



Section 2: Part 2

Chapter: FFA Meetings

Created: September/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify the order of business for an FFA meeting.
2. Understand where each officer is stationed during a meeting.

TIME REQUIRED: Interest Approach - 5 minutes; Lesson and Activities – 40 minutes; Level Up – 5 minutes

RESOURCES: "Official FFA Student Handbook," the "Official FFA Manual" and a scrap sheet of paper.

EQUIPMENT AND SUPPLIES NEEDED:

1. One copy of the "FFA Meeting – Order of Business" worksheet and the "FFA Officers and Their Stations" worksheet for each student.
2. Access to multiple hard or online copies of the FFA Officer Positions graphic.
3. Space to move around.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a discussion on the essentials of a successful FFA chapter.
2. A fit to understanding leadership roles and officer duties.
3. A key part to including FFA official ceremonies.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

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-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 Career Technical Core

- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.
- CCSS.ELA-Literacy.W.9-10.2
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.
- 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 - Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- 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.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.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Global Awareness
- Information, Communications, and Technology Literacy
- Think Creatively

LESSON PLAN:

1. *Interest Approach:* On a scrap sheet of paper, have students take three minutes to list everything they do in their typical day in order from the first thing they do in the morning to the last thing they do before they go to bed. After three minutes has elapsed, ask students to number their lists to determine how many activities they must do in a given day. Have a few students share how many activities they came up with. Follow this with a few processing questions to get students thinking about how their daily order is important to a successful day.
 - a. Why is having order to our day important?
 - b. What would happen if something got mixed up and the order we listed was changed?
 - c. How does an FFA chapter or another school organization use order?
2. *Activity #1 – Part 1: FFA Meeting – Order of Business (15 minutes)*
 - a. Give each student a copy of the “FFA Meeting – Order of Business” worksheet. Individually, students will read through the order of business list and determine the order in which they occur. Students will begin by placing a “1” beside the item that they feel should happen first in an FFA meeting. Students will continue ordering each item of business in order from 1-11.
 - b. Once each student has created their order, allow students a few minutes to discuss the list and why they ordered the items as they did with a partner seated near them.
 - c. As the discussion concludes, present the correct order of business by gathering student feedback from the work they completed. Have students capture the correct order on the right side of their worksheet in the “Official Order” column. Discuss why each item falls where it does while also addressing any questions students may have about the order.
3. *Activity #1 – Part 2: FFA Meeting – Order of Business (10 minutes)*
 - a. After revealing the official order of business, give students five minutes to capture their thoughts to the questions at the bottom of the worksheet (Part 2).
 - b. Discuss each question with the entire class. Use this opportunity to check for student understanding, to provide additional information about chapter programming, or to receive feedback and ideas for continued chapter growth.
4. *Activity #2 – FFA Officers and Their Stations (15 minutes)*
 - a. Give each student a copy of the “FFA Officers and Their Stations” worksheet. Have students begin by completing Part 1, which asks students to list the officers that their chapter has and the names of the leaders who hold these positions. This is a great way to review which members hold leadership positions

within your chapter.

- b. As a class, discuss the FFA officer positions that your chapter has and which members currently fill those roles. Then ask students to proceed to Part 2, which asks them to list where each officer would be positioned in the room shown. *Advisors Choice:* Students could list where they think each officer should be positioned or they could use a hard copy or online copy of the "Official FFA Manual" to find and transcribe the correct placement for each position.
 - c. Complete the activity by correctly talking through where each officer is stationed during a meeting. Have students draw or list the paraphernalia each officer is stationed by for a more advanced lesson.
5. *Follow Up: Officer Positions* (5 minutes). To help students visualize where officers are stationed, split the class into small groups. Have one group at a time stand up and move to the front of the room. Call out an officer position and ask the group to discuss and move to where that officer would be stationed in the room you are currently in. Ask the next group to come forward. Give them a new position and have them discuss and move to where that officer would be positioned. Repeat this process until all officer stations have been identified, or until you feel the class has a solid understanding of officer placement.
6. *Leveling Up:* As time allows, divide the class into groups of six. Allow each group to perform the official FFA opening ceremony at the beginning of class each day until all groups have presented. Each group should have a president, vice president, secretary, treasurer, reporter and sentinel with the teacher serving as the advisor, unless there is a group of seven. Give the class time to practice opening ceremonies as a group two to three times during one class period. Each group should also position themselves in the correct officer location during the day of their presentation.

ADDITIONAL RESOURCES:

"Robert's Rules of Order"

NAME: _____

FFA Meeting – Order of Business

DIRECTIONS:

Part 1: Place a number (1-11) next to each item below in the order that you think it occurs during a meeting. Begin by placing a “1” in the “Student Order” column next to the item that you believe occurs first.

