



Lesson AHS.49

PROMOTING FFA-- OPENING DOORS

Unit. Stage Four of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. C4: Adapt to opportunities and obstacles

National Standards. NL-ENG.K-12.6 — Applying Knowledge — Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create critique, and discuss print and non-print texts.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify the tangible and intangible benefits of belonging to a group.
- 2 Identify and relate the benefits of FFA to his or her education and personal goals.
- 3 Communicate the FFA dues structure and describe the benefits of belonging.
- 4 Identify local activities that can assist in paying FFA dues.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“FFA Student Handbook,” 2001.
“Advisors’ Guide to the Student Handbook,” 2000.
“Official FFA Manual”—Current edition.
Testimonials from past or older FFA members
Chapter scrap books or slide shows



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Color Markers
- ✓ Slide Projector or Overhead Projector
- ✓ Computer
- ✓ AHS.49.TM.A–G
- ✓ AHS.49.AS.A—Agricultural Education—one per student
- ✓ AHS.49.AS.B—FFA Membership Benefits Tangible—one per student
- ✓ AHS.49.AS.C—FFA Membership Benefits Intangible—one per student
- ✓ AHS.49.AS.D—What’s in FFA for You?—one per student
- ✓ AHS.49.AS.E—FFA Dues Structure—one per student
- ✓ AHS.49.AS.F—National FFA Dues and Benefits—one per student
- ✓ AHS.49.Assess—What is in it for me?—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Tangible benefit***
- ***Intangible benefit***



Interest Approach

Start the lesson by reviewing the total program. Pass out AHS.49.AS.A and show AHS.49.TM.A. Highlight that FFA is an integral part of the total program of agriculture education. Review the class syllabus and how participation in FFA can impact student assessment and grades.

This lesson can be used with first year agriculture students or can be modified to promote FFA membership to key leaders, administration, or parents. FFA officers can utilize this lesson to promote to these groups. When promoting to key leaders, administrators, or parents, the instructor will need to modify this lesson to fit the audience. Lesson presenters can pick and choose the parts of this lesson that fit their audience needs.

Using a Me-You-Us Moment ask the following:



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Take out a blank piece of paper and a pencil. You will have two minutes to make a list of all the clubs, groups, organizations, and athletic teams you have belonged to. Are you ready? Start.

Give students three minutes for the next part of the activity. Have each student turn to the person on his or her right and discuss the results. Have them combine their list of groups and make a list of five reasons they participated in these groups.



You will have three minutes to complete this part of the activity. Please turn to the person on your right and discuss your results. As you discuss, combine your list of groups and list five reasons you and your partner participated in these groups. Ready? Start!

Give students another three minutes for the third part of the activity. Have the paired group join another pair of students closest to their current seats. Have students combine their lists of groups and reasons for belonging. Answers should not be duplicated.



Please join another pair of students closest to your current seats. You will have three minutes to combine your lists of groups and your reasons for belonging. Do not duplicate your answers. Ready? Start!

At the end of the last time period, ask for two student volunteers to come to the writing surface and act as scribes for the remainder of this activity. Continue this process until all the groups and reasons have been recorded on the writing surface.



Each team of four will need to select a reporter. We will go around the room and each team will share one group and one reason. Please do not repeat any item that has already been reported.

This activity can also be accomplished in a presentation mode for key leaders, adults, or parents. The only modification would be that they would complete as an individual activity. Ask for volunteers to share their results. Flip charts could be prepared prior to presentation that would highlight key community groups, tangible benefits, and intangible benefits. The goal is to have the key leaders, administrators, or parents realize that they have needs that are satisfied by belonging to clubs, organizations, or groups just the same as young people.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the tangible and intangible benefits of belonging to a group.

Ask for two student volunteers. Give the first student a \$1 bill and thank him or her for volunteering. Praise the second student for something positive that he or she has done. Ask and discuss the following questions with the class. Record answers on the writing surface.



Both students were rewarded for their actions. What was the difference?



Ask the volunteers the following questions. Record answers on the writing surface.



How did the reward make you feel?

Tell the students that the volunteer who received the dollar experienced a tangible benefit and then discuss with the students the aspects that made this a tangible benefit. After the discussion, have each student write his or her own definition of a tangible benefit. Write the following definition on the writing surface and have students copy to their notes.



The volunteer who received the dollar experienced a tangible benefit. What aspects made this a tangible benefit? Come up with your own definition of a tangible benefit and then write the following definition in your notes.

