



Section 2: Part 5

Beyond High School: National FFA Alumni

Created: July/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Recognize who FFA Alumni are and their impact at the local level.
2. Discover the career success of an FFA Alumni member.
3. Discover FFA Alumni activities that can continue a student's FFA journey.

TIME REQUIRED: Interest Approach - 5 minutes; Lesson and Activities - 50 minutes

RESOURCES: "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. Alumni PowerPoint.
2. Public writing surface.
3. One copy of the "Local Alumni Involvement" sheet, cut into cards.
4. A copy of the "FFA Alumni" worksheet for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to any LifeKnowledge unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

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.

Partnership for 21st Century Skills

- Critical Thinking and Problem Solving

LESSON PLAN:

1. *Interest Approach:* Have a popular or commonly known song playing when students enter the room. Have students think of their favorite songs.
 - a. They probably know who sang it, but do they know who wrote the music?
 - b. Who wrote the lyrics?
 - c. Who produced it?
 - d. Who directed the music video?
 - e. Discuss that all of these things needed to happen to make the song a success.
2. *Activity #1:* As a class, brainstorm how a personal or chapter partnership with a former member would be beneficial to the chapter.
 - a. Write the ideas on a public writing surface.
 - b. After a list has been generated, list the characteristics of a collaborative relationship on the public writing surface (or utilize the PowerPoint lesson).
 - i. Willingness to share ideas.
 - ii. Willingness to listen to others' ideas.
 - iii. Open-mindedness.
 - iv. Willingness to compromise.
 - v. Organization.
 - vi. Participation.
 - c. Next, ask for seven volunteers to participate in the *Party Host e-Moment*®.
 - i. In this activity, six people will personify one of the six characteristics of a collaborative relationship. The seventh person will be the party host, greeting the guests and trying to guess which guest is acting out each of the characteristics.

NAME: _____

3. *Activity #2:* Divide the class into four groups.
 - a. Give each group one of the "*Local Alumni Involvement*" cards.
 - b. Ask each group to come up with ways the chapter could collaborate with alumni in a similar way to the statement that has been assigned.
 - i. Agriculture teachers rely on FFA Alumni members to help get support from the community for agriculture programs and to give the teachers more time and freedom to do what they do best—teach students!
 - ii. FFA relies on alumni members for help with recruiting students and raising funds for chapter activities and scholarships.
 - iii. FFA Alumni members also assist at FFA camps and conferences, state and national conventions and other personal development programs.
 - iv. Through their commitment to FFA and agricultural education, FFA Alumni help guide young people in their communities along the path to success.
 - c. After each group has had an opportunity to discuss, ask a group representative to report the group's best ideas to the entire class.
4. *Activity #3:* Pass out a copy of the "Official FFA Student Handbook" to each student.
 - a. Ask students to skim through the pages to locate the section on National FFA Alumni. Highlight alumni conference opportunities on the state, regional and national levels.
 - b. Ask students to continue to skim through the pages to find a feature about an FFA Alumni member.
 - c. Pass out the "FFA Alumni" worksheet. Read the feature and answer the questions on the worksheet.
5. *Follow Up:* As time allows, students could report highlights from the alumni feature they chose to read.
6. *Leveling Up:*
 - a. Invite an alumni member from your chapter to visit your classroom and discuss FFA experiences and their current career.
 - b. Utilize My Journey to highlight an alumni member via a story or video.

ADDITIONAL RESOURCES:

Local Alumni Involvement – one copy, cut into cards.

FFA Alumni – one copy per student.

NAME: _____

Local Alumni Involvement

A. Agriculture teachers rely on FFA Alumni members to help get support from the community for agriculture programs and to give teachers more time and freedom to do what they do best – teach students!	B. FFA relies on alumni members for help with recruiting students and raising funds for chapter activities and scholarships.
C. FFA Alumni members also assist at FFA camps and conferences, state and national conventions and other personal development programs.	D. Through their commitment to FFA and agricultural education, FFA Alumni help guide young people in their communities along the path to success.

NAME: _____

FFA Alumni

Directions: Find and read an alumni feature in the "Official FFA Student Handbook."

1. What is the name of the FFA Alumni member?

2. Where did the alumni member receive his/her postsecondary education?

3. If the alumni member was involved with FFA before becoming an alumni member, describe their experience.

4. What is the alumni member's current career?

5. What is one other item you've learned about this alumni member?

6. How does their career tie back into FFA?

Aligned to the following standards:
FFA.CS-M; CCSS.ELA-Literacy.SL.9-10.1; Critical Thinking and Problem Solving

NAME: _____

NAME: _____