



Lesson Plan

Raise Your Voice

Created: 02/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify and describe key aspects of the FFA organization.
2. Design a creation to communicate and/or educate individuals outside FFA.

TIME REQUIRED: 90+ minutes

RESOURCES:

1. FFA.org
2. Video: Amplify <https://youtu.be/yZzHohwZW9Y>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Creation Station" worksheet for each student.
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. Planning tool for National FFA Week
2. Part of an FFA 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-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-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- 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 Core- Speaking and Listening

- 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- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.

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.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.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals

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readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Information, Communications, and Technology Literacy
- Global Awareness
- Think Creatively
- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction:* As National FFA week approaches, it is time to showcase the FFA and the impact it has on us and the community in which we live. This activity will give students a chance to let their voice be heard and communicate with others about the FFA organization.
2. *Activity:*
 - a. Show the video *Amplify*. The direct url is <https://youtu.be/yZzHohwZW9Y>. Have the students share how they feel after watching the video.
 - b. Students will work in teams to design a creation to educate and/or to communicate to individuals outside the FFA about the organization and the impact it has had on them and the community.
 - i. Each student needs a copy of the handout "Creation Station."
3. *Follow-up:* Teams will present their creations to the class and feature them during National FFA Week and beyond.
4. *Leveling Up:* To take this activity one step further have students present their creations to various stakeholder groups. This could include the student body, administration, school board, local business, etc.

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Creation Station

DIRECTIONS:

You will work in teams to design a creation to communicate/educate others about the FFA organization. (This could be a video, song, poster, PowerPoint, Prezi, etc.) Utilize the tools provided on the FFA week webpage FFA.org/FFAWeek. Use the space below to brainstorm and be creative!

Items to consider in your creation:

- Overview of what FFA is.
- What you do with the organization?
- Why should someone care and take notice of the organization?
- How it has impacted you, community, agriculture industry, world?
- Keep in mind who your audience is and direct your design to them.

Aligned to the following standards:
CS.05;FFA.PL-A; FFA.PL-E; FFA.PL-E; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4;
CCSS.MP1; CCSS.MP3; CRP.02; CRP.04; CRP.06; CRP.08