



Section 2: Part 2

Chapter: Retaining and Engaging FFA Members

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Understand the importance of retaining chapter members.
2. Identify ways to involve and retain FFA members from one year to the next.

TIME REQUIRED: 50-60 minutes

RESOURCES: "Official FFA Student Handbook," the chapter's Program of Activities (POA)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "WIIFM—What's in It For Me?" worksheet for each student.
2. Scrap paper

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A continuation of FFA recruitment.
2. 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 - Language

NAME: _____

- 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: What Do You Keep?* (10 minutes)
 - a. Ask students to locate a blank or scrap sheet of notebook paper.
 - b. Students will have two minutes to think of everything of value they personally own and jot those items down on paper.
 - c. Once the minute is up, tell students they will hypothetically have to give up all but five items on their list. Give students an additional 30 seconds to one minute to review their list and select the top five items that are most important to them.
 - d. After the designated time has elapsed, ask for a few volunteers to share the five items they selected and why those were the items they selected to keep.
 - e. After several students have shared, begin processing with students how they made their choices and how they assessed value on each item. Bring the discussion to the level of an FFA chapter. What are the items that we have in our program that are of value to us? Students/members should make the list as one of the most important assets to a chapter. Ask students why members are important to have. This will lead into the topic of retaining FFA members.
2. *Activity #1: Value of FFA Members* (10 minutes)
 - a. Ask a student to come to the front of the room to be the scribe. Have a flip chart or writing surface available.
 - b. Place the words "FFA Members" in the middle of the chart or board.
 - c. Have students shout out benefits of being an FFA members.
 - i. Create a list showing the diverse opportunities for growth available to students who are members of FFA. Add items or help with student discussion as needed.
3. *Activity #2: WIIFM—What's in It for Me?* (20 minutes)
 - a. Using the "WIIFM—What's in It for Me?" worksheet, have students collaborate in small groups to brainstorm ideas for retaining chapter members.
 - i. If available, each group could have a copy of the chapter's POA to get a better understanding of what events the chapter already participates in.
 - b. Have students begin with Step 1: Brainstorm. Groups should check in with the instructor after completing

NAME: _____

Step 1, and then they can proceed to Step 2: Planning.

4. *Follow Up: Model It* (10-15 minutes)

After completing both steps, groups will select their top idea for successfully retaining and engaging members. Groups will have three minutes to develop a skit outlining their top idea. These skits will then be shared with the class as a way of exploring different ideas for member involvement.

5. *Leveling Up:* Challenge the class to take their ideas to the next chapter or officer meeting. Giving students ownership in the chapter can lead to great success!

ADDITIONAL RESOURCES:

Copy of the chapter's POA

NAME: _____

WIIFM — What's in It for Me?

DIRECTIONS:

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

Step 1: Brainstorm

Values of membership (WIIFM—What's in It for Me?)

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

What do middle/high school students care about?

What programs does our chapter currently do to get members involved?

New ideas! What new programs or events would keep members engaged?

Review

After completing this page, check in with your instructor.

NAME: _____

WIIFM — What’s in It for Me?

DIRECTIONS:

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

Step 2: Planning

Top 3
As a team, list your top three new programs to improve retaining members and chapter involvement.

Event Name	How Does It Work?	Date	Budget	Number of Members Involved

NAME: _____