremonies in FFA.
 - c. After each group has finished, spend some time reviewing the answers and elaborating on any ceremony that the class as a whole may be unfamiliar with.
3. *Activity #2: Try It On* (15-30 minutes)
 - a. Divide the class into groups of six or seven.
 - b. Assign each group a ceremony: Opening/Closing, Honorary Member, Discovery FFA Degree, Greenhand FFA Degree, Chapter FFA Degree, etc.
 - c. Give each group 10 minutes to look over and practice their ceremony.
 - d. Have each group then present their ceremony to the class. This can be either in one sitting or over a few-days span. Have students not participating capture three to five points they hear during the ceremony that correlates with the ceremony (ex: Greenhand — what are three to five facts about the Greenhand degree?).
4. *Follow Up: Giving Students Ownership* (3-5 minutes)
 - a. Complete the unit with a discussion about the differences between each ceremony. Recap the purpose for including each as an official FFA ceremony and a discussion of when each ceremony could or does take place in your chapter throughout the year.
5. *Leveling Up:* Challenge each group (six to seven students per group) to learn the official FFA opening and closing ceremonies. Begin each class with one new group presenting. This is a great way to allow students to work on understanding the parts of opening and closing ceremonies while enhancing student speaking skills.

ADDITIONAL RESOURCES:

You could have your chapter officer team present opening and closing ceremonies during this unit or record it from a chapter meeting to show students.

FFA Ceremonies

DIRECTIONS:

Using the "Official FFA Student Handbook" and/or the "Official FFA Manual" as a reference, answer the following questions.

1. What do the following station markers represent?
 - a. The Rising Sun
 - b. The Plow
 - c. The Owl
2. Which officer is responsible for keeping sound financial records?
3. According to the official FFA opening ceremony, what is the role of the advisor?
4. Why is the Pledge of Allegiance recited during the closing ceremony?

Match the correct FFA ceremony to the appropriate description:

- | | |
|--|---|
| _____ 5. Opening Ceremony | A. This ceremony includes the Pledge of Allegiance. |
| _____ 6. Closing Ceremony | B. This ceremony includes a roll call of officers and "Why are we here?" sections. |
| _____ 7. Discovery FFA Degree Ceremony | C. This ceremony recognizes achievements of first-year members. |
| _____ 8. Greenhand FFA Degree Ceremony | D. This ceremony is used to present members the highest degree that can be awarded by a chapter. |
| _____ 9. Chapter FFA Degree Ceremony | E. This ceremony is used to present the only degree available to middle school members. |
| _____ 10. Honorary Member Ceremony | F. This ceremony recognizes nonmembers and chapter supporters who have rendered outstanding service to the program. |

FFA Ceremonies - Key

DIRECTIONS:

Using the "Official FFA Student Handbook" and/or the "Official FFA Manual" as a reference, answer the following questions.

1. What do the following station markers represent?
 - a. The Rising Sun
Promise of a New Day
 - b. The Plow
Labor and Tillage
 - c. The Owl
Knowledge and Wisdom
2. Which officer is responsible for keeping sound financial records?
The Treasurer
3. According to the official FFA opening ceremony, what is the role of the advisor?
Advise members from time to time as the need arises and provide advice based on knowledge and wisdom.
4. Why is the Pledge of Allegiance recited during the closing ceremony?
This is a way for members to honor our nation, which is symbolized by the flag.

Match the correct FFA ceremony to the appropriate description:

- | | |
|---|---|
| <u> B </u> 5. Opening Ceremony | A. This ceremony includes the Pledge of Allegiance. |
| <u> A </u> 6. Closing Ceremony | B. This ceremony includes a roll call of officers and "Why are we here?" sections. |
| <u> E </u> 7. Discovery FFA Degree Ceremony | C. This ceremony recognizes achievements of first-year members. |
| <u> C </u> 8. Greenhand FFA Degree Ceremony | D. This ceremony is used to present members the highest degree that can be awarded by a chapter. |
| <u> D </u> 9. Chapter FFA Degree Ceremony | E. This ceremony is used to present the only degree available to middle school members. |
| <u> F </u> 10. Honorary Degree Ceremony | F. This ceremony recognizes nonmembers and chapter supporters who have rendered outstanding service to the program. |

