



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

AGRICULTURE

COURSE: Exploring Agriculture Education

UNIT 2: Developing Leaders Through FFA

INTRODUCTION

Annotation:

In this unit students will learn the fundamentals of the FFA organization, including career development events, symbols, motto, creed, etc.

Grade(s):

<input type="checkbox"/>	6 th
<input checked="" type="checkbox"/>	7 th
<input type="checkbox"/>	8 th

Time:

Five 50 minute class periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSAGED7-3

Demonstrate an understanding of the National FFA Organization.

- a) Explain the benefits of the FFA.
- b) Expand leadership goals, personal growth, and career success through agriculture education.
- c) Describe knowledge and skills needed for Career Development Event activities in the FFA.
- d) Design and carry out a Supervised Agricultural Experience Program based on career goals and industry needs for each individual.

GPS Academic Standards:

S7CS1

Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

UNDERSTANDINGS & GOALS

Enduring Understandings:

The purpose of the FFA is to promote learning and achievement in agricultural education. The FFA emphasis is on leadership, personal development, and career success. FFA develops leadership skills and helps students meet their goals.

Essential Questions:

- What are the essential components of the FFA?
- How does FFA illustrate leadership?
- What leadership skills do you have?
- How would you recognize a leader?
- How can Career Development Events help you choose a career?
- How can FFA help you find a career?
- How will being a member of the National FFA affect you personally?

Knowledge from this Unit:

Students will:

- Explain the purpose of the FFA
- Describe the parts of the FFA emblem and what each represents
- Discuss benefits of the FFA
- Identify which FFA Career Development Events are available to middle school FFA members
- Discuss opportunities in agricultural careers
- Interpret the FFA Emblem

Skills from this Unit:

Students will:

- Research an FFA Career Development Event
- Construct a poster or write a report to present to the class about a CDE
- Construct an FFA Brochure
- Complete a Career Chart

ASSESSMENTS

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☒ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing
- ☒ Peer-assessment
 - ☒ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment Attachments and / or Directions:

- **Graphing FFA Emblem**
- **FFA Career Development Event Poster or Research Report**
- **Making a Brochure FFA Rubric**
- **Career Chart**

LESSON PLANS

• LESSON 1: INTRODUCTION TO THE FFA

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MSAGED7-3

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S7CS1

Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

2. Review Essential Questions.

- What are the essential components of the FFA?
- How does FFA illustrate leadership?

3. Identify and review the unit vocabulary.

American Degree	Creed	Motto	Smith-Hughes Act
Career Development Event	Discovery Degree	National FFA Organization	State Degree
Chapter Degree	Mission Statement	Official Dress	Supervised Agricultural Experience (SAE)

4. Lead a discussion about the FFA.

- Ask students, “What is the FFA?”
 - **Answer:** The National FFA is an organization for middle and high school students enrolled in agriculture. FFA provides opportunities for students to develop their leadership abilities.
- When was the FFA established?
 - **Answer:** FFA was established after the Smith-Hughes Act, or the National Vocational Education act, passed in 1917.
- What is the mission of the FFA?
 - **Answer:** Make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education
- What does the motto of the FFA say?
 - **Answer:** Learning to do, doing to learn, earning to live, living to serve
- Who wrote the FFA Creed?
 - **Answer:** E.M. Tiffany
- What are some benefits of being in the FFA?
 - **Answer:** Leadership, travel, earning money, being part of a team, serving the community, succeeding in and out of the classroom, and having fun

5. Learning about the Emblem

- Have the FFA Emblem posted in the room for the students to observe.
- Show students the **FFA Emblem Assemble Savelle 2006** PowerPoint to help students identify each part of the emblem.
 - See attached supplementary files
 - During the presentation, allow students to guess what each part of the emblem stands for before showing the meaning on the PowerPoint.
- The parts of the emblem are as follows:
 - **Cross section of the ear of corn:** Unity, common agricultural interest
 - **Plow:** Labor and tillage of the soil
 - **Rising Sun:** Progress and new opportunities
 - The words **Agricultural Education FFA:** Inseparable relationship between Ag education and FFA
 - **Eagle:** Freedom and national scope of FFA
 - **Owl:** Wisdom and knowledge

6. Practicing the Emblem

- Give each student a copy of the **Graphing FFA Emblem** worksheet.
 - See attached supplementary files
- Instruct students to draw the FFA Emblem, one square at a time, using ordered pairs on the coordinate plane.

7. Incorporate Math

- Ask the students, "What is a coordinate plane?"
 - **Answer:** A coordinate plane has two axes and four quadrants. The two number lines form the axes. The horizontal number line is called the x-axis and the vertical number line is called the y-axis.
- What is an ordered pair?
 - **Answer:** Set of two numbers where the first coordinate represents the X axis value and the second coordinate represents the Y axis value.
- In the ordered pair (3, 2) which number represents the x value? Which number represents the y value?
 - **Answer:** 3 represents the X value, and 2 represents the Y value

• **LESSON 2: LEADERSHIP IN THE FFA**

1. Review Essential Questions. Post Essential Questions in the classroom.

- How does FFA illustrate leadership?
- What leadership skills do I have?
- How would you recognize a leader?

