



## Section 2: Part 1

# The Basics: FFA Mission and Motto

Created: June/2016 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Discuss the meaning of the three components in the FFA mission statement.
2. Interpret the meaning of the FFA motto.
3. Relate mission and motto to each individual member.

**TIME REQUIRED:** Interest Approach – 10 minutes; Activity 1 – 15 minutes; Activity 2 – 15 minutes; Activity 3 – 15 minutes

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

### EQUIPMENT AND SUPPLIES NEEDED:

1. FFA Mission Components.
2. FFA Mission Descriptors.
3. FFA Motto Comic Strip.
4. NH.Section2.The Basics – PowerPoint Presentation.
5. "Official FFA Student Handbook" – one copy per student.
6. Blank copy paper.
7. Scissors.
8. Internet access for students (*optional*).

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

1. An introduction to FFA/FFA basics.
2. An introduction to FFA traditions and the mission and motto.

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

#### *FFA Precept*

- FFA.PL-B.Relationship. Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making. Analyze a situation and execute an appropriate course of action.

#### *Common Core - Reading: Informational Text*

- CCSS.ELA-Literacy.RI.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 (e.g., how the language of a court opinion differs from that of a newspaper).

#### *AFNR Career Ready Practices*

- 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.

#### *Partnership for 21st Century Skills*

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Think Creatively

### LESSON PLAN:

1. *Interest Approach:* Have students think through what a "mission" is and what it means to them. Give each student a piece of paper and have him or her draw their personal mission statement and include their values in the drawing. Have students share their mission statements with a partner and have a few students share their mission statements

with the rest of the class. If the class has extra time, have students color and decorate their mission statement diagrams to display on the classroom walls at the end of the lesson.

2. *Activity 1:* Discuss the meaning of the three components in the FFA mission statement.
  - a. Before class begins, cut FFA.NH.2.1.A.AS.A. into three slips and place them around the room. *Optional:* Label three flip chart sheets with "Premier Leadership," "Personal Growth" and "Career Success."
  - b. Print FFA.NH.2.1.A.AS.B. and cut into small strips of paper. Scatter strips of paper around the classroom prior to the start of class.
  - c. Go-Get-It-Moment®
    - i. Have students find a partner.
    - ii. Each pair should find at least one strip of paper from FFA.NH.2.1.A.AS.B. and determine if the characteristic belongs with Premier Leadership, Personal Growth or Career Success. Once determined, students will place strips of paper under the signs or on the flip chart papers.
    - iii. After all strips have been posted under one of the three components, allow students a chance to move strips to a new category.
    - iv. Discuss if any of the strips can fit within more than one component of the mission statement.
    - v. With their partners, allow students a chance to discuss what additional descriptors could fit under each of the components. Students can write additional descriptors on blank strips of paper to place under the signs, or they can write them on the flip charts.
    - vi. Discuss how the 16 descriptors and additional ideas portray the FFA mission statement.

Correct arrangement from FFA.NH.2.1.A.AS.B.:

Premier Leadership – action, relationships, vision, character, awareness and continuous improvement.

Personal Growth – physical growth, social growth, professional growth, mental growth, emotional growth and spiritual growth.

Career Success – communications, decision making, flexibility/adaptability and technical/functional skills in agriculture.

- vii. *Optional Activity 1* – Give each student a copy of FFA.NH.2.1.A.AS.C. Allow students to read the descriptors and categorize if they fit into Premier Leadership, Personal Growth or Career Success.

3. *Activity 2:* Interpret the meaning of the FFA motto.
  - a. Share the FFA motto with students on NH.Section2.The Basics – PowerPoint Presentation.
  - b. Have students use their creativity to construct a comic strip consisting of four frames. Each frame should represent one of the four parts in the motto using FFA.NH.2.1.A.AS.D.
  - c. Students should label their four parts accordingly.
  - d. Allow students to share their comic strips with the class and describe how each quadrant represents the four lines of the FFA motto.
4. *Activity 3:* Relate the mission and motto to each individual member.
  - a. As a class, discuss the meaning of the four lines of the FFA motto and how FFA members should live them in everyday life. How can FFA members become better citizens by embodying the lines of the FFA motto?
  - b. Have students discuss with their partners steps to improving the chapter in each of the four parts of the mission. How do the improvement ideas relate to premier leadership, personal growth and career success?
5. *Follow Up:* Have students write down two to three ways they can commit to living the FFA motto in everyday life at the bottom of their motto comic strip (FFA.NH.2.1.A.AS.D.). Allow students an opportunity to share ideas with the class if they choose to. Display the motto comic strips and commitment statements in the classroom.
6. *Leveling Up:*
  - a. Have students research and analyze additional mission statements and mottos from businesses and companies. Compare the similarities and differences in the missions/mottos and choose one or two businesses to prepare a presentation about their mission/motto to the class.

**ADDITIONAL RESOURCES:**

NH.Section2.The Basics – PowerPoint Presentation.

“Official FFA Student Handbook” – one copy per student.

