

Roadmap to Success: Exploring the POA



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 90 minutes	Materials Needed
Connection: 10 minutes Objective 1: 25 minutes Objective 2: 25 minutes Objective 3: 20 minutes Review: 10 minutes	<input type="checkbox"/> Plastic knife, fork, paper plate, table cloth, jar of jelly, jar of peanut butter, and bread <input type="checkbox"/> Flip Chart Paper <input type="checkbox"/> Markers <input type="checkbox"/> Learning Journals <input type="checkbox"/> Pens <input type="checkbox"/> Blindfolds <input type="checkbox"/> Notecards – Characteristics of POA (Hidden Around Room)
Flipcharts to Create	Special Notes
<input type="checkbox"/> Objectives Poster <input type="checkbox"/> 3 Fill in the blank sentences for POA discussion <input type="checkbox"/> 3 Divisions of POA Poster <input type="checkbox"/> 2 Questions - Notecard activity <input type="checkbox"/> SWOT Chart <input type="checkbox"/> SWOT Example <input type="checkbox"/> Characteristics of POA	A/V Needs: None Other special needs: None



Session Topics:

- What is a program of activities?
- What are some common elements included in the chapter program of activities?
- How do successful chapters develop and use a program of activities?
- What are characteristics of an effective program of activities?





Overall Session Goal:

Participants will leave the session able to explain the following:

- Organization and general elements of a program of activities
- Characteristics of an effective POA



Objectives

1. Describe the general organization and structure options for a strong POA.
2. Describe three characteristics of an effective POA.
3. Describe a process for improving the development and use of the chapter's program of activities in the coming year.

Connection



& Preview



Activity: How About a Sandwich? – 8 minutes

Goal: To review what students learned in the previous session and link into the coming session.

Prepare a table at the front of the room with bread, peanut butter, jelly, plastic forks and knives, and paper plates. Cover the table with a plastic cover. One volunteer is blindfolded in front of the group. The rest of the group gives the person directions to build a peanut butter and jelly sandwich. The blindfolded person follows the instructions very literally. For example, if the instruction says to put the peanut butter on the bread they should take the entire jar of peanut butter and place it on the package of bread.

Welcome back!

Who's willing to volunteer to make a PB&J sandwich? (No one w/ Peanut allergies please!!!! Try to find someone prior to the session and brief them on how to perform during the event.) Everyone else you are now the cookbook. In your mind try to think of all the steps involved in building a peanut butter and jelly sandwich. _____ (name of volunteer) will build the sandwich using your instructions blindfolded. (Come on it would be too easy otherwise!) They are to follow the instructions you give them exactly as you state them. Think carefully about what you say. Who's going to give our volunteer the first instruction?

If the group is slow to continue offering instructions you may need to encourage them by asking "Who's the next to say a step in the process?" or "Who wants to give it another try?" Let the group try for 4 minutes. Stop them at the end of 4 minutes regardless of whether or not the PB & J sandwich is made.

Let's think back on this event for just a moment.

- Show your rating with your fingers from those giving instructions. On a scale from one to five, where five is super difficult given the situation and one is super easy given the



situation; when you first heard about what was happening how difficult did you think the task of directing _____ (name of volunteer) would really be?

- For those of you who thought it would be easier than it really was why do you think you felt that way? *Listen for: it's making a PB & J sandwich, it's common, everyone's done it, I could do it in my sleep; it's doesn't seem like a hard task.*
- What made it more difficult to complete than you originally thought? *Listen for: we had to be so much more specific than we ever imagined; the person just didn't get it; our instructions weren't very clear.*
- Let's think back to the three purposes we outlined for the FFA chapter. Who can remember what those are?
- If we were to assume that everyone in our chapter understood or knew how to make those three big purposes happen what might happen? (HINT: Think about the activity we just completed). *Listen for: they might be off target, they might stumble around; we might not accomplish our goals; we might not be as effective or efficient as we would like to be.*
- How can we use this experience to improve our chapter's program of activities? *Listen for: we need to be specific; we need to not assume that everyone understands how to make the chapter successful; we need to think carefully about how to accomplish the goal.*

Preview the Session – 2 min or less

You may be asking yourself, "Why are we spending all this time focusing on our chapter's program of activities? Isn't this a leadership conference?" Lean in, I've got a secret to share. This is really important. Developing and implementing an effective program of activities IS all about your leadership as officers. Imagine, a chapter that is 100% involved. Imagine the impact this group of people could make. Imagine the difference this kind of chapter could make on its members, on the school and within the community. Recruitment and retention of members is tied to the success of your program of activities. The strength of community relationships are tied to your program of activities. Your school's perception of the chapter is tied to what the members are involved with in your chapter. Your single most important leadership challenge as an officer in any organization is finding a way to engage the entire membership throughout the year. Developing and implementing a strong program of activities is a way to make this happen.

Reveal a poster with the objectives for this session.

- *The Big Idea*
- *Making it Work*
- *The Road Ahead*

During this session we will tackle the program of activities and get to know it from head to toe! To get there we will look at:

- The Big Idea – first, we look at how the program of activities is generally organized
- Making it Work – next, we look at some qualities of particularly effective POAs
- The Road Ahead – last, we look at a technique that can help you map out the road ahead with your chapter's POA

Transition into the content

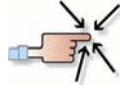
Let's roll up our sleeves and prepare for some hard work. This session will require us to put on our chapter officer thinking caps and really think. After seeing you perform this morning I know we can do it!



Objective #1: Describe the general organization and structure options for a strong POA. (The Big Idea)



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: What is a program of activities?– 5 minutes

Goal: To discuss and agree upon a common definition for the program of activities.

*Introduce students to three general points about a chapter's program of activities. Have students work in pairs to see if they can complete the blanks on **page 19** in their learning journal. After they finish follow-up and share the main points by reviewing a written list on a tear-sheet.*

Friends, lean in and listen closely. The next few minutes are definitely worth your attention. Let's take a closer look at a big idea. The Program of Activities is one of the most important documents your chapter can create. In the words of Ron Burgandy, better known as the Anchorman, "It's kind of a big deal!"

Find your learning journal. Hold it up in the air. Find a writing utensil and hold it up in the air with another hand. When I say "Fill it up" bring the journal and writing utensil back down to the table and find **page 19** in the learning journal. On this page you'll see three blank spaces. Read through the information provided and see if you can think of a word that would go in the blank. For now write those words off to the side of each sentence. We will share and discuss them as a group and select the best one for the blank after everyone is finished with this first task. What page are you turning to? How many blanks will you try to fill in? Excellent! "Fill it up!"

Allow students 1.5 minutes to complete the activity. Let them know when they have one minute left, and again when they have 30 seconds left.

Excellent, who will be the first to share what they wrote for the first blank?