2. Leadership Name Game

- Split the class into groups. Make sure each group has a large sheet of paper, tape, and markers.
- Have each member of the group write their name vertically down the side of their paper.
- Stick each piece of paper on the wall with tape.
- Instruct the group members to write down positive leadership traits and styles that go along with the letters to each person's name.
 - **Example:**
 - **C:** Caring, Cares for people
 - **O:** Open to new ideas, Optimistic
 - **D:** Determined
 - **Y:** Young
- When time is up, have students get their paper and read what has been written.
- As they read over what others have written, tell students to think about the following questions.
 - How did you feel when you read your paper?
 - Do you agree or disagree with what is written? Why?
 - Why did you pick certain traits to correlate with each letter?
 - Why are these traits important to you?

3. Lead a class discussion about the name game activity.

- Ask students, "What do these traits tell us about our own styles of leadership?"
- How do these styles effect how we lead?
- How can we bring out these styles to best serve our teams and groups?
- What is meant by the word "leadership?"
 - **Answer:** The ability to lead
- Why are leadership skills important?
 - **Examples of Answers:**
 - Leadership skills are not just necessary for people who are in charge of groups.
 - Leadership skills are helpful in landing a first job, getting promoted, and getting along well with people.
 - These skills can also help build self-confidence and improve the ability to communicate.
- What are some examples of activities and career development events in the FFA that can help build leadership?
 - **Examples:**
 - Prepared Public speaking
 - Parliamentary Procedure
 - FFA Creed Contest
 - FFA Quiz
 - Extemporaneous Speaking
 - Discussion Meet

4. CDE Poster Activity

- Divide students into groups of two or three.
- Have students research one of the FFA Career Development Events and prepare a poster and a short report to share with the class.
- Students can use online resources and the FFA Handbook.

5. Incorporate math:
 - Have students practice using ordered pairs while playing **FFA Battleship** and using the **FFA Battleship Student Page**.
 - See attached supplementary files
 - Have the FFA Emblem Battleship Student overhead on display for the students to see. Let them take turns giving ordered pairs to try to sink different parts of the emblem, which are the battleships.
 - Students must give the ordered pair in the correct order and hit all four corners of the emblem part to sink it.

• **LESSON 3: FFA BROCHURE ACTIVITY**

1. Review Essential Questions. Post Essential Questions in the classroom.
 - What are the essential components to the FFA?
 - How does the FFA illustrate leadership?
 - How will being a National FFA member affect you personally?
2. Leadership in the FFA
 - Show the class the **Introduction to Leadership** PowerPoint.
 - See attached supplementary files
 - During the PowerPoint, discuss the following talking points:
 - How can FFA help develop leadership skills and prepare you for a career?
 - How do you interpret the meaning of the FFA Mission?
 - What are some examples of premier leadership, personal growth, and career success?
3. Brochure Activity
 - Divide the class into groups of two or let the students work independently
 - Have each group/individual create an FFA brochure, using the criteria listed on the **Making a Brochure FFA Rubric**.
 - See attached supplementary files
 - Suggested criteria for the brochure:
 - Attractiveness and organization
 - Content accuracy
 - Title
 - Emblem
 - Historical information
 - Parliamentary Procedure listed
 - Favorite paragraph of the FFA Creed
4. Incorporate Math Activity
 - Ask students the following questions:
 - How many years have elapsed since the Smith-Hughes Act was passed?
 - How old was the FFA organization when girls were allowed to join?
 - FFA was established in 1928. NFA was established in 1935. How many years later after NFA was established did the two organizations merge?

• LESSON 5: CAREERS IN AGRICULTURE

1. Review Essential Questions.

- How can Career Development Events help you choose a career?
- How can FFA help you find a career?

2. Career Guess Game

- Have a sheet of paper for each student in the class.
- Write one person's name at the top of each paper and post the papers around the room.
- Give the students markers and have them write the occupation they think each person will have someday.
- After everyone is done, have each student write what they believe their career will be.

3. Careers in Agriculture

- Show students the **Agricultural Careers** PowerPoint presentation.
 - See attached supplementary files
- Using the **Careers Chart**, have students complete the information about each career, including career name, required education, related FFA program, salary range, and employer.
 - See attached supplementary files
 - Students should use the last column to describe each career.
 - After completing the chart, have students choose which career they would like to pursue.

4. Incorporate Math Activity

- Ask students the following questions:
 - If the salary range for a welder is \$20,000 to \$70,000, what would the average (mean) salary be?
 - Of the careers given, which career allows a person to start work with the least number of years in school?
 - Of the careers given, which has the greatest salary range?

• ATTACHMENTS FOR LEARNING EXPERIENCES

Agriculture Careers

Careers Chart

Careers Information

FFA Battleship

FFA Battleship Student Page

FFA Emblem Assemble Savelle 2006

Graphing FFA Emblem

Introduction to Leadership

Making a Brochure FFA Rubric

• NOTES & REFLECTION:

To the student: This lesson has only provided you with a basic foundation of the FFA. As you continue to enroll in agricultural education, your knowledge of the FFA and its opportunities will expand. The FFA is a national organization with many affiliate organizations all over the world. With its many different activities there is a place for everyone.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

Materials & Equipment:

21st Century Technology Used:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker