FFA Leadership Lesson Plan

|  |
| --- |
| What type of lesson is this: |
| * Inquiry based
* Problem-based
 | * Project based
* Hands-on lab experience
 |

|  |
| --- |
| What is the AFNR standard(s) this lesson relates to?**8.0 Explore AFNR professional development organizations.**  |

|  |
| --- |
| Define the objective(s):8.01Identify the opportunities for leadership development available through the National FFA Organization, and other agricultural groups. Other FFA Opportunities-Local level: Officer, committee, community service etc. Awards for outstanding SAE, agriscience fair, proficiency. Personal and professional growth.  |

|  |
| --- |
| 3 key points/take aways:  Importance of leadership roles in FFA (chapter officers, committees, community service). Opportunities for recognition and awards in FFA (SAE, agriscience fair, proficiency awards). Personal and professional growth through involvement in FFA activities and competitions (CDEs and LDEs). |

|  |
| --- |
| Summative Assessment: Participation in the gallery walk. Completion of a worksheet with reflections and notes from each station. Group discussion and personal reflection on leadership interests. |

|  |
| --- |
| Student Learning Approach(es): Interactive gallery walk. Hands-on learning at various stations. Group discussions and individual reflections. |

|  |
| --- |
| Materials List: Station materials (posters, handouts, activity instructions) Worksheets for student reflections and notes Writing materials for students (paper, pens) Timer or bell to signal station changes |

|  |
| --- |
| Interest Approach (3 minutes):Begin with an icebreaker where students share any prior experiences they have had with FFA or other leadership roles. |

|  |
| --- |
| Lesson Content: **Interest Approach (3 minutes):*** Begin with an icebreaker where students share any prior experiences they have had with FFA or other leadership roles.

**Lesson Content:**1. **Introduction (5 minutes)**
	* Discuss the lesson objective and the importance of leadership development in agricultural education.
	* Explain the gallery walk format and instructions for the activity.
2. **Gallery Walk Stations (20 minutes)**
	* **Station 1: Chapter Officer Roles**
		+ Materials: Posters detailing roles (President, Vice-President, Secretary, Treasurer, Reporter, Sentinel) and their responsibilities.
		+ Activity: Students read about each role and complete a short quiz on the responsibilities of each position.
	* **Station 2: Community Service**
		+ Materials: Information on the National FFA motto “Living to Serve” and examples of community service projects.
		+ Activity: Students brainstorm and write down ideas for potential community service projects.
	* **Station 3: Committees**
		+ Materials: Posters explaining the purpose and function of FFA chapter committees.
		+ Activity: Students form mock committees and outline a plan for addressing a specific chapter need.
	* **Station 4: Awards and Recognition**
		+ Materials: Information on various FFA awards (greenhand degree, chapter degree, state degree, American degree) and their requirements.
		+ Activity: Students set personal goals for achieving one or more awards.
	* **Station 5: Agriscience Fair**
		+ Materials: Steps for putting together a science fair project and examples of successful projects.
		+ Activity: Students discuss potential project ideas and outline a plan for an agriscience fair project.
	* **Station 6: Proficiencies and Competitive Events (CDEs and LDEs)**
		+ Materials: Information on proficiency awards and details about CDEs and LDEs.
		+ Activity: Students outline a plan for developing skills in a chosen proficiency area and participate in a mini CDE or LDE activity.
3. **Conclusion and Reflection (5 minutes)**
	* **Summary:** Recap the key points covered in the lesson.
	* **Reflection Activity:** Students write a short reflection on which leadership opportunity they are most interested in and why.
	* **Group Discussion:** Open the floor for any questions or additional comments from the students.

Student Questioning/Formative Assessment: Engage students with questions during each station to assess understanding and encourage participation. Monitor group activities and ensure active engagement at each station. |

|  |
| --- |
| Reflection: Recap the key points covered in the lesson. Students write a short reflection on which leadership opportunity they are most interested in, why, and how they will get involved this semester. Open the floor for any questions or additional comments from the students. |