I. Develop definition of tangible and intangible benefits

A. **Tangible benefit:** capable of being appraised at an actual or approximate value

Tell the students that the volunteer who received the praise experienced an intangible benefit and then discuss with the students the aspects that made this an intangible benefit. After the discussion, have each student write his or her own definition of an intangible benefit. Write the following definition on the writing surface and have students copy to their notes.



The volunteer who received the praise experienced an intangible benefit. What aspects made this an intangible benefit? Come up with your own definition of an intangible benefit and then write the following definition in your notes.

B. **Intangible benefit:** incapable of being felt by touched

After the students have written the definitions in their notes, have them categorize the benefits that they identified in the introduction.

Working down the list on the writing surface, ask for class volunteers to identify the benefits as tangible or intangible. Have the volunteers defend their decisions using the definitions they developed. Ask the scribe to place a large T for tangible or a large I for intangible after the benefit has been discussed and agreed upon by the class.



Working down the list, I'd like volunteers to identify the benefits on the writing surface as tangible or intangible. You must defend your decision using the definitions you developed.

Read several past student testimonials or have several older members present testimonials regarding the benefits they have received from active participation as an FFA member. Chapter

slide shows from past banquets could be substituted for testimonials. This part of the activity would be the key point of presentation for key leaders, administration, or parent groups.

C. Identifying the tangible benefits of the FFA



You have defined tangible benefits. You have heard presentations from past members regarding their perceptions of FFA. We will use this information and your past experiences and knowledge regarding FFA membership to brainstorm the tangible benefits of being part of the FFA organization.



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Please use scratch paper and develop a list of tangible benefits that are important to you. You will have one minute. Ready. Start!

Show transparency master AHS.49.TM.B and give the students handout AHS.49.AS.B. Have them compare their list to this handout. Ask for student volunteers to report from their list.

Read several past student testimonials or have several older members present testimonials regarding the benefits they have received from active participation as an FFA member. Chapter slide shows from past banquets could be substituted for testimonials. This part of the activity would be the key point of presentation for key leaders, administration, or parent groups.

D. Identifying the intangible benefits of the FFA



You have defined intangible benefits. You have heard presentations from past members regarding their perceptions of FFA. We will use this information and your past experience and knowledge regarding FFA membership to brainstorm the intangible benefits of being part of the FFA organization. Please use scratch paper and develop a list of intangible benefits that are important to you. You will have one minute. Ready? Start!

Show transparency master AHS.49.TM.C and give the students handout AHS.49.AS.C. Have them compare their list to this handout. Ask for student volunteers to report from their list.

Objective 2. Identify and relate the benefits of FFA to his or her education and personal goals.

Give students handout AHS.49.AS.D. Allow students to add other ideas or statements to the list. Record these on transparency master AHS.49.TM.D and have the students add to their handout AHS.49.AS.C.



Take a minute to review the handout. Are there any items that need to be added to this list.

After additions have been added, continue toward the objective.



Looking at our revised list, please prioritize the list from most important to least important for you, using the number one as the most important and number ten being the least important. You will have two minutes to complete. Are there any questions? Ready? Start!

After students have prioritized their list, use a Hieroglyphics Moment, and ask them to develop a small picture or icon next to their top five selections.



Please review your top five selections. Draw a small picture or icon next to each of the top five selections. You will have three minutes to complete; are there any questions. Ready? Start.

Move around the classroom asking students to share their top five selections and why they selected them. At the end of the discussion regarding the student selections, bring this to closure by emphasizing that there is something for everyone in FFA.



Objective 3. Communicate the FFA dues structure and describe the benefits of belonging.

This objective will be accomplished by using a question and discussion process: ask the questions and then have students work in pairs to discuss the questions. Give students one minute to answer each question and then ask for volunteers to share responses. Have a volunteer record responses on the writing surface. Using student input from their group discussions, develop a

list of key responses and have students record this in their notes.



I'm going to ask several questions and then have you work in pairs to discuss the questions. You'll have one minute to answer each question, and then I'll ask for volunteers to share responses. We need a volunteer to record the responses on the writing surface. We'll develop a list of key responses which you'll record in your notes. Do you have any questions?

Show AHS.49.TM.E. Additional reasons can be added to tailor these responses to the local situation.

II. FFA dues structure and the students' return on their investment.

A. Why do people pay dues or invest in an organization?

1. To obtain benefit of being part of the group
 - a. Cooperatives provide member discounts.
2. To participate in specific activities or events
 - a. County and state fairs
 - b. Conferences and conventions
 - c. Recreational activities
3. Provide opportunities to apply for scholarships and awards
4. To associate with people who have common interests and likes
5. Gain a tangible or intangible return on their investment

Give students handout AHS.49.AS.E and have them write in the dues amounts for each level. For your use write the dues amounts on AHS.49.TM.F.

B. What is the FFA dues structure?

1. National
2. State
3. Area
4. District
5. Local chapter

Give students handout AHS.49.AS.F and show AHS.49.TM.G.

C. What does a member receive for paying his or her national dues?

- | | |
|---|--------|
| 1. Subscription to FFA New Horizons Magazine | \$1.90 |
| 2. Access to over 1.9 million in scholarships | \$3.74 |
| 3. Access to awards and related scholarships | \$2.39 |



- 4. Chapter support and materials \$1.48
- 5. Participation in national leadership conferences and National FFA Convention
- 6. Access to educational and career resources through FFA website and other publications
- 7. Ability to participate in National FFA Proficiency Award Program and National FFA Career Development Events

For the following questions, add the items to this list.

- D. What does a member receive for paying his or her state dues?
- E. What does the member receive for paying area or district dues?
- F. What does the member receive for paying his or her local chapter dues?

Objective 4. Identify local activities that can assist in paying FFA dues.

This section will need to be added by the teacher. Listed below are several promising practices that have been implemented by other teachers to help students earn the money to pay their FFA dues.

III. Let's brainstorm ideas about local activities that can assist you in paying your FFA dues.

- A. Sale of items such a beef jerky, candy bars, etc.
 - 1. Student earns credit for the amount of product sold
 - 2. Income from product is used to pay for their dues
- B. Using a chapter point system
 - 1. Members allowed to earn their dues by participating in chapter fundraising efforts or other chapter activities
- C. Students/members volunteer time
 - 1. Volunteer predetermined amount of time in the school's greenhouse or land live-stock laboratory
 - 2. At the end of the predetermined time, dues are paid
- D. Chapter advisor maintains a list of community members who need yard work or miscellaneous chores done around their property
 - 1. The community members give a donation to the chapter for this work
 - 2. Chapter then uses the donation to pay the dues of those students/members who participate in the work



Review/Summary

1. People who belong to clubs, organizations, or groups receive benefits for this association.
2. Benefits for investing in an organization can be both tangible and intangible.



3. Students who invest in FFA by paying their national dues receive a return on their investment of over \$9.50 plus additional return for state, area, district, and local returns.
4. Students who become involved and pay their FFA dues gain access to many benefits for premiere leadership, personal growth, and career success.

Application

► Extended Classroom Activity:

Have students research local organizations to determine the benefits for belonging to these organizations and the dues required to belong.

► FFA Activity:

Students should discuss and select a fundraising program to assist students/members in paying their FFA dues.

► SAE Activity:

Students should research the Proficiency Award Program and Career Development Events available to dues-paying members and adjust their SAE plan to include these activities.

✓ Evaluation

Answers to Assessment:

1. a. Instruction
b. FFA
c. SAE
2. a. T
b. I
c. I
d. T
e. T
f. I
3. Teacher supplies answers depending on local and state opportunities.
4. Over 1.9 million



5. National \$5.00
State, area, district, and local must be supplied by teacher
6. Teacher will need to read and evaluate using the following criteria:

Logical thought and layout	2 points
Correct sentence structure	2 points
Spelling and grammar	1 point
Communicates student's goals	2 points



AHS.49.Assess Name: _____

PROMOTING FFA OPENING DOORS

1. What are the three major components of the agriculture education program?
 - a.
 - b.
 - c.
2. Place a “T” next to the tangible benefits and an “I” next to the intangible benefits.
 - _____ a. Subscription to FFA New Horizons Magazine
 - _____ b. Personal success
 - _____ c. Self image
 - _____ d. Participation in State or National FFA Conventions
 - _____ e. Earning Greenhand Degree
 - _____ f. Confidence
3. What are two travel opportunities for FFA members?
 - a.
 - b.
4. How much money does the National FFA Organization award annually in scholarships?

