



Section 2: Part 2

Chapter: National FFA Week Planning

Created: October/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the purpose of celebrating National FFA Week.
2. Develop an activity to be conducted during National FFA Week.
3. Promote a National FFA Week activity through social media.

TIME REQUIRED: 45-90 minutes

RESOURCES: "Official FFA Student Handbook"

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet/social media access.
2. Public writing surface.
3. A copy of the worksheet, "National FFA Week Planning," for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to planning National FFA Week.
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. Write one of the following items on a public writing surface:
 - i. Homecoming Week
 - ii. Relay for Life/Breast Cancer Awareness
 - iii. Black History Month
 - iv. Teacher Appreciation Week
 - b. Have students brainstorm the activities associated with the week that was selected. Ask a student to come to the front to serve as the scribe.
 - c. Next, ask students to list the objective(s) for the week. What is the main purpose, and why is it important that we participate or celebrate this week/event?
 - d. Once discussion has ended, ask students what FFA event we celebrate each year, just like we celebrate the activity that we just brainstormed—National FFA Week.
 - e. As a class, review page 41, labeled National FFA Week, of the “Official FFA Student Handbook.”
 - f. Ask students to work with a partner or small group to develop a one-sentence purpose for National FFA Week.
2. *Activity #1: Get Involved (20-30 minutes)*
 - a. Divide the class into groups of three or four students and distribute the “National FFA Week Planning” worksheet to each student.
 - b. Have each group review pages 57 and 58 of the “Official FFA Student Handbook,” which lists ideas for celebrating National FFA Week.
 - c. Each group should select one of the ideas or develop an idea of their own that the FFA chapter could do to participate in National FFA Week.
 - i. Once a group has selected an idea, they should bring it to the instructor to gain permission to begin brainstorming about the event and to ensure that no other group has already claimed the idea.
 - d. Once an idea has been selected and approved, the group should work through the “National FFA Week Planning” worksheet.
3. *Activity #2: Advertise (15-30 minutes)*
 - a. Once a group has finished planning, have students begin creating an example advertisement for the event on a poster board or using a computer program, such as Word or PowerPoint.
 - b. Students should collaborate on what this advertisement should look like and turn in their product when they

are finished.

4. *Follow Up: Social Media It Up* (5 minutes)
 - a. To conclude the discussion, have each student create a social media post/advertisement promoting National FFA Week. This could be completed on a sticky note or scrap sheet of paper or on a social media website if internet access and school/classroom policies permit the use of phones and social media.
 - b. Have students share what they have created.
5. *Leveling Up*: Encourage each team to present their idea to the chapter officer team and school administration to gain approval to move forward with their event and plan. Allow students to take ownership of their work while getting them excited to celebrate National FFA Week.

ADDITIONAL RESOURCES:

National Chapter Award Areas—Challenge students to identify which area of the National Chapter Award area their National FFA Week event/activity falls under.

National FFA Week Planning

DIRECTIONS:

Complete the sections below to best organize your National FFA Week event.

Name of activity/event:

Describe your activity/event:

What are the major objectives of this activity/event?

-
-
-

Location, location, location—where will the activity/event be held?

Budget—what are the anticipated costs?

What do you need to do for each of the following areas?

Planning	Advertising	Day of the Event	People

How will you measure success at the conclusion of the activity/event?

NAME: _____