

Professional Development Lesson Outline

What type of lesson is this: Planning for Success: Understanding & Planning for an FFA Program of Activities

Inquiry based

Problem-based

Project based

Hands-on lab experience

What is the AFNR standard(s) this lesson relates to?

08.0 Explore AFNR professional development organizations. The student will be able to:

08.04 Model leadership characteristics.

08.05 Develop a plan for personal and professional growth in an agricultural organization by reviewing their mission statement, constitution and by-laws and program of activities.

Define the objective(s):

1. Students will define what a Program of Activities (POA) is, identify its purpose and explain how it is used as a planning tool for FFA.
2. Students will identify the three areas of a POA- Growing Leaders, Strengthening Agriculture & Building Communities- and determine appropriate activities for each category.

3 key points/take aways:

- Strategic Planning- students will gain a better understanding of the importance of planning ahead and how a POA assists a chapter staying on track to achieve goals.
- Real World Application- students will be designing activities that interest them and they could be integrated into a chapter's POA.
- Goal Setting- this lesson encourages students to develop skills to be able to set clear, achievable goals and analyzing the steps needed to meet those goals through planned activities.

Summative Assessment:

Students will be evaluated on the summaries of the three provided articles they have read to determine student understanding and connection. The free responses that students leave regarding each station question will also be used to gauge student understanding and that students are choosing appropriate goals and/or activities for each category of a POA.

Student Learning Approach(es):

- Inquiry-Based Learning- students will be engaged in problem solving and investigation to solve clues and complete tasks related to a POA. Students will use critical thinking

to make connections between the POA information they have read about and completing tasks.

- Experiential Learning- planning for a POA in a real-world contexts helps students build connections within the realities that they live in.
- Project-Based Learning- students complete interconnected tasks that require them to plan for potential activities, which leads to a greater and deeper understanding of what planning a POA entails.

Materials List:

- Internet Access
 - Digital Resources
- Interest Approach: <https://www.ffa.org/official-manual/> (page 14) (you can also use paper copies of the manual if available)
- Articles for Chart: <https://www.ffa.org/the-feed/power-up-program-of-activities/>
<https://www.ffa.org/chapter-focus/poa-activities/>
<https://www.ffa.org/ffa-new-horizons/the-five-ffa-advisors-who-represent-the-2019-national-chapter-award-winners-share-their-secrets-to-a-successful-program-of-activities-poa/>
- Reflection Chart for POA Articles & Scavenger Hunt Responses Worksheet (attached)
 - Cue cards (attached)
 - Envelopes for cue cards
 - Sticky Notes for Exit Slip

Interest Approach (5-7 minutes):

On their provided worksheet, students will create their own definition of what a POA is and its purpose. Students should navigate to the Official FFA Manual (link provided or paper copies can be used) and read page 14 where the POA is discussed. Students should then create their own definition of a POA in 1-2 sentences and write it down. Students will share their responses with the class.

Lesson Content:

The teacher will review with the students the three digital articles from the FFA New Horizons magazine and ensure each student has access to read them (you can also print paper copies). Review with students that there are three categories for a POA- Building Communities, Growing Leaders and Strengthening Agriculture- and activities in a POA should fall under one of those categories. Students should complete the front of their worksheet using these articles. (15-20 minutes).

Once students have had time to read and reflect on the provided articles, the teacher can facilitate a short, whole class discussion where students describe key takeaways about developing and implementing a POA. Example prompting question: What are some key takeaways you got from these articles? (3-5 minutes)

Students will then take part in a scavenger hunt, which provides them with clues to go to different locations within the agriculture department to answer questions and find the next clue. At each station, students will be asked a question about a POA activity and its connection to one of the categories or students will be prompted to create their own activity related to a category. Students should record their responses on the back of their worksheet. Cue cards are attached. *Note: To get the scavenger hunt started, the teacher should say "Task #1" to students, and they must show the teacher their response before being given the first clue to the next location. (15-20 minutes)*

Student Questioning/Formative Assessment:

The teacher should circulate the room while students are reading articles and completing their reflections to gain an understanding of student achievement, asking probing questions to ensure students are making proper connections between the content, what they are reading and the objectives for the lesson. The teacher will also facilitate the discussion of key takeaways and encourage students to share their ideas through prompting questions. Finally, the teacher will circulate the room while students are working at each scavenger hunt station and listen to what students are discussing. The teacher can continue asking questions to gauge student understanding.