Elicit responses. Move thorough this rapidly the content is not particularly deep. You will likely have several different responses for each blank. Take only a few responses and then move on to fill in the blank. Have a tear sheet with the sentences written at the front of the room. Fill in the blanks with the students.

Great ideas. The word I came up with for blank #1 is "goals." That's similar to (*repeat a few of the words they offered that were similar to "goals"*).

Let's move on to the second blank...

Elicit responses. Move thorough this rapidly the content is not particularly deep. You will likely have several different responses for each blank. Take only a few responses and then move on to fill in the blank. Have a tear sheet with the sentences written at the front of the room. Fill in the blanks with the students.



Great ideas. The word I came up with for blank #2 is “steps.” That’s similar to (*repeat a few of the words they offered that were similar to “steps”*)

Let’s take a look at the final blank on this page...

Elicit responses. Move through this rapidly the content is not particularly deep. You will likely have several different responses for each blank. Take only a few responses and then move on to fill in the blank. Have a tear sheet with the sentences written at the front of the room. Fill in the blanks with the students.

Superb! The word I came up with for blank #3 is “course.” That’s similar to (*repeat a few of the words they offered that were similar to “course”*).

Facilitated Discussion: What does a POA outline?– 10 minutes

Goal: To discuss and agree upon a common definition for the program of activities.

Let’s keep moving forward as we explore this “Big Idea.” A program of activities defines a chapter’s goals, establishes a set of steps, and provides a written course for the chapter to follow.

In English composition we are taught about five key questions we should ask when reporting on an event. Who can recall the five key W questions you should ask to give readers all of the details? Here’s a hint one of the five W questions actually starts with an H. (*If they cannot think of the correct words help them out by sharing.*) Let’s say them together: Who, What, When, Where, Why, and How. (*Have students repeat them with you.*) Let’s add one more to that list, “How much”. Say all six with me again. Who – What – When – Where – Why – How – and How Much! Let’s say them like a kid at Halloween who’s had tons of sugar. That might sound like this. (*Demonstrate saying the words like a child that’s just had a lot of sugar.*) Now you put your hyper-child spin on it. (*Have students repeat the words with you – hyper-child style.*) Let’s say them bodybuilder style. Here’s how that might sound. (*Demonstrate saying the words in a deep body builder type voice. Add actions in if you want – for instance act like you are lifting heavy weights.*) Now you put your bodybuilder spin on it. (*Have students repeat the words with you – bodybuilder style.*) Write those words in the blanks on **page 20** in your learning journal in the same order we just learned them.

A record **WHAT** is going to be done, **WHO** is going to do it, **WHEN** it is going to be done, **WHERE** it will happen, **WHY** it is happening, **HOW** it will be done, and **HOW MUCH** it is going to cost.

This is a concise statement that reveals the biggest details included in all Chapter POAs. For each goal a chapter sets these are essential elements that should be defined. Putting together a set of goals for a chapter with these details attached is one of the big steps in creating a chapter program of activities.

Who has seen your chapter’s program of activities before? Can you think of an example to share with us where the program of activities defined these specific details for one of your chapter’s goals? When you’ve got an activity that comes to mind turn to **page 21** and



answer the questions.

Elicit responses from students. If no response share an example of your own. Here's an example:

Goal: To profit \$15,000 in chapter funds from the sale of fruit and calendars.

What: Fruit sales – Fundraiser

Who: The entire chapter. All dues-paid members involved in selling the product.

When: Sales occur during the month of October and November. With final delivery occurring in December.

Where: In our local community.

Why: To provide for financial stability within our chapter.

How: Each member is provided with a goal for sales. A sales management team defines a series of incentives for exceeding the minimum expected sales. A financial team counts and tracks all money transactions. A marketing team creates marketing materials for members to take on the sales calls, and develops ads for the local media. A purchasing/products team secures the contract with the fruit sales company, and completes ordering. Finally, a logistics team prepares plans for the logistics of unloading fruit and distributing product to each member salesperson for delivery to customers.

How Much: Sales Management team is provided a budget of \$500; The financial team has a budget of \$250; The marketing team has a budget of \$500; The purchasing/products team has \$150; the Logistics team has a budget of \$250.

Transition to the Next Point

Next let's take a look at how the biggest details of a POA are organized and structured.

Facilitated Discussion: How is the Program of Activities structured? – 5 minutes

Goal: To discuss the structure of the Program of Activities.

Each Chapter's Program of Activities will be built on the three purposes we outlined in the previous session. What were those three purposes? *Elicit response and listen for: student development, chapter growth, and community development.* Generally chapters structure a program of activities around these three purposes. There are usually three divisions to the chapter program of activities (Student Development, Chapter Development, and Community Development).

Show a poster with the three divisions to the Chapter Program of Activities.

Our chapter program of activities is directly tied to the three purposes we outlined. From there each chapter's Program of Activities will look a little bit different. Some chapters have 15 committees, some have three, some have nine. The number of committees you have will probably depend upon some specific characteristics of your local chapter such as the size of your chapter. Turn to **page 22** in your learning journal. That page has a listing of all the elements related to the three areas we've discussed before. Put a check or mark next to those areas for which your chapter has a specific committee. If you don't know all of them right now that's okay. Remember your chapter may do all of these things with only three committees.

Allow students time to complete this quick task.



During the next team time you'll have an opportunity to review your chapter's current program of activities to take a closer look at how your POA is organized.

Transition to the Application

Let's think about applying this information.



Application (Why is it important and where will I use it?)

Thinking of Questions to Ask – 5 minutes

Goal: To allow students time to process and think about the content from the session.

During the next session you'll have time with your chapter advisor to sit down and really look at your current Chapter Program of Activities. The goal is to begin the process of reviewing and updating the chapter's POA. Each chapter will carry that process out differently. However, you now have some key information you should be looking for in your chapter's program of activities. Think of it like wearing a new pair of glasses. The first time you put them on it's amazing all the new things you start noticing. You'll start noticing the elements we discussed here in your own POA.

Think back to this session, what are some of the qualities you will look for as you take a look at your chapter's POA? Write down three elements discussed in this session you want to look for in your chapter's program of activities. You'll find space on **page 23** to write these things down. It might sound like this, "Do we identify how much each activity/goal will cost?" Or, "Did we clearly define each goal?" Think of the questions you generate here as something you can evaluate the quality of your current POA with.

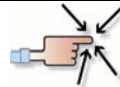
Transition to Next Objective

Now that we've got the "big idea" lets move along and take a look at "making it work."

Objective #2: Describe general characteristics for the effective development and use of a chapter program of activities.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: How do chapters develop and use an effective program of activities? – 20 minutes

Goal: To discover several characteristics for developing and using an effective chapter POA.

Prior to the session hide note cards or small posters with one of the following pieces of information.