# **Premier Leadership**

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# **Personal Growth**

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# **Career Success**

# FFA Mission Descriptors

Action: Achieve the desired results.
Relationships: Listen, coach, understand and appreciate others.
Vision: Set a clear image of what the future should be.
Character: Virtues by which to live your life.
Awareness: Quest for purposeful understanding.
Continuous Improvement: Pursuit of learning and growth.
Physical Growth: Understanding and respecting the body's needs.
Social Growth: Successful interaction that respects differences of a diverse society.
Professional Growth: Awareness and application of skills necessary for career growth.
Mental Growth: Developing effective application of reasons, thinking and coping.
Emotional Growth: Developing healthy responses to personal feelings.
Spiritual Growth: Inner strength that defines personal beliefs, values, principles and balance.
Communication: Developing oral, written, verbal and nonverbal communication skills.
Decision Making: Ability to analyze a situation and execute an appropriate course of action.
Flexibility/Adaptability: Capable of and willing to change.
Technical/Function Skills in Agriculture: Knowledge and skills necessary for an agriculture, or related, career.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

## FFA Mission Descriptors

**DIRECTIONS:**

Match each of the descriptors below to Premier Leadership, Personal Growth or Career Success.

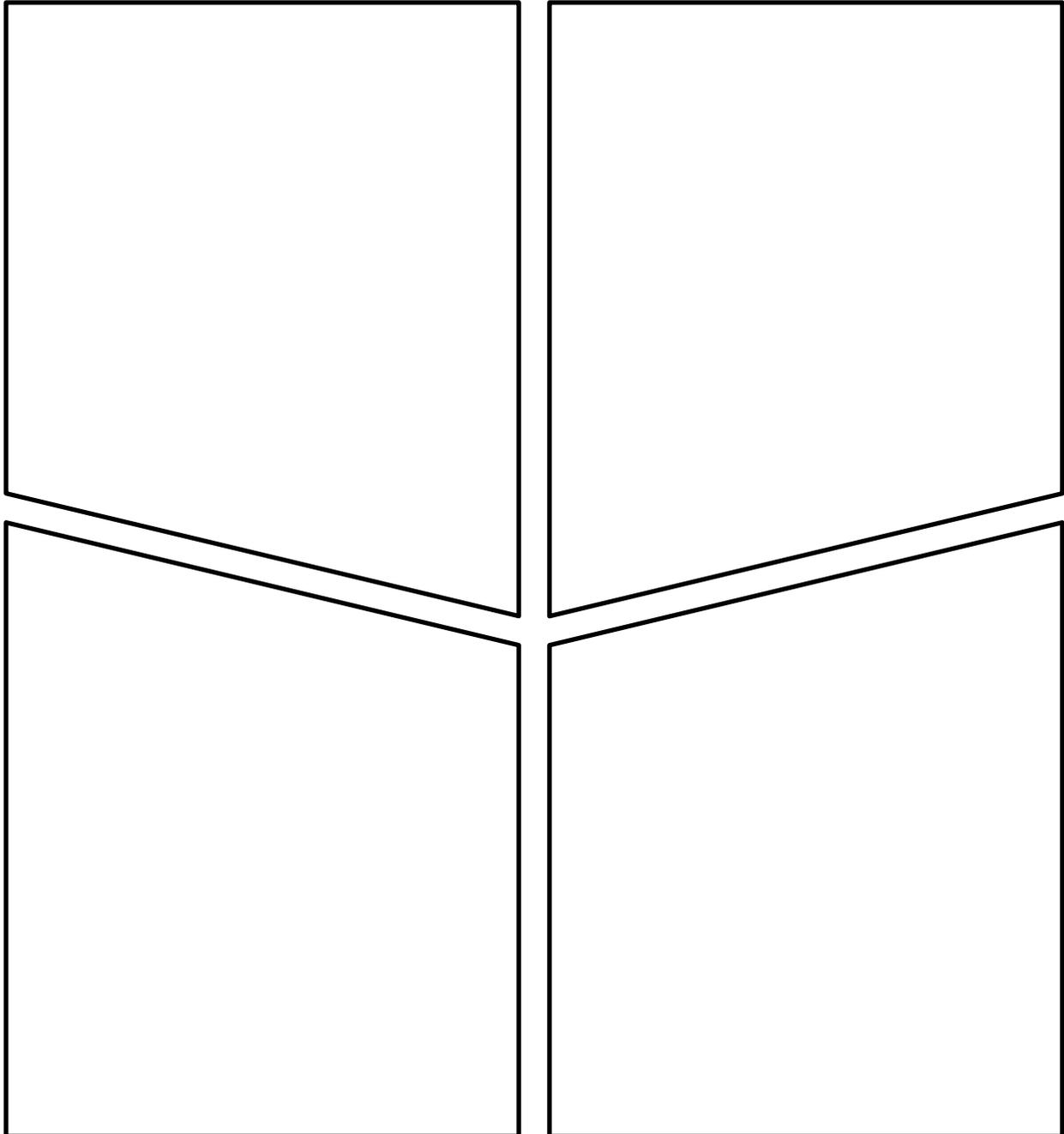
	Action: Achieve the desired results.
	Relationships: Listen, coach, understand and appreciate others.
	Vision: Set a clear image of what the future should be.
	Character: Virtues by which to live your life.
	Awareness: Quest for purposeful understanding.
	Continuous Improvement: Pursuit of learning and growth.
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	Technical/Function Skills in Agriculture: Knowledge and skills necessary for an agriculture, or related, career.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

# FFA Motto Comic Strip

**DIRECTIONS:**

Use your creativity to construct a comic strip consisting of these four frames. Each frame should represent one of the four parts of the FFA motto. Label each frame accordingly.



Aligned to the following standards:  
FFA.PL-B.Relationship; FFA.PL-C.Vision; FFA.PL-E.Awareness; FFA.CS-M.Communication;  
FFA.CS.N.Decision Making; CCSS.ELA-Literacy.RI9-10.4; CRP.04; CRP.06; Civic Literacy;  
Communication; Critical Thinking and Problem Solving; Think Creatively.