<u>Student Order</u>	<u>Orders of Business</u>	<u>Official Order</u>
_____	Committee Reports	_____
_____	Entertainment, Recreation, Refreshments	_____
_____	Officer Reports	_____
_____	Unfinished (Old) Business	_____
_____	Opening Ceremonies	_____
_____	Closing Ceremonies	_____
_____	Minutes of Previous Meeting	_____
_____	New Business	_____
_____	Special Features (Guest speakers, activities, etc.)	_____
_____	Degree and Installation Ceremonies	_____

Part 2: After discussing the official order as a class, jot down your thoughts to the following questions.

1. What is most surprising about the official order of business?

2. What is the Program of Activities?

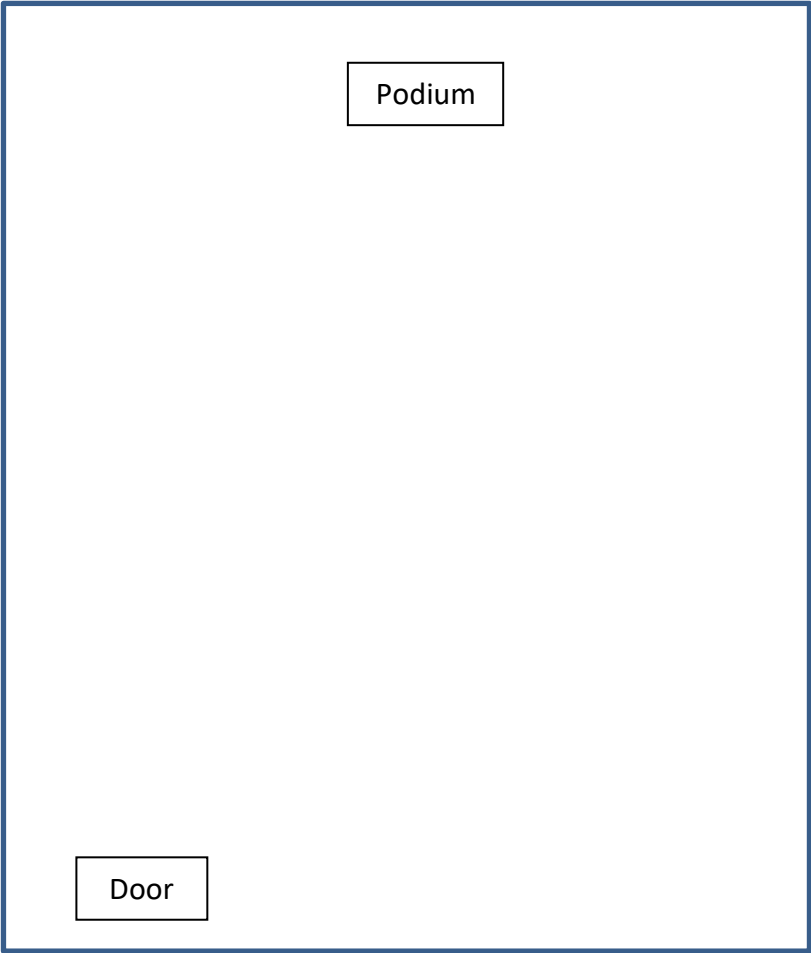
3. What committees does our chapter have that could give a report?

4. What are some “special features” that we would like to see at our FFA meetings this year?

FFA Officers and Their Stations

Part 1: List the FFA officer positions that our chapter has and the names of the individuals who fill those positions.

Part 2: Use the officer positions listed above to correctly identify where each officer should be stationed during an FFA meeting.



FFA Meeting – Order of Business - Key

DIRECTIONS:

Part 1: Place a number (1-11) next to each item below in the order that you think it occurs during a meeting. Begin by placing a "1" in the "Student Order" column next to the item that you believe occurs first.

<u>Student Order</u>	<u>Orders of Business</u>	<u>Official Order</u>
_____	Committee Reports	_____6_____
_____	Entertainment, Recreation, Refreshments	_____10_____
_____	Officer Reports	_____3_____
_____	Unfinished (Old) Business	_____5_____
_____	Opening Ceremonies	_____1_____
_____	Closing Ceremonies	_____9_____
_____	Minutes of Previous Meeting	_____2_____
_____	New Business	_____7_____
_____	Special Features (Guest speakers, activities, etc.)	_____4_____
_____	Degree and Installation Ceremonies	_____8_____

Part 2: After discussing the official order as a class, jot down your thoughts to the following questions.

1. What is most surprising about the official order of business?

Answers will vary.

2. What is the Program of Activities?

Serves to define chapter goals, outline steps needed to meet those goals and acts as a written guide to provide a calendar of events the chapter will follow in the year ahead.

3. What committees does our chapter have that could give a report?

Answers will vary.

4. What are some "special features" that we would like to see at our FFA meetings this year?

Answers will vary.

FFA Officers and Their Stations - Key

Part 1: List the FFA officer positions that our chapter has and the names of the individuals who fill those positions.

Answers will vary from chapter to chapter.

Part 2: Use the officer positions listed above to identify where each officer should be stationed during an FFA meeting.

