



Section 2: Part 5

Beyond High School: National FFA Scholarship Program

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Explore FFA scholarship opportunities.
2. Select FFA scholarship opportunities with given criteria.

TIME REQUIRED: Interest Approach - 15 minutes; Activity - 50 minutes

RESOURCES: "Official FFA Student Handbook," FFA.org, bigfuture.collegeboard.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. Scholarship PowerPoint.
2. A copy of the "Beyond High School" worksheet for each student.
3. One set of student profile cards.
4. Internet access for students.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an FFA unit on opportunities or a supervised agricultural experience (SAE) unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food, & Natural Resources career pathways.

FFA Precept

- FFA.PL-C.Vision: Visualize the future and how to get there.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

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.

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.

AFNR Career Ready Practices

- CRP.0.4. 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.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.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving
- Initiative and Self-direction

LESSON PLAN:

1. *Interest Approach:* Provide each student the opportunity to draw one student profile card from the pile and share a couple examples of the cards with the class. Pose the question, "Will these students be eligible for an FFA scholarship?" By the end of the activity, students will report back to the class if the student profile they selected will be eligible for an FFA scholarship.

- a. Next, pass out one copy of the "Beyond High School: What Are the Average Costs of Postsecondary Education?" worksheet to each student, then ask each student to read over the information and questions on the sheet. Discuss the information and the questions as a group.
 - b. Set the context that college and postsecondary education can be expensive, but FFA provides scholarship opportunities for member and nonmembers that total more than \$2 million.
2. *Activity:* Using a computer lab, have students access the National FFA Organization Scholarship Program website, FFA.org/participate/scholarships. It is best to have one computer per student for this activity, if possible.
 - a. Have students log in to FFA.org/participate/scholarships to review the various sections of the scholarship webpage, including the guidebook, sample applications and frequently asked questions. Most information should be available without logging in to the website. Also, have the students review the information in the "Official FFA Student Handbook" on page 77 for additional information about the scholarship program.
 - b. Each student needs a copy of the handout "Beyond High School: Scholarships". Provide students the opportunity to review the current guidebook and fill in each of the boxes. You might want to consider filling in one of the boxes as a class so the students know the type of information that is expected.
3. *Follow Up:* Once students have completed the activity, conduct an open discussion regarding the types of information that they discovered through the scholarship search. Sample questions to consider might be:
 - a. Based on the information we just completed, how many of you are now interested in applying for these opportunities? Why or why not?
 - b. What surprised you about the scholarships and requirements for eligibility?
 - c. Now that we know what is required for some of these scholarships, what will you personally need to modify or change to help your chances in receiving the scholarship (i.e., raise your grades, strengthen your SAE?).
 - d. Survey the class in reference to the student profile cards selected in the Interest Approach. Were there any student profiles not eligible for scholarships? Were there any student profile cards eligible for more than one scholarship?
4. *Leveling Up:*
 - a. Have students look at the previous year's list of scholarship recipients. Survey how many were awarded from their state and/or region and/or school.

ADDITIONAL RESOURCES:

cut out cards; one card per student.

Both worksheets - one copy per student.

Answer key to both worksheets.

Erica Eel Electrical engineering certification 2.5 GPA Active in community service and leadership	Frank Strong Two-year degree in agriculture 2.0 GPA	Laura Green Diesel mechanics, two-year degree 3.0 GPA Active in academics, community service and leadership
Tim Ressler Public relations, four-year degree 2.5 GPA Active in community service and leadership Strong financial need	Tom Greek Four-year agriculture degree 2.0 GPA Strong leadership activities Attending a school with an Alpha Gamma Rho Fraternity chapter	Catrina South Four-year animal science degree 2.5 GPA Resident of Alabama
Susie Jones Four-year agricultural sales and marketing degree 3.0 GPA Resident of Montana	Sally Brown Four-year agronomy degree 2.5 GPA Lives on a family farm that raises dairy cattle	Rob Wilson Four-year agricultural communications degree 2.5 GPA
Cari White Four-year animal nutrition degree 3.0 GPA Strong leadership skills Interest in a dairy-related career	Ryan West Two-year ranch management degree 3.0 GPA	Brian Humble Four-year agribusiness degree 3.2 GPA Academic excellence and public service
Gena Greenbriar Two-year natural resources degree 2.5 GPA Resident of Colorado	Dusty Waters Four-year soil and water conservation degree	Colton Hilltop Four-year dairy science degree
Allison Davis Four-year agricultural education degree 3.5 GPA Local, state and national leadership experience.	Mike Silvertree Two-year horticulture degree Strong leadership skills Community service participation	Kenny Huntington Two-year wildlife management degree Commitment to hunting traditions Strong leadership skills Volunteer projects Financial need
Roman Kirkpatrick Four-year food science degree Attending college in Indiana Strong leadership skills Strong SAE	Chris Powell Two-year nutrition degree Good academic standing Exhibits financial need	Jet Stinson Four-year agricultural engineering degree
Derek Pepper Two-year animal science degree	Willow Streeter Two-year diesel mechanics degree 3.0 GPA Lives on family farm, strong leadership skills, financial need and community service.	Cathy Wagner Four-year agribusiness degree

Beyond High School: What Are the Average Costs of Postsecondary Education?