- *Each member serves on at least one committee (but not more than two)*
- *Committees are responsible for identifying goals and activities related to its specific purpose/ area*



- *Activities identified meet a real need identified for the students, chapter or local community (activities aren't just done because they are flashy or plain cool – they need to meet a need)*
- *Goals from each committee follow S.M.A.R.T. criteria (Specific, Measureable, Attainable, Realistic, & Trackable)*
- *Committees present selected activities, including estimated costs and/or income to the entire chapter for discussion and approval during chapter meetings*
- *All approved activities and a chapter calendar of events are published and distributed to all members*
- *Committees develop detailed plans in an effort to organize and facilitate each activity*
- *Members (both members on the specific committee and other members) implement the plans created by the chapter committees*
- *Committees report results and evaluate the activities. They prepare a written final report for each activity noting costs, income, accomplishments and recommendations*
- *Chapter officers use the POA and evaluations from the previous year in planning and goal setting for the chapter in the coming year*

When you hear, “Go get it!” Find (*depending upon the group size let them know how many people to find so that there are eight groups – i.e. if there are 16 people in the room then have them pair up. If there are 24 then groups of three are appropriate.*) and travel around the room until your group finds one of the eight hidden posters. Once your group has found a poster have a seat and do the following: First, as a group, answer the question, “How will this contribute to building a stronger chapter?” Second, as a group, answer the question, “How will can we make this element a reality as our chapter chapter develops and uses the POA this coming year?” Don't worry with writing those two questions down. You can take a look back to the front of the room and find the questions written for you on this tear sheet. Let's recap, when you hear what? (*Go Get It*) you'll find how many people? (*Have them repeat the number of people to find.*) As a group you'll find one of the eight posters, have a seat and answer the two questions posted up front. Go Get It!!!

Allow groups 4 minutes to complete the activity. Then invite groups to share responses.

Let's hear more about what you were thinking as you answered the two questions. Who will be willing to share first? *Elicit a group to go first.*

Excellent! As each group shares the response to their question listen in. You may find it helpful to take notes or collect ideas on **page 24** in the learning journal.

*Each group shares. After the group shares make sure everyone knows what the characteristic is by posting it at the front of the room or by showing a tear sheet at the front with all the items already written. The list is also written on **page 24** in the learning journal. Keep the process moving along allow about 1-2 minutes per group for sharing. Debrief big issues as needed.*

Transition to the Application

Let's think about applying this information.





Application (Why is it important and where will I use it?)

Pair Share – 5 minutes

Goal: To allow students time to process and think about the content from the session.

Which one of the eight characteristics presented do you wish to see your chapter improve upon in the coming year? Select one of the characteristics and take just a moment to think about one or two ideas you have to make the characteristic a reality.

Allow students about 2-3 minutes to complete the thinking exercise.

Let's share! Find another person in the room – someone you haven't yet worked with – and share your ideas with them.

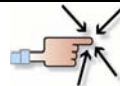
Transition into the review and close.

Now that we know how to make it work. Let's move on to the road ahead!

Objective #3: Identify a process for improving the development and use of the chapter's program of activities in the coming year.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: How do chapters improve their POA?– 15 minutes

Goal: To learn the SWOT process as a tool for improving the chapter's program of activities.

Explain the SWOT process. Let students know they will be utilizing this process in the next session.

For the next bit of time let's look at a tool that will be useful in evaluating and thinking about the coming year. It's called a SWOT analysis. What do you think of when someone says analysis? *Elicit responses.* I bet you're wondering what SWOT means. Let's find out. Do the following actions with me:

Have students mirror you with each of the following actions:

- *Do a bodybuilder pose like you are flexing your arm muscles.*
- *Double over and walk around as if you are very weak or harmed.*
- *Act as though you just got a bright idea!*
- *Shake your pointer finger as if you are scolding someone.*

With the SWOT analysis we are carefully evaluating four things.

- Strengths!

Do the bodybuilder pose. Have students do the pose too and repeat the word.

- Weaknesses!



Do the motion for weaknesses. Have students mirror and repeat the word.

- Opportunities!

Do the motion for opportunities. Have students mirror and repeat the word.

- Threats!

Do the motion for threats. Have students mirror and repeat the word.

Let's go one step further and look at what each of these means.

Reveal a poster that shows the following chart:

Strengths <ul style="list-style-type: none">▪ Positive aspects that already exist.▪ What are we doing well right now?	Weaknesses <ul style="list-style-type: none">▪ Negative aspects that already exist.▪ What are we doing poorly right now?
Opportunities <ul style="list-style-type: none">▪ Things we could take advantage of in the future.▪ As we look ahead, what could we be doing in the future to build on our success?	Threats <ul style="list-style-type: none">▪ Things that may be happening in the near future that might have a negative impact on our goals.▪ As we look ahead, what should be careful of so that we avoid running into a problem?

*Discuss each of the boxes on the chart. As you introduce the next box on the chart anchor the learning by having students mirror the associated action. The key distinction between the first row (strengths and weaknesses) and the second row (opportunities and threats) is the time element. Strengths and weaknesses are things that currently exist (in the past). Opportunities and Threats are things that are in the future. This diagram can be found in the learning journal on **page 25**.*

Transition to the Application

Let's think about applying this information.



Application (Why is it important and where will I use it?)

SWOT Example – 5 minutes

Goal: To allow students time to process and think about the content from the session.

This is an example of someone's thinking as they use the SWOT process.

Show the following example on a tear-sheet at the front of the room: We involve 100% of our members on committees. A weakness might be: Our goals in the POA last year did not meet the SMART criteria. An opportunity might be: We currently involve only 25 out of 55 members in carrying out the activities in our POA. A threat might be: The proposed attendance policies from the sports coaches are preventing key individuals from being involved.

Now, you try it out. Jot down a strength, weakness, an opportunity and a threat related to your own chapter's implementation of the chapter POA.



*Have students individually identify strengths, weaknesses, opportunities, and threats regarding issues related to the development and utilization of the chapter POA using what they currently know about the chapter's POA. A blank SWOT chart can be found on **page 26** in the learning journal.*

You'll have plenty of time to really think about this as you head in to the next session. You'll work with your advisor to really think through these issues using the SWOT process.

Review & Close



Create a Summary – 10 minutes

Goal: To review the session content, tie back to the connection at the beginning of the session, and preview the next session.

Review the session and set expectations for the remainder of the conference.

Give your neighbor a high five! This has been a power-packed session.

First we took a look at the, "Big Idea!" Next, we dove into "Making it Work!" Finally, we took a look at the "Road Ahead".

When you hear "Go!" Grab a partner and turn to **page 27** in your learning journal. Find a way to summarize the two objectives we addressed during this session. Your summary may be a brief rhyme, a rap or song, OR a picture. "Go!"

Allow students about 3 minutes to complete the task. Have them share their work with another group.

During the next session you and your fellow chapter officers will break out your chapter's program of activities from last year to review and begin to think about the coming year. Your chapter advisor will discuss how the development process for your POA works. Your job during the session is to ask questions and learn as much as possible about the use of the POA in your chapter. You've got a few questions from earlier to help you evaluate your POA. As well, you have some ideas for improving the development and use of your POA in the coming year. Good luck as you begin the journey!

