FFA Leadership Lesson Plan

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

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

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| Define the objective(s):  8.01  Identify 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. |

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| 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). |

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| 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. |

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

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| 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 |

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

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| 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. |

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| 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. |