Directions: Read the statistics below and use them to answer the questions.

Public four-year college:	
In-state tuition:	\$9,410 per year*
Out-of-state tuition:	\$23,890 per year*
Private, nonprofit, four-year college:	\$32,410 per year*
Public, two-year college:	\$3,440 per year *
* This figure is only tuition and fees. It does not reflect the cost of room and board, books or supplies.	
The College Board. (2016). What it costs to go to college. Retrieved June 19, 2016, from http://www.bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-faqs	

1. What did you notice about the information provided, specifically about the different average costs based on the type of school institution?
2. Based on your desire to continue your education at a college or postsecondary institution of your choice, what would be the total average cost of your education? (Multiply the average cost by the number of years needed to complete your education.)
3. What are some possible options to help you pay for your education?

Beyond High School: Scholarships

Directions: Answer the questions by visiting the National FFA Organization’s scholarship webpage, FFA.org/participate/scholarships.

1. Which student profile did you draw from the pile? _____
2. Using the current FFA scholarship catalog, is this student eligible for any FFA scholarships?

3. If yes, which scholarship(s) might this student apply for? _____

4. Review the current FFA Scholarship Guidebook and identify five scholarship opportunities that are of potential interest to you based on your college and postsecondary aspirations. List these below.

Name of Scholarship	Eligibility	Degree Area	Award Amount	Minimum GPA Requirement	State/Region Specific Requirement

5. What type of information is needed to fill out the SAE portion of the current scholarship application?
- _____
- _____

6. What type of information would you include to answer the essay question for this year's scholarship application?

7. Using complete sentences in the space below, provide a sample answer to the essay question posed in question #6. Be sure to use the information you identified above.

Beyond High School: What Are the Average Costs of Postsecondary Education? Key

Directions: Read the statistics below and use them to answer the questions.

Public four-year college:	
In-state tuition:	\$9,410 per year*
Out-of-state tuition:	\$23,890 per year*
Private, nonprofit, four-year college:	\$32,410 per year*
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* This figure is only tuition and fees. It does not reflect the cost of room and board, books or supplies.	
The College Board. (2016). What it costs to go to college. Retrieved June 19, 2016, from http://www.bigfuture.collegeboard.org/pay-for-college/college-costs/college-costs-faqs	

4. What did you notice about the information provided, specifically about the different average costs based on the type of school institution?

ANSWERS WILL VARY

5. Based on your desire to continue your education at a college or postsecondary institution of your choice, what would be the total average cost of your education? (Multiply the average cost by the number of years needed to complete your education.)

ANSWERS WILL VARY BASED ON SCHOOL CHOICE

6. What are some possible options to help you pay for your education?

ANSWERS WILL VARY

Beyond High School: Scholarships

Directions: Answer the questions by visiting the National FFA Organization’s scholarship webpage, FFA.org/participate/scholarships.

- 1. Which student profile did you draw from the pile? **Answers will vary.**
- 2. Using the current FFA Scholarship Guidebook, is this student eligible for any FFA scholarships? **All should be eligible for at least one, if not multiple scholarships.**
- 3. If yes, which scholarship(s) might this student apply for? _____

- 4. Review the current FFA Scholarship Guidebook and identify five scholarship opportunities that are of potential interest to you based on your college and postsecondary aspirations. List these below.

Name of Scholarship	Eligibility	Degree Area	Award Amount	Minimum GPA Requirement	State/Region Specific Requirement

- 5. What type of information is needed to fill out the SAE portion of the current scholarship application?

The National FFA Organization evaluates the whole student and takes into consideration GPA, SAE program, leadership activities, financial need and the individual’s written statement.

6. What type of information would you include to answer the essay question for this year's scholarship application?

Several possible answers.

7. Using complete sentences in the space below, provide a sample answer to the essay question posed in question #6. Be sure to use the information you identified above.

Aligned to the following standards:

CS.05: FFA.PL-C.Vision; AG5; CCSS.ELA-Literacy.W9-10.1; CCSS.ELA-Literacy.SL.9-10.1; CR).0.4; CRP.07.; Critical Thinking and Problem Solving, Initiative and Self-Direction