You now have a break. Please report to your rooms with your team by _____.



Roadmap to Success: Team Debrief - POA



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 90 minutes	Materials Needed
Connection: 10 minutes Objective 1: 30 minutes Objective 2: 40 minutes Review: 10 minutes	<input type="checkbox"/> Advisors Guide <input type="checkbox"/> Copy of Previous Year's Chapter POA (provided by advisor) <input type="checkbox"/> Watch (to keep time) <input type="checkbox"/> Learning Journal <input type="checkbox"/> Flip Chart <input type="checkbox"/> Markers <input type="checkbox"/> Pens
Flipcharts to Create	Special Notes
<input type="checkbox"/> Word Puzzles (each on separate sheet of flipchart paper) <input type="checkbox"/> Objectives Poster <input type="checkbox"/> "Structure of POA" <input type="checkbox"/> "Development of POA" <input type="checkbox"/> "Use of Chapter POA" <input type="checkbox"/> Elevator Conversation Questions <input type="checkbox"/> Chapter SWOT Analysis	A/V Needs: None Other special needs: None



Session Topics:

- How is our local program of activities structured, developed and utilized throughout the year?
- What can we do to take ownership of the chapter's program of activities and improve upon it for the coming year?





Overall Session Goal:

Participants will leave the session with at least four goals for improving the structure, development or implementation of the chapter's program of activities for the coming year.



Objectives

1. Identify how the local chapter's program of activities is structured, developed and utilized throughout the year.
2. Complete a SWOT analysis on the chapters development and implementation of the local POA.

Connection



& Preview



Activity: Figuring out Wordles? – 8 minutes

Goal: To provide an experience that orients students to the topics addressed in this session.

Present the following word problems to students on a tear-sheet at the front of the room.

Welcome back!

There's a puzzle posted at the front of the room. The words on the page represent a common thing or phrase you likely have heard before. Study the words at the front of the room and try to think of the phrase.

Show each puzzle one at a time.

Pig + pig + pig + **Bad Wolf** (Three little pigs and the Big Bad Wolf)

wear (Long underwear)
long

Look You-Leap (Look before you leap)

man (Man overboard)
board

Debrief the experience.

Let's think back on this event for just a moment.

- Who found these easy to do from the very beginning?
- Who found these easier to do after you had some practice with the first two?
- Why did they get easier? *Listen for: we had practice, once we saw the pattern on the first few the others followed a similar pattern; we figured out how to analyze the issues.*
- On a scale from one to five where five is super easy and one is super difficult, show with your fingers how difficult you think it will be to make recommendations for improving our chapter's program of activities?



- Why did you answer that way?
- Improving our chapter will be an ongoing process. It may not be easy at first and areas for improvement may not be apparent right now. However, as we begin really looking at our chapter's program of activities using what we have learned we will begin to notice patterns and areas for improvement.

Preview the Session – 2 min or less

This session will provide you with an opportunity to take a look at the puzzle of improving our FFA chapter's program of activity. Just like the activity you completed, it may not seem easy at first. In fact, trying to recommend improvements might seem harsh or hard. However, with practice and use of the knowledge you learned in the last session you'll be able to notice some important patterns and areas for improvement.

Here are two questions we will address during the session.


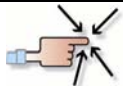
Reveal a poster with the objectives for this session.

- *How is our program of activities structured, developed and used throughout the year?*
- *How can we improve the development and use of our POA in the next year?*

Transition into the content

This session is where the rubber meets the road. This is real work and will have a real impact on our chapter in the coming year. Let's get started!

Objective #1: Identify how the local POA is structured, developed and utilized throughout the year.

 Support (How to teach...)	 Point (What to teach?)
<div style="background-color: black; color: white; padding: 5px;">Facilitated Discussion: How is our local POA structured, developed and used throughout the year?– 20 minutes</div> <div style="background-color: #e0e0e0; padding: 5px;">Goal: To discuss key features of the local program of activities. Key features to discuss may include structure, development process, and use. This may include issues such as: committee structure; the process for committees to generate goals; how members are appointed to committees; etc.</div> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><i>Place three posters around the room. Label each poster with one of the following: Structure, Development/Revision, Use Throughout the Year.</i></div> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><i>Introduce the three areas the group will discuss regarding the local program of activities. To start students are to go around to each poster and write down questions they hope to have answered or comments about their past experience related to each of the three areas. For example, a student may write the following on the Use Throughout the Year poster: "How are members appointed to the various committees we have?" The goal of this event is to find out what students are currently thinking about these three areas. Do they have questions? What do they already know?</i></div>	



For more information on structure, development, and use of the chapter's POA see the advisor's guide.

We've been talking about program of activities now for a little while. You've probably got the idea that this tool is a pretty important document for our chapter. It really provides the guide for where we are headed and how we get there. We are just about to take a look at our chapter's program of activities more closely. Before we do that I am interested in knowing what questions you have and/or what you already think you know about our POA. This will help guide our discussion.

Around the room there are three posters. Your goal is to fill each of those posters with what you already know and/or questions you have about our local POA. The posters are labeled to help organize our discussion. If your question or comment has to do with how we structure or organize our local POA then put it on the poster labeled "Structure." An example might be, "How many committees do we have?" If you're having trouble thinking of questions look back at **page 23** in your learning journal. During the last session you wrote down some things to ask questions about regarding our local POA. Decide which of the three posters your question belongs on and put it up on the wall. You have 4.35 minutes to complete this task. Go!

Allow students 4 minutes to complete the activity. Let them know when they have one minute left, and again when they have 30 seconds left.

At the end of 4 minutes take time to review each of the posters with students. Clarify points where you need additional information. Answer the posted questions or have students answer the questions for each other.

This portion is completely up to you as the advisor. The goal is to provide an orientation to the key aspects of the structure, use, and development of the chapter's POA. Explain key information you wish for your officers to know and understand about each of the three key areas. If necessary add an additional area called "Other" to discuss.

During the next portion of this session the students will complete a SWOT analysis so focus on explaining "what is" for now rather than evaluating "what could be."

Transition to the Application

Let's think about applying this information.



Application (Why is it important and where will I use it?)

Elevator Conversations – 10 minutes

Goal: Engage students in thinking of quick, elevator conversations, regarding the chapter and the yearly program of activities.

Throughout the year you will often be asked what is your chapter doing this year? The discussion we just finished provided several excellent points to share about "what our chapter is up to" in a year. You need to be prepared to answer this kind of question. Let's



think of some quick and easy-to-use information snippets of information.

Think of the conversations we are talking about here as an “elevator conversation.” Most people, when they ask you a question like, “What’s the chapter up to this year?” want to get a quick, succinct response. It’s like having a conversation with someone in the same amount of time it takes to step into an elevator and go from floor one to floor five. Here are three questions you might be asked during the year.