5. How much are FFA dues per year?

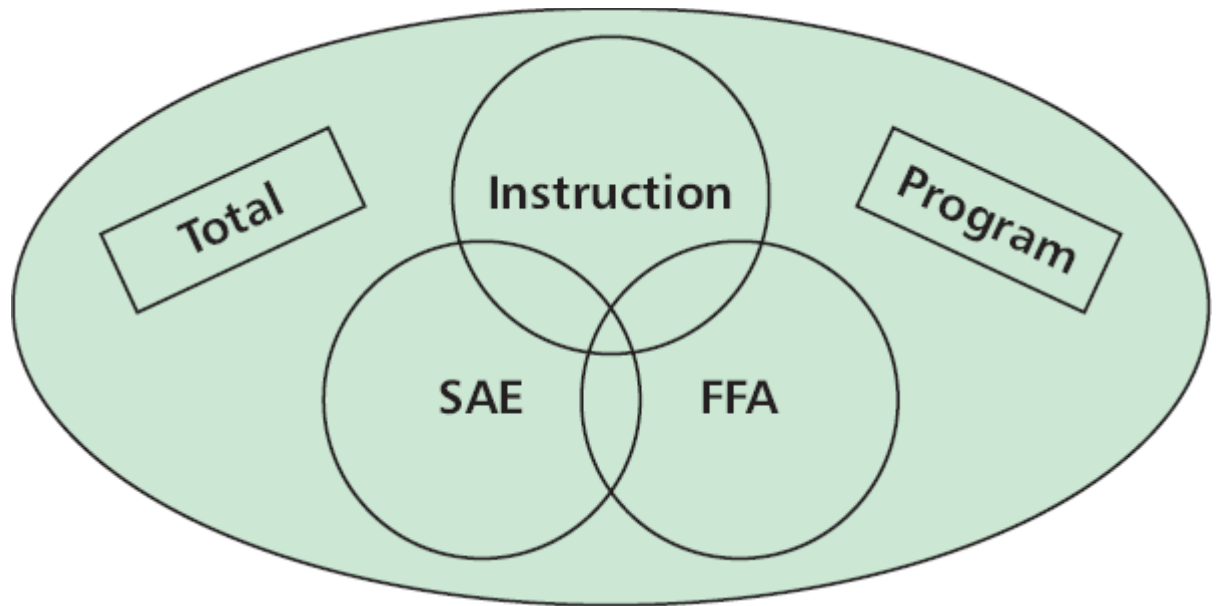
- a. National
- b. State
- c. Area
- d. District
- e. Chapter

6. How will participation in the FFA benefit you? Use the back of this paper to answer. Write a short paragraph using proper sentence structure and grammar.



AHS.49.TM.A

AGRICULTURAL EDUCATION PROGRAM



AHS.49.TM.B

FFA MEMBERSHIP BENEFITS

(Tangible)

◆ FFA New Horizons® Magazine Subscription

- ◆ **Local, state, and national Career Development Events**
- ◆ **Proficiency Awards**
- ◆ **FFA Degree Program**
- ◆ **FFA Supply Service**
- ◆ **Agriscience Awards**
- ◆ **National Chapter Awards**
- ◆ **Star Awards**
- ◆ **Scholarships**

Leadership and Personal Growth Conferences:

- ◆ **EDGE—Experiencing Discovery, Growth, and Excellence**
- ◆ **MFE—Made for Excellence®**
- ◆ **ALD—Advanced Leadership Development**
- ◆ **WLC—Washington Leadership Conference**

International travel opportunities

State and National FFA Conventions



(Intangible)

- ◆ **Communications**
- ◆ **Teamwork**
- ◆ **Competition**
- ◆ **Healthy lifestyles**
- ◆ **Personal success**
- ◆ **Lifelong friendships**
- ◆ **Goal setting**
- ◆ **Pride**
- ◆ **Self-image**
- ◆ **Goal achievement**
- ◆ **Lifelong learning**
- ◆ **Confidence**
- ◆ **Maturity**
- ◆ **Leadership**
- ◆ **Self-esteem**
- ◆ **Adventure**



WHAT'S IN FFA FOR YOU?

- ◆ **Become a leader**
- ◆ **Travel**
- ◆ **Earn money**
- ◆ **Be part of the team**
- ◆ **Have fun**
- ◆ **Be a winner**
- ◆ **Serve your community**
- ◆ **Make positive choices**
- ◆ **Learn in the real world**
- ◆ **Target career success**



WHY DO PEOPLE PAY DUES OR INVEST IN AN ORGANIZATION?

- ◆ **To obtain benefit of being part of the group**
 - ➔ Cooperatives provide member discounts.
- ◆ **To participate in specific activities or events**
 - ➔ County and state fairs
 - ➔ Conferences and conventions
 - ➔ Recreational activities
- ◆ **Provide opportunities to apply for scholarships and awards**
- ◆ **To associate with people who have common interests and likes**
- ◆ **Gain a tangible or intangible return on their investment**



AHS.49.TM.F

FFA DUES STRUCTURE

◆ National dues	\$
◆ State dues	\$
◆ Area dues	\$
◆ District dues	\$
◆ Chapter dues	\$
◆ Total dues	\$



