

# Lesson: Let's Plan! Program of Activities

## OVERVIEW

In this lesson students will discover the purpose of the Program of Activities (POA). Students will learn about the three areas of the POA and the lesson will culminate with students developing a community service project.

## OBJECTIVES

1. Students will understand the National Chapter Award program.
2. Students will be able to explain and identify activities and categories that are included in the Program of Activities (POA).
3. Students will be able to develop and implement a chapter activity/project.

## MATERIALS

2020 AFNR Handbook- 1 copy per student  
3 POA Description envelopes  
3 POA Category flipchart posters  
blank printer paper - 1 piece per group  
Set of markers or colored pencils - 1 set for each group  
Action Plan Template - 1 per student and several extra copies  
POA Description List - 1 per student  
Post-it notes  
Computer with internet access  
Projector  
Screen

## TIME

2- 45 minute class periods

## CONTENT & TEACHING STRATEGIES

*Wow! We have learned a lot about FFA, SAE and careers in the agriculture industry. Today we are going to explore the Program of Activities. We will learn how to develop and implement a community service project for our chapter.*

*What are some examples of objects, places, or experiences that we can rate?*

**Elicit student responses. Responses may include but are not limited to restaurants, schools, movies.**

*What are some different ways we can rate these objects, places, or experiences?*

**Elicit student responses. Responses may include but are not limited to stars, numbers, grades.**

*Correct! It is safe to say that we can rate these objects/places/experiences using numerous methods. We can also rate our FFA Chapters using a star system. This program is called the National Chapter Award Program. In this program, chapters submit an application based on their POA. The application is reviewed by a set of evaluators which then scores it either Gold, Silver or Bronze. Applications are evaluated on the state and national level. In order for applications to move forward to the national level, they must score Gold at the state level and be in the top 10% of chapters. Once a chapter application makes it to the national level it is then assigned either a one-star, two-star or three-star program.*

*Why do we think it is important for chapter activities to be evaluated annually?*

**Elicit student responses. Student responses should include that it allows the chapter to see if they are meeting all areas, check the quality of activities, and show that the chapter is being progressive.**

*Take a few minutes to read about the POA in our AFNR Handbook on page 14.*

**Wait one to two minutes for students to read.**

*At the bottom of page 14 we see the different categories of the POA. Each of these areas are important for a balanced FFA chapter. Let's see if we can sort the POA descriptions in to the correct category.*

**Teacher Note-** Prior to class print one copy of the POA Description List. Cut the descriptions apart, adhere each description to a Post-it note, and divide Post-it notes into three groups. Place each group into a different envelope to be used as the POA Description envelopes. Do NOT provide the POA Category in the student envelopes. That is provided to you as the key for this activity.

**Divide students into 3 groups. Hand each group an POA Description envelope. Instruct students that the envelopes are to remain closed.**

*Around the room we will find three posters. Who will read the poster headings?*

**The student volunteer will read POA Category flipchart posters.**

**Poster titles are: Growing Leaders, Strengthening Agriculture, Building Communities**

*Great! These are the three categories we will find in the POA. Each of our groups has an envelope that includes descriptions of these categories. When I say "go", open the envelope and read each description. It is our group's task to place each description under the correct POA category. We will have two minutes to complete this task. Once we have placed all of our descriptions, return to our seats. What questions are there? Go!*

**Wait 2 minutes. Suggested to play upbeat music while students complete the task.**

*Wonderful job everyone! Let's review the descriptions and see if we agree that they are placed correctly.*

**Review each description asking students if they agree or disagree with the placement. Utilize the provided key for correct category placement of each description.**

*How many descriptions do we find under each category?*

**Elicit student response.**

**Ans: 5 descriptions for each category.**

*What is something that we notice about the descriptions under each category?*

**Elicit student responses. Responses should include the descriptions support developing leadership, our communities and promote and educate about the agriculture industry.**

*Why do we think it is important for our chapter to participate in all three categories?*

**Elicit student's responses. Response may include: balanced chapter for members, the community and the agriculture industry.**

**Distribute one piece of blank paper and a set of markers or colored pencils to each group.**

*It is time for us to now capture down what these three categories mean. In our groups we will draw a picture that represents one of the POA categories.*

**Assign each group one of the categories.**

*Questions? Start drawing.*

**Wait approximately 5 minutes for drawing time.**

**Once groups have finished their drawings, have each group share their drawings and why they chose to draw what they did.**

*I saw some great drawings around the room. Which group will get us started sharing their drawing?*

**Work through each group sharing. At the end of every group sharing, have them give their group members a high five and then return to their seats.**

*Great job everyone! Now that we know more about the POA, we will be tasked with an important challenge for our chapter. Drumroll please.*

**Pause for students to do a drum roll.**

*We will be developing a project that our chapter may be able to complete this year. This project will need to fall under one of the three categories of the POA. Each group will have the opportunity to pitch the activity to the chapter officer team at the next meeting.*

**Distribute 1 copy of the Action Plan Template and 1 copy of the POA Descriptions List to each student.**

**Using a projector review the different areas of the template.**

**\*Suggested to review an example of an activity, completed well in AET, that your chapter has already planned with the class. Point out what makes it a high-quality activity.**

**Remind students of what a SMART goal includes. Provide students an example of a well-written goal from a previously planned activity.**

**Challenge each group to come up with an activity.**

*We now know what an activity plan should look like and include. In our groups we will develop a new plan for a project or activity for our chapter. Remember that the activity should fall under one of the POA categories. We will take 20 minutes to develop the activity plan. Questions? Go!*

**Teacher Note- It is very important to walk around and provide assistance as needed as activities are developed. Encourage groups to be innovative and come up with something new.**

**Monitor time and progress as groups may need more than 20 minutes to complete this task. As groups are finishing their plans sit a pad of Post-it notes at each group.**

*How exciting to see all of these activity plans with each other? As we share our activity plans jot down constructive and positive feedback on sticky notes to share later. Who will share first?*

**Have each group share while others write constructive and positive feedback on sticky notes.**

*Great job everyone! Take 20 seconds to walk around the room and place the corresponding feedback Post-in notes at the table of each group.*

**Wait 20 seconds.**

*As we return to our group, take a minute to read through the feedback we got from our classmates. As we read through the feedback, take a few minute to make any changes our activity plan that the feedback may have provided. Also, be sure that all group member names are on the top of the plan. Questions? Go!*

Once groups are done, collect activity sheets.

**\*Suggested to allow groups time to review the activity plans and/or create a presentation before the meeting.**

*What were some challenges of this activity?*

**Elicit student responses. Responses may vary.**

*What was easy when working on this activity?*

**Elicit student responses. Responses may vary.**

*How did this activity help us grow as leaders?*

**Elicit student responses. Responses may vary.**

*Why do we believe it is important to understand how to develop and implement activities?*

**Elicit student responses. Responses may vary.**

## **REVIEW**

*As we wrap up today you will be given two questions. Turn to your neighbor and discuss these two questions:*

- 1. What are the 3 POA Categories?*
- 2. Which activity pitched was your favorite and why?*

**Wait 30 seconds.**

*As we leave the classroom have one representative from your group hand me your Activity Plan.*

## **EXTENDED ACTIVITIES**

- Have students present their ideas to the chapter, school administration, alumni, or any other community group.