Show the following on a tear sheet.

- What kinds of activities does the FFA chapter do during a year?
- How do you determine what kinds of activities you’ll do during the year?
- How do you set goals and work to accomplish them as a chapter?
- How do you involve all chapter members in the chapter throughout a year?

Let’s think of short 30-second responses to each of these questions using the information we discussed in this session. Find a partner or group of three to work with. Choose two of the questions and come up with a response.

Review the answers they came up with and guide them to additional responses if needed.

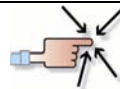
Transition to Next Objective

Now that we’ve got our arms around this “big idea” called a program of activities. Let’s move to really digging in and evaluating what we’ve got. As we look to the next year this will be a very important conversation.

Objective #2: Complete a SWOT analysis on the chapter’s use and development of the POA.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: How can we improve the use and development our program of activities in the next year? – 15 minutes

Goal: To identify areas of strength, weakness, opportunity, and threat regarding the development and use of the chapter’s program of activities.

Pass out a copy of last year’s chapter Program of Activities (if possible). If you do not have a POA with you then do the SWOT analysis for the chapter activities in general.

Briefly review the SWOT process, by asking students questions to quiz their memory.

*Have students individually identify strengths, weaknesses, opportunities, and threats regarding issues related to the development and utilization of the chapter POA. A blank SWOT chart can be found on **page 28** in the learning journal. An example strength might be: We involve 100% of our members on committees. A weakness*



might be: Our goals in the POA last year did not meet the SMART criteria. An opportunity might be: We currently involve only 25 out of 55 members in carrying out the activities in our POA. A threat might be: The proposed attendance policies from the sports coaches are preventing key individuals from being involved.

*After students have worked individually for about 5 minutes bring them together and have work with a partner to further fill in information in each of the four areas. An additional blank SWOT chart can be found on **page 28** in the learning journal.*

While students are working, post four posters in the room with the four key areas (Strengths, Weaknesses, Opportunities, Threats). Bring the group back together after another 5 minutes of discussion in smaller groups. Instruct students to move around the room and populate the posters with their group's thoughts.

Excellent thinking! These are some real issues that will help our chapter improve in the next year. Take a moment and review the thoughts from other groups. What questions do you have for other groups regarding what they had to say?

Transition to the Application

Let's move ahead and think about how we can target in on a few of these issues over the next year.



Application (Why is it important and where will I use it?)

Identifying Goals – 25 minutes

Goal: To identify a set of goals for improving the use and development of the chapter POA.

Provide students with a marker. Allow each person to have seven votes. They must choose at least one item in each category for their first four votes, but they may use the remaining three votes in any of the categories. For instance, they may use the remaining three votes to emphasize the importance of one of the issues they already voted on. Or, they may use the remaining votes to select a new issue in any one of the four categories.

For more tips on setting and working toward goals as an officer team consult the advisors guide.

Have students consider the following question as they distribute their vote: What issues, if addressed, will help us to better accomplish our purpose as a chapter: student development, chapter development, and community development?

Think about this question: What issues, if addressed, will help us to better accomplish our purpose as a chapter? Let's take a look at what is important to each other. You have a marker in your hand. Each person has seven votes. You must choose at least one issue in each of the four categories. The remaining three votes can be cast however you wish. Everything may seem important, but we cannot accomplish everything. Think about what will bring us the biggest impact based upon your experience. Vote by putting a check next to the issue. Keep in mind that strengths may be areas we can also improve upon –



just because we're good at it doesn't mean we cannot get better.

After students have cast votes. Identify the top 4 to 7 issues for the group to consider turning into goals for the officer team within the next year. It is probably best to stick to four issues right now rather than tackling seven. If the other three are vital complete the following activity for those issues at a later time. Copy the chosen 4-7 issues onto a clean tear-sheet for the group to review together.

Is this list the right (four to seven) things to work on in the next year? Let's think about it using SMART criteria. You heard about that in the last session.

Are these all specific issues? Elicit responses. If not very specific try to clarify the issue to make it more specific.

Could we measure whether or not we've improved each of these seven things? How? *Elicit responses. Capture the ideas for how to measure each.*

Are these attainable within a year long time-frame? If not, how can we scale it back to ensure we accomplish the goal before the year is over? *Elicit responses and capture ideas.*

Is this realistic? If not, how could we address the issue in a realistic way? *Elicit responses. One thing to caution students about here is that some issues are out of your and their control. For example, the sports program may have a policy about attendance at practices that hurt your attendance from members who do both activities. However, it is likely not realistic to just create your own policy to force students to choose. Everyone loses at that point. It is realistic though to set a goal to explore, through a survey, when the most people in the chapter are available for activities and then plan activities during those times.*

Finally, is this goal trackable? How can we track our progress throughout the year? *Elicit responses and capture ideas.*

Show students an example goal and steps.

*Divide students into four groups and have them further refine one of the four goals. Remind them to utilize SMART criteria as they work through it. Encourage them to remember that the goal need not be longer than one sentence. After they have written the goal they should also think of a few actions they can take to meet the goal. **Ultimately the goals set here should end up in the "Chapter Plan" section of the learning journal. This section begins on page 55. Finalized goals and action steps belong in the top section on this page. Wait to write them in, time is built in during the final session to finalize these goals and put them in the "Chapter Plan".***

Let's turn these thoughts into goals. Here's an example of what a goal might look like:
Increase attendance at all chapter events by 25%.

Step 1: Publicize the dates and times for events at least one month ahead of time

Step 2: Publish dates and times for all activities in the monthly newsletter

Step 3: Send members an e-mail reminder about upcoming events at least 10 days before the event



Your task is to work with a couple other people on the team to develop each of these into a written goal. For now we will focus on these four most important issues. The goal you write should meet SMART criteria so utilize the additional ideas we generated during our discussion. Lastly, your small group should identify a few steps to help us accomplish the goal.

Partner up with another person (or two people if necessary).

Who's willing to take the first issue? The second? The third? And the Fourth?

Excellent! You have 10 minutes to create the goal and identify some steps. You have space on **page 29** in the learning journal to complete your task.

Transition into the review and close.

Way to go! This session certainly accomplished quite a lot for our chapter. We have really got some things to look forward to in the next year. Let's put a wrap on this and get ready for more!

Review & Close



A to Z Summary – 10 minutes

Goal: To review the session content, tie back to the connection at the beginning of the session, and preview the next session.

*Review the session by students thinking of words and phrases that define things they learned during the session (you may skip X or substitute X with a word that phonetically sounds like X such as *Excellent goals were set*).*

I am so proud of how far you've come during the conference! You are thinking and talking like true leaders!

Let's think back on your learning during this session and identify highlights. Circle up in the middle of the room.

This is a comprehensive summary! Some call it everything from A to Z. Who's willing to go first? (Without knowing what they have to do. 😊)

Okay, _____ will start us out by saying a word or phrase from the session that starts with the letter A. Like "All goals should be SMART." Then we will move clockwise around the circle. The next person must say a word or phrase related to the session that starts with the letter B. And we continue until we have said something for every letter of the alphabet. I bet we can get this done in 3 minutes so think quickly. When we get to X I'll help you out. Let's go!

Allow students about 3 minutes to complete the task.

During the next sessions you'll have some time to really dig deeper into each of the three areas of the program of activities. One of my favorite aspects of this conference is the fact that we come together and have an opportunity to share ideas with others. The next few sessions will



provide you with an opportunity to share ideas and brainstorm new ideas for potential activities to add to our POA in the next year. Be prepared to dig in and bring back some great ideas to our chapter.

You now have a break. Please report to your rooms with your team by _____.



Roadmap to Success

Community Development: Select-A-Sessions



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 60 minutes	Materials Needed
Connection: 10 minutes Objectives 1-4: 45 minutes Review: 5 minutes	<input type="checkbox"/> Learning Journals <input type="checkbox"/> Flip Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Pens
Flipcharts to Create	Special Notes
<input type="checkbox"/> Definition of Community Development <input type="checkbox"/> Poster for Specific Select-a-Session Topic <input type="checkbox"/> Instructions for Developing the Newscast	A/V Needs: None Other special needs: None



Session Topics:

- What is community development?
- What is one aspect (quality standard) outlined for community development in the POA?



Overall Session Goal:

Participants will leave the session with at least three activity ideas related to one aspect of community development.



Objectives

1. Define community development.



2. Define one aspect of community development.
3. Share ideas from current chapter projects.
4. Brainstorm ideas for future chapter efforts.

NOTE to Facilitators:

As students generate ideas they will address only one of the five areas of community development in your session. However everyone will do the same opening activity related to defining community development. It would be helpful for you to familiarize yourself with the area you are teaching about so that you can provide solid examples. For example, if you are specializing in activities related to economic issues in the community then you should have some excellent ideas about encouraging economic development to share. Great resources to consult are previous copies of the National FFA Organization's Model's of Innovation publication.

Connection  & Preview 

Activity: What is community development?– 10 minutes

Goal: To elicit information about what students already know and think about community development.

Students create a story about what community development is using a fictitious characters named Freddy and Frannie FFA.

We've got a couple individuals who are in need of your wise guidance. Meet Franny and Freddy FFA. They want to do something worthwhile for their community. They've heard about the idea of community development, but need some more guidance from you. Your task is to create a story about Franny and Freddy FFA that depicts them doing something that is related to Community Development. After listening to the story we should have a pretty good grasp on what you personally define as FFA's role in community development. You'll have five minutes to create the story and prepare to tell it to the group. You may work in groups of three or four. Find someone close to you and begin!

Allow the groups 1-2 minutes to share their story. Clarify what they perceive Community Development to be about after each performance.

I'm impressed! You came up with some creative activities that all relate to different aspects of community development. Community development isn't just about doing an annual trash pick-up on the side of the road. There's so much more to it.

Preview the Session – 1 min or less

This session will provide us with a definition of community development and some concrete ideas for one area of community development that we can take back to our home chapter and implement.



Transition into the content

There's a lot to look at in a short amount of time! Let's stay focused and remember that our goal is to generate ideas! Put on your creative caps.

Objective #1: Define community development.

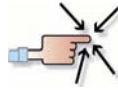
Objective #2: Define one aspect of community development.

Objective #3: Share ideas from current chapter projects.

Objective #4: Brainstorm ideas for future chapter efforts.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: What is community development?– 15 minutes

Goal: To come to a common definition for community development. Explain the particular aspect of community development on which this select-a-session is focused. Students may take notes on **page 30** of the learning journal.

What are some of the different aspects of your community? *Elicit responses. Listen for things like: different kinds of people (diversity); different kinds of business; local government; agriculture; etc.*

All of these things represent different aspects of your local community. Let's take a look at some common aspects your chapter should consider when thinking about community development.

Reveal a poster with the following definition for community development.

Community development involves FFA chapters making the community a better place to live and work by contributing to issues such as the local:

- economy
- environment
- human resources
- citizenship
- agricultural awareness

Our focus today will be on generating ideas related to _____. (*Insert the name of the area you will be working on.*)

Let's go ahead and define our area a little further.

Use the following list of definitions to prepare a poster that defines your particular area for this select-a-session. Reveal that poster and get some feedback about whether students understand the area or need more help in defining the particular purpose of that aspect.



- **Economic** activities conducted to improve the economic welfare of the community
- **Environmental** activities conducted to preserve the natural resources and develop more environmentally responsible individuals
- **Human resources** activities conducted to improve the welfare and well-being of members and citizens of the community
- **Citizenship** activities conducted to promote and encourage members to become active, involved citizens of their school, community and country
- **Agricultural awareness** activities conducted to help the public become better informed about the food system and related agricultural issues

Turn to **page 30** in your learning journal. Take a minute and write down one of the activities your chapter does to contribute to this particular aspect of community development. If you don't have an activity currently work with someone near you and have them tell you about their activity.

Debrief by having students share some of the examples they wrote down or explained to peers. Listen to make sure that the ideas are on target for this particular area of community development. If they are not on target try to think of a way that the idea could be tweaked to more closely address the particular area you are focused on. Create a list of the activities shared. Remember the goal is sharing ideas so it's okay to slow down here and let students share. Encourage them to write down ideas and contact information if they hear something they think will work well in their home chapter.

Transition to the Application

Those are some great activities. Let's build upon the experience we have in the room and see if we can generate some more ideas.



Application (Why is it important and where will I use it?)

Brainstorming New Activities – 30 minutes

Goal: Engage all students in generating new ideas for activities related to your particular area of community development.

Divide students into three or four groups. Have each group take a sheet of flipchart paper. They are to generate a new activity and then report on the activity as if they are news anchors on the local news. The key questions they should address in their news report include:

- *(WHAT) The name of the activity and a brief description*
- *(WHO) Who was involved (i.e. members, teachers, community members, etc)*
- *(WHY) The purpose of the activity*
- *(WHEN) When the activity occurred (what time of year is most appropriate for this activity)*
- *(WHERE) Where was the activity carried out*
- *(HOW) How the activity was organized and conducted.*
- *(HOW MUCH) How much the activity cost the FFA chapter and/or how much the activity generated for the local community.*

Your goal is to generate a new activity that fits into the area we've been discussing. Here's



what the next few minutes will look like when you hear the phrase “Let’s go Live”.