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AHS.49.TM.G

NATIONAL FFA DUES AND BENEFITS

\$_____ Membership Dues



Members Receive

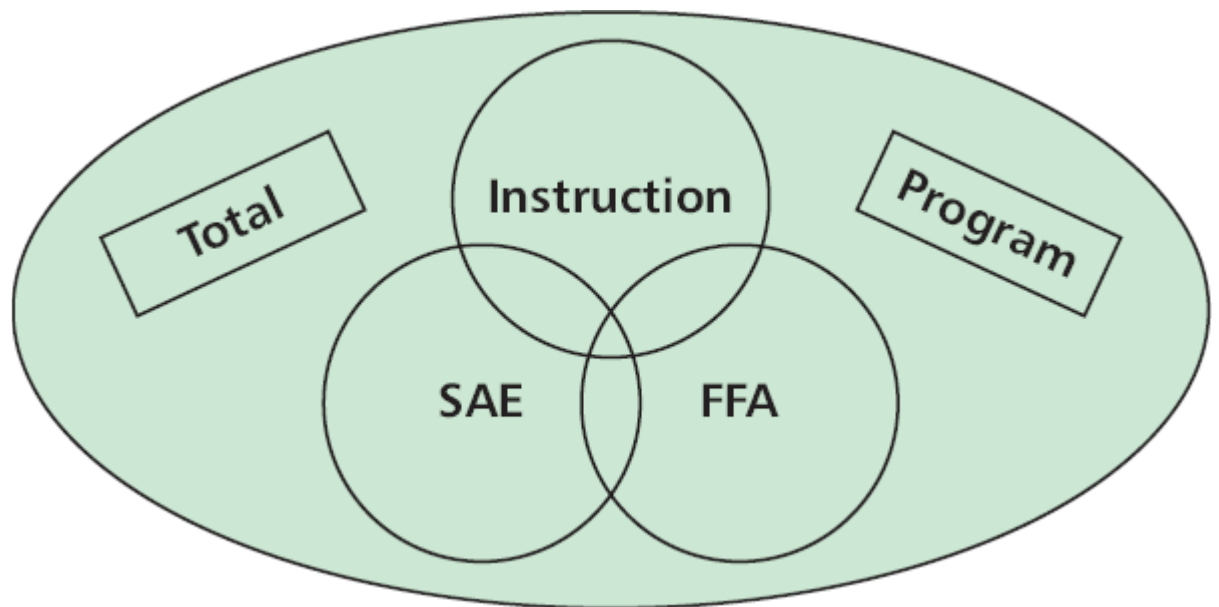
◆ FFA New Horizons Magazine	\$1.90
◆ Scholarship Program	\$3.74
◆ Awards & Related Scholarships	\$2.39
◆ Chapter Support & Materials	\$1.48

*** Amounts based on expenditures and membership for the 2000–2001 budget year**



AHS.49.AS.A Name: _____

AGRICULTURAL EDUCATION PROGRAM



AHS.49.AS.B Name: _____

FFA MEMBERSHIP BENEFITS

(Tangible)

- FFA New Horizons® Magazine Subscription
- Local, state, and national Career Development Events
- Proficiency Awards
- FFA Degree Program
- FFA Supply Service
- Agriscience Awards
- National Chapter Awards
- Star Awards
- Scholarships
- Leadership and Personal Growth Conferences:
 - EDGE—Experiencing Discovery, Growth, and Excellence
 - MFE—Made for Excellence®
 - ALD—Advanced Leadership Development
 - WLC—Washington Leadership Conference
- International travel opportunities
- State and National FFA Conventions



AHS.49.AS.C Name: _____

FFA MEMBERSHIP BENEFITS

(Intangible)

- Communications
- Teamwork
- Competition
- Healthy lifestyles
- Personal success
- Lifelong friendships
- Goal setting
- Pride
- Self-image
- Goal achievement
- Lifelong learning
- Confidence

- Maturity
- Leadership
- Self-esteem
- Adventure



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AHS.49.AS.D Name: _____

WHAT'S IN FFA FOR YOU?

- Become a leader
- Travel
- Earn money
- Be part of the team
- Have fun
- Be a winner
- Serve your community
- Make positive choices

- Learn in the real world
- Target career success



AHS.49.AS.E Name: _____

FFA DUES STRUCTURE

National dues	\$
State dues	\$
Area dues	\$
District dues	\$
Chapter dues	\$
Total dues	\$



AHS.49.AS.F Name: _____

NATIONAL FFA DUES AND BENEFITS

\$_____ Membership Dues

Members Receive

FFA New Horizons Magazine	\$1.90
Scholarship Program	\$3.74
Awards & Related Scholarships	\$2.39
Chapter Support & Materials	\$1.48

* Amounts based on expenditures and membership for the 2000–2001 budget year

