

Blue & Gold Basics: FFA Officers & Meetings

Media Type: DVD

Duration: 67 min.

Goal: To give students and understanding of the importance of officers, traditions and parliamentary procedures within an FFA chapter.

Description: Follow along as this series provides a brief description of parliamentary procedure, FFA officers, FFA meeting setup and agenda. This presentation also showcases the National Officer Team as they recite the FFA opening and closing ceremonies, describe the duties of each FFA officer and what the position means to them. The Anson, TX FFA Chapter demonstrates the presentation and oral questions portion of the FFA Parliamentary Procedure contest. Guidelines, protocols and a breakdown of the FFA Parliamentary Procedure Career Development Event contest are also featured. This presentation features the 2012-13 National FFA Officer Team (Blaze Currie, Team Leader/National Officer Manager), Anson, TX FFA Chapter Conducting Team as well as the Anson, TX FFA Greenhand Chapter Conducting Team (Stephen Scitern, Anson FFA Advisor).

Objectives:

1. To define parliamentary procedure and identify the reasons for using it.
2. To discuss the reasons and significance for FFA ceremonies and officers.
3. To demonstrate opening and closing ceremonies.
4. To learn how to properly run a productive and efficient FFA meeting.

Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge & Ideas		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	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.
	9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	

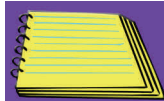
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College & Career Readiness Anchor Standards for Reading

Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft & Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	
	Assess how point of view or purpose shapes the content and style of a text.	
	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.

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Lesson Plan

Class 1: Distribute the *Blue & Gold Basics: FFA Officers & Meetings Vocabulary Handout* and *Worksheet* for students to use as reference materials during the presentation. Show the *Blue & Gold Basics: FFA Officers & Meetings - FFA Officers* segment. Distribute the *FFA Officer Activity* and allow students time to work on and turn in. Distribute the *Opening Ceremonies Handout* and the *Closing Ceremonies Handout*. Show the *Blue & Gold Basics: FFA Officers & Meetings - Opening & Closing Ceremonies* segment. Divide students into groups of seven and distribute the *Ceremonies Presentation Activity* and allow student the remainder of class to work.



14 min.

Class 2: Remind students to refer to the *Vocabulary Handout* and *Worksheet* as they view the segments. Show the *Blue & Gold Basics: FFA Officers & Meetings - FFA Meetings* segment. Divide students into groups of three and distribute the *Meeting Plan Project* and allow students the remainder of the class to work.



4 min.

Class 3: Remind students to refer to the *Vocabulary Handout* and *Worksheet* as they view the segments. Show the *Blue & Gold Basics: FFA Officers & Meetings - Parliamentary Procedure* segment. Allow students the remainder of the class to work on the *Ceremonies Presentation Activity* and the *Meeting Plan Project*.



7 min.

Class 4: Distribute the *Blue & Gold Basics: FFA Officers & Meetings Assessment* and have students complete. Allow students time to practice the *Ceremonies Presentation Activity* and work on the *Meeting Plan Project*.



4 min.

Class 5: Have students present the *Ceremonies Presentation Activity* to the class.

Class 6: Show the *Blue & Gold Basics: FFA Officers & Meetings - Parliamentary Procedure Contest Example 1* segment.



19 min.

Class 7: Have students present the *Meeting Plan Project* and turn in for a grade.

Class 8: Show the *Blue & Gold Basics: FFA Officers & Meetings - Parliamentary Procedure Contest Example 2* segment.



19 min.

Lesson Links

Texas FFA Association

- <http://www.texasffa.org>

National FFA Organization

- <http://www.ffa.org>

National Association of Parliamentarians

- <http://parliamentarians.org/procedure.php>

The Official Robert's Rules of Order

- <http://www.robertsrules.com/>

Career & Technical Student Organizations

FFA

- Parliamentary Procedure/ Chapter Conducting



Career Connections

- iCEV50727, Dwight Armstrong, CEO, National FFA Organization
- iCEV50541, Tom Maynard, Executive Director, Texas FFA Association
- iCEV50728, Robert Cooper, Executive Director, National FFA Foundation
- iCEV50729, Bob Webster, Director of Human Resources, National FFA Organization
- iCEV50113, Steve Brown, Ph.D., National FFA Advisor/Educational Program Specialist, National FFA Organization

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Lab Activities

FFA Officer Duties

Directions:

Distribute the *FFA Officer Duties Activity*. Beside each officer title, have students list each station marker which represents the office as well as at least two duties the officer is required to perform. Then have students complete the *Activity* by listing the three additional officer positions and list at least one duty of each. Have students turn in for a grade.

Ceremonies Presentation

Directions:

Prior to class write all seven FFA officer positions (President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Advisor) on a sheet of paper and divide so each student can draw for a position. Distribute the *Opening Ceremonies Handout* and the *Closing Ceremonies Handout* to every student. Divide students into groups of seven. Have each student come up and draw an officer position. If a student is a chapter officer, ensure they are assigned the office they hold. Instruct student to memorize and practice their part. Allow each group time to practice together and have groups present the opening and closing ceremonies as they would at a FFA meeting. It is the student's responsibility to ensure all station markers and members are in the correct places. Prior to the presentation, set the room up according to the room arrangements for a meeting and provide station markers.



Projects

Meeting Plan

Directions:

Divide the class into groups of three. Distribute the *Meeting Plan Project* and have each group assign a President, Vice President, and Secretary. Instruct students to imagine they are the officers of your school's FFA chapter. It is their responsibility to plan the meeting and delegate responsibilities to committees and other members. Using what they have learned about meetings in this presentation, have students plan an effective FFA meeting. This plan must include the following: order of business, list of assigned duties and responsibilities for the meeting agenda, poster of how the room will be set up and arranged as well as a brief flier of the meeting agenda. Specifics for each part is outlined on the *Project*. Students should present their completed project to the class. Ensure all students equally contribute to the work and presenting of the project. Have students turn in all four parts for a grade.