Show students a flipchart with the instructions listed out as follows:

- *Get in groups of three to five*
- *Brainstorm a list of possible new activities that would fit within our aspect of community development*
- *Select one activity to focus on and answer the following:*
 - *What – Name of the activity and a brief description*
 - *Who – Who is involved*
 - *Why – The purpose of the activity*
 - *When – When is the best time to conduct the activity*
 - *Where – Where was the activity conducted*
 - *How – How would a chapter do this*
 - *How Much – How much would the activity cost an FFA chapter and/or how much would the activity generate for the local community?*
- *Prepare a skit of a newscast that features a story about the activity – make sure the newscast addresses each of the questions listed.*

You have 15 minutes to complete the task. You’ll find space on **page 31** in the learning journal to capture notes now and during other presentations. What questions are there? Let’s go Live!

*Allow students time to finish the task. Have each group share the information. Try to keep them on track in case the skits go overboard. Encourage students to track ideas using the pages provided in the learning journal on **page 31**.*

Transition to Review and Close

Those were excellent ideas! Congratulations on your creativity! Let’s put a wrap on this session.

Review & Close



Preparing an Idea to Share with the Local Chapter – 5 minutes

Goal: To identify one new idea to share with the local chapter.

Later today you’ll have an opportunity to share ideas gathered during the select-a-sessions with your fellow chapter officers. Let’s take a moment to identify the activity you’ll share. Make sure you’ve captured the WHAT, WHO, WHY, WHEN, WHERE, HOW & HOW MUCH for the activity you plan to share. If you need more information consult the group that shared that activity. You may get up and move around to gather the details if you need to.

Allow students about 3 minutes to complete the task.

During the next session you’ll gather ideas related to Chapter Development. Thanks for your creativity and enthusiasm for making your chapter better.

You now have a break. Please report to your rooms with your team by _____.



Roadmap to Success

Chapter Development: Select-A-Sessions



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 60 minutes	Materials Needed
Connection: 10 minutes Objectives 1-4: 45 minutes Review: 5 minutes	<input type="checkbox"/> Learning Journals <input type="checkbox"/> Flip Chart Paper <input type="checkbox"/> Markers <input type="checkbox"/> Pens
Flipcharts to Create	Special Notes
<input type="checkbox"/> Definition of Chapter Development <input type="checkbox"/> Poster with Specific Select-A-Session Topic <input type="checkbox"/> Instructions for Developing Year-Book Page	A/V Needs: None Other special needs: None



Session Topics:

- What is chapter development?
- What is one aspect (quality standard) outlined for chapter development in the POA?



Overall Session Goal:

Participants will leave the session with at least three activity ideas related to one aspect of chapter development.



Objectives

1. Define chapter development.
2. Define one aspect of chapter development.



3. Share ideas from current chapter projects.
4. Brainstorm ideas for future chapter efforts.

NOTE to Facilitators:

As students generate ideas they will address only one of the five areas of chapter development in your session. However everyone will do the same opening activity related to defining chapter development. It would be helpful for you to familiarize yourself with the area you are teaching about so that you can provide solid examples. For example, if you are specializing in chapter recruitment programs then you should have some excellent ideas about encouraging recruitment to share. Great resources to consult are previous copies of the National FFA Organization's Model's of Innovation publication.

Connection  & Preview 

Activity: What is chapter development?– 10 minutes

Goal: To elicit information about what students already know and think about chapter development.

Students identify and sing a song that describes what they believe chapter development is all about.

Tune in and turn up your stereo! Have you ever been listening to the radio and the song playing makes you think of a particular memory? Think of an activity your chapter does to improve the well-being and continuation of the FFA at your school. Now, try to think of a song that represents the activity you have in mind. For example, I thought of my chapter's junior high agriculture club. It's one of our recruitment activities we do. When I think of the activity I think of Alabama's song "In a Hurry." "I'm in a hurry to get things done, oh I rush and rush until life's no fun." We always seem to be rushing around to get the program together for the junior high students each month. But in the end it really is a lot of fun and a great recruitment activity. You try it out. Work with three or four other people and come up with one idea to share with the rest of the group.

Allow groups 1 to 2 minutes to share the one song and activity around the room.

Those things we do with our chapter have so many memories attached to them. Let's take a closer look at chapter development.

Preview the Session – 2 min or less

This session will provide us with a definition of chapter development and some concrete ideas for one area of chapter development that we can take back to our home chapter and implement.

Transition into the content

There's a lot to look at in a short amount of time! Let's stay focused and remember that our goal is to generate ideas!



Objective #1: Define chapter development.

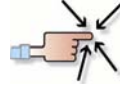
Objective #2: Define one aspect of chapter development.

Objective #3: Share ideas from current chapter projects.

Objective #4: Brainstorm ideas for future chapter efforts.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: What is chapter development?– 15 minutes

Goal: To come to a common definition for chapter development. Explain the particular aspect of chapter development on which this select-a-session is focused. Students may take notes on **page 32**.

What are some of the different aspects of keeping your chapter operating from year to year? *Elicit responses. Listen for things like: coming up with activities that appeal to different people; thinking of ways to recruit new members; making money for the chapter.*

All of these things represent different aspects of your local chapter. Let's take a look at some common aspects your chapter should consider when thinking about chapter development activities.

Reveal a poster with the following definition for chapter development.

Chapter development involves FFA members ensuring the livelihood of the entire chapter better by addressing issues such as:

- Chapter recruitment
- Chapter finances
- Public relations
- Leadership
- Support Groups

Our focus today will be on generating ideas related to _____. (*Insert the name of the area you will be working on.*)

Let's go ahead and define our area a little further.

Use the following list of definitions to prepare a poster that defines your particular area for this select-a-session. Reveal that poster and get some feedback about whether students understand the area or need more help in defining the particular purpose of that aspect.

- **Chapter recruitment activities** conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation
- **Financial activities** conducted to encourage thrift and good financial management among members through earnings, savings and investments
- **Public relations activities** conducted to promote a positive image and inform students, parents, school officials and community about chapter members



accomplishments

- **Leadership activities** conducted to develop teamwork and cooperative skills among chapter officers, committees and members
- **Support group activities** conducted to develop and maintain positive relations among the FFA, parents, community leaders and industry

Turn to **page 32** in your learning journal. Take a minute and write down one of the activities your chapter currently does in this area of chapter development. If you don't have an activity currently work with someone near you and have them tell you about their activity.

Debrief by having students share some of the examples they wrote down or explained to peers. Listen to make sure that the ideas are on target for this particular area of chapter development. If they are not on target try to think of a way that the idea could be tweaked to more closely address the particular area you are focused on. Create a list of the activities shared. Remember the goal is sharing ideas so it's okay to slow down here and let students share. Encourage them to write down ideas and contact information if they hear something they think will work well in their home chapter.

Transition to the Application

Those are some great activities. Let's build upon the experience we have in the room and see if we can generate some more ideas.



Application (Why is it important and where will I use it?)

Brainstorming New Activities – 30 minutes

Goal: Engage all students in generating new ideas for activities related to your particular area of chapter development.