Example Questions:

What do you think would happen if a chapter did not have a POA?

What are some essential elements of a POA, in your opinion?

How often do you think a POA should be evaluated? Do you think a POA is "set in stone" or can be modified? Why?

How does this activity relate to the [Growing Leaders, Strengthening Agriculture, Building Communities] category on a POA?

How can you modify an activity to fit a specific POA category if it doesn't initially align?

What are some challenges that may be faced when planning a POA?

Why is it important to set goals as part of a POA?

In your own words, what is the definition of "achievable goal"?

Reflection:

Students will spend the last 3-5 minutes of class setting an achievable goal for themselves. This goal should be specific to what they have going on in their life and can be school-related or personal. Students should have a date that they want to achieve this goal by, and list one thing they can do to work toward this goal. Students will write their responses on a sticky note and leave their responses in the designated spot before leaving class. The teacher can utilize these responses to ensure students have set a realistic goal for themselves.

Scavenger Hunt Cue Cards

<p>Task #1: Discuss how a community garden can be a part of "Building Communities".</p> <p>Clue: Find where we display our FFA awards and trophies.</p>	<p>Task #2: Name two activities that fall under "Growing Leaders" and explain why they are important.</p> <p>Clue: Check the place where we keep our gardening tools.</p>	<p>Task #3: Describe an activity that could teach members about financial management and its importance under the "Growing Leaders" category.</p> <p>Clue: Check where important chapter information is posted.</p>
<p>Task #4: Develop a short plan (1-2 sentences) for an environmentally friendly workshop and explain how it promotes "Building Communities".</p> <p>Clue: Go to the place where we conduct our officer meetings.</p>	<p>Task #5: Identify a current agricultural issue and propose an educational activity that addresses it, connecting it to "Strengthening Agriculture."</p> <p>Clue: Go to where we keep photos and records of past events.</p>	<p>Task #6: Choose a photo from a chapter scrapbook that shows a past event and explain how it contributed to the goals of "Building Communities."</p> <p>Clue: Find the shelf where we keep our FFA manuals.</p>
<p>Task #7: Propose activities for an end-of-year celebration that recognize member achievements and explain how these activities support "Growing Leaders."</p> <p>Clue: Check where the Sentinel is stationed.</p>	<p>Task #8: Explain how a recruitment event for new members relates to "Strengthening Agriculture".</p> <p>Clue: Locate where the teacher posts the objectives of the day.</p>	<p>Task #9: Identify an organization that our program could help and what we could do. How does this connect to "Building Communities"?</p> <p>CONGRATS! You made it to the end of the Scavenger Hunt and completed all tasks!</p>

My definition of a Program of Activities (POA) is...

POA Articles Reflection Chart

<u>Article</u>	<u>3 Key Takeaways</u>	<u>1 Question I still have is...</u>
How to Create a Powerful POA	<u>1.</u> <u>2.</u> <u>3.</u>	
Power Up Your Program of Activities	<u>1.</u> <u>2.</u> <u>3.</u>	
Consider These Activities for Your FFA POA	<u>1.</u> <u>2.</u> <u>3.</u>	

Scavenger Hunt Tasks

<u>Task #1</u>	
<u>Task #2</u>	
<u>Task #3</u>	
<u>Task #4</u>	
<u>Task #5</u>	
<u>Task #6</u>	
<u>Task #7</u>	
<u>Task #8</u>	
<u>Task #9</u>	

Participant Reflection: should be completed by teachers the last 10 minutes of each workshop.

How does this lesson apply to your classroom?

Where do you see your students struggling?

How would you differentiate this lesson?

How would you change this lesson?

What are the potential barriers to teaching this lesson?