



## Section 2: Part 1

# The Basics: FFA Degrees

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### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the differences in the five FFA degrees.
2. Create a plan for obtaining a particular FFA degree.

**TIME REQUIRED:** Interest Approach – 10 minutes; Activity 1 – 20 minutes; Follow Up – 15 minutes

**RESOURCES:** "Official FFA Student Handbook," FFA.org and additional resources outlined below.

### EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "FFA Degrees" worksheet for each student.
2. Pencils and coloring utensils
3. Poster paper

### THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to FFA degrees.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### *AFNR Performance Element*

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

#### *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.

#### *Common Career Technical Core*

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

#### *NASDCTEC*

- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.
- AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.

#### *Common Core - Speaking and Listening*

- 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.

#### *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.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.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.

### *Partnership for 21st Century Skills*

- Communication
- Critical Thinking and Problem Solving
- Think Creatively

### **LESSON PLAN:**

- 1. Interest Approach: Project Graduation**
  - a. Lead a discussion in which students describe various requirements for graduating from high school. What classes they will need to take, what grades they must maintain, etc.
  - b. Direct students to pages 40-43 in the "Official FFA Student Handbook."
  - c. Allow them time to look over the various degree requirements.
  - d. Ask students how achieving FFA degrees is similar to graduating from high school. Answer: "There are specific requirements needed."
  - e. Now that we know there are different requirements for each of the FFA degrees, let's look at what each specific degree entails.
- 2. Activity 1: Poster Moment**
  - a. Divide the class into five groups, one group for each of the five degrees. Each group will be assigned the responsibility of copying the requirements of each degree from pages 40-43 in the handbook onto a piece of poster paper.
  - b. Once the group has finished, designate a wall where the posters should be hung. When groups hang their posters, make sure the posters are in sequential order from earning the Discovery degree to the American degree.
  - c. When all posters are arranged correctly, distribute the "FFA Degrees" worksheet to each member of the group. The groups should determine the differences in the degrees as instructed in the responsibility column.
  - d. As part of a discussion, ask students to label or categorize the types of differences they see among all the degree levels, e.g., time commitment, age, ways to demonstrate knowledge, types of participation, etc.
- 3. Follow Up: Let's Make a Plan**
  - a. Have students identify which of the five degrees they feel they will earn.
  - b. Once students have identified which of the five degrees they feel they will earn, have students create a plan for achieving that particular degree. Their plan should include the following:
    - i. Type of degree they wish to attain.
    - ii. A plan for future agricultural education classes.
    - iii. Type of supervised agricultural experience (SAE).
    - iv. Time commitment
    - v. At least two specific requirements for the degree they are describing.
  - c. (Example: Greenhand Degree, Principles of Agriculture; Food and Natural Resources; Beef Production Entrepreneurship; SAE Plan; Learn the FFA Creed; Learn Basic FFA Facts and History)
- 4. Leveling Up: Degree Presentation**
  - a. Have students develop an educational presentation in which they outline the progression of FFA degrees for members entering the chapter next year.

NAME: \_\_\_\_\_

## FFA Degrees

Directions: Locate your group in the left column, read the directions in the “Responsibility” column and include your answers in the last column.

Group	Responsibility	Differences
Discovery degree	Write the differences found in the qualifications among the Discovery and the Greenhand degrees in the column to the right.	
Greenhand degree	Write the differences found in the qualifications among the Greenhand and Chapter degrees in the column to the right.	
Chapter degree	Write the differences found in the qualifications among the Chapter and the State degrees in the column to the right.	
State degree	Write the differences found in the qualifications among the State and the American degrees in the column to the right.	
American degree	Write the differences found in the qualifications among the American and the Discovery degrees in the column to the right.	