Divide students into three or four groups. Have each group take a sheet of flipchart paper. They are to generate a new activity and then develop a poster that would be like a page in the yearbook about the activity. The key questions they should address in their yearbook page include:

- *(WHAT) The name of the activity and a brief description*
- *(WHO) Who was involved (i.e. members, teachers, community members, etc)*
- *(WHY) The purpose of the activity*
- *(WHEN) When the activity occurred (what time of year is most appropriate for this activity)*
- *(WHERE) Where was the activity carried out*
- *(HOW) How the activity was organized and conducted.*
- *(HOW MUCH) How much the activity cost the FFA chapter and/or how much the activity generated for the local community.*

Your goal is to generate a new activity that fits into the area we've been discussing. Here's what the next few minutes will look like when you hear the phrase "Snapshot".

Show students a flipchart with the instructions listed out as follows:

- *Get in groups of three to five*
- *Brainstorm a list of possible new activities that would fit within our aspect of chapter development*



- *Select one activity to focus on and answer the following:*
- *What – Name of the activity and a brief description*
- *Who – Who is involved*
- *Why – The purpose of the activity*
- *When – When is the best time to conduct the activity*
- *Where – Where was the activity conducted*
- *How – How would a chapter do this*
- *How Much – How much would the activity cost an FFA chapter and/or how much would the activity generate for the local chapter?*
- *Prepare a poster that looks like a page from the yearbook that features the activity you just created – make sure the yearbook page addresses each of the questions listed.*

You have 20 minutes to complete the task. What questions are there? You'll find space to capture ideas on **page 33** of the learning journal. Let's go Live!

*Allow students time to finish the task. Have each group share the information. Have the students share their posters at the end of the working time. Encourage students to track ideas using the pages provided in the learning journal on **page 33**.*

Transition to Review and Close

Those were excellent ideas! Congratulations on your creativity! Let's put a wrap on this session.



Review & Close

Preparing an Idea to Share with the Local Chapter – 5 minutes

Goal: To identify one new idea to share with the local chapter.

Later today you'll have an opportunity to share ideas gathered during the select-a-sessions with your fellow chapter officers. Let's take a moment to identify the activity you'll share. Make sure you've captured the WHAT, WHO, WHY, WHEN, WHERE, HOW & HOW MUCH for the activity you plan to share. If you need more information consult the group that shared that activity. You may get up and move around to gather the details if you need to.

Allow students about 3 minutes to complete the task.

During the next session you'll gather ideas related to Student Development. Thanks for your creativity and enthusiasm for making your chapter better.

You now have a break. Please report to your rooms with your team by _____.



Roadmap to Success

Student Development: Select-A-Sessions



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 60 minutes	Materials Needed
Connection: 10 minutes Objectives 1-4: 45 minutes Review: 5 minutes	<input type="checkbox"/> Learning Journal <input type="checkbox"/> Flip Chart Paper <input type="checkbox"/> Markers <input type="checkbox"/> Pens <input type="checkbox"/> 5-6 Canisters of Play-doh <input type="checkbox"/> Typing Paper
Flipcharts to Create	Special Notes
<input type="checkbox"/> Definition of Student Development <input type="checkbox"/> Poster for Specific Select-a-Session Topics <input type="checkbox"/> Instructions for Developing Sculptures	A/V Needs: None Other special needs: None



Session Topics:

- What is student development?
- What is one aspect (quality standard) outlined for student development in the POA?



Overall Session Goal:

Participants will leave the session with at least three activity ideas related to one aspect of student development.



Objectives

1. Define student development.



2. Define one aspect of student development.
3. Share ideas from current chapter projects.
4. Brainstorm ideas for future chapter efforts.

NOTE to Facilitators:

As students generate ideas they will address only one of the five areas of student development in your session. However everyone will do the same opening activity related to defining student development. It would be helpful for you to familiarize yourself with the area you are teaching about so that you can provide solid examples. For example, if you are specializing in SAE programs then you should have some excellent ideas about encouraging SAE programs to share. Great resources to consult are previous copies of the National FFA Organization’s Model’s of Innovation publication.

Connection  & Preview 

Activity: What is student development?– 10 minutes

Goal: To elicit information about what students already know and think about student development.

Students identify an activity related to their conception of student development and share that with roving reporters.

Let’s head back to the evening news! There’s a breaking story happening in your hometown. Think of an activity your chapter does in an effort to provide individual students with an opportunity to grow. For example, I think of the supervised agricultural experience programs our students had. We held an annual SAE tour where we spent a day traveling around the area on a bus visiting senior’s SAE programs in an effort to encourage younger members to develop their own.

Who’s got an example to share? Show your hands. Those with your hands in the air right now are going to be the interviewees on the nightly news. Stand up and spread out around the room. Everyone else you’re the roving reporters – out to “get the story.” When you hear “Live on the scene” get up and travel around the room to interview as many of the interviewees as possible. Your goal is to gather at least 5 stories in under 3 minutes. So move quickly.

Demonstrate what it might sound like with one of the interviewees who volunteered earlier.

It might sound something like this. Yes, we’re live in... what’s your hometown name? We’re here in Steelville where I’ve got a live feed from... what’s your name? Yes from Meghan. She just finished... what was the activity? Yes, she just finished an SAE tour. Tell our viewers more about that Meghan.

“Get the Story”

Allow reporters 3 minutes to rove around and gather stories. Follow-up with the reporters.



Thank you to our interviewees and reporters. Reporters what's the beat on the street? What were some of the activities you heard about?

Get some responses from the reporters about what interviewees shared. Then ask reporters if they had some cool ideas but didn't get to share.

Preview the Session – 2 min or less

This session will provide us with a definition of student development and some concrete ideas for one area of student development that we can take back to our home chapter and implement.

Transition into the content

There's a lot to look at in a short amount of time! Let's stay focused and remember that our goal is to generate ideas!

Objective #1: Define student development.

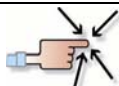
Objective #2: Define one aspect of student development.

Objective #3: Share ideas from current chapter projects.

Objective #4: Brainstorm ideas for future chapter efforts.



Support (How to teach...)



Point (What to teach?)

Facilitated Discussion: What is student development?– 20 minutes

Goal: To come to a common definition for student development. Explain the particular aspect of student development on which this select-a-session is focused. Students may take notes on **page 35**.

What are some of the things we have in our organization to encourage individual growth? *Elicit responses. Listen for things like: SAE's; Proficiency Awards; the Star Award Program, Chapter Degrees, Greenhand Degrees, and leadership camps and conferences.*

All of these things represent different aspects that provide opportunities for individual student development. Let's take a look at some common aspects your chapter should consider when thinking about student development activities.

Reveal a poster with the following definition for student development.

Student development involves personal and group activities that improve members' life skills through:

- Leadership development
- Promoting Health Lifestyles
- Supervised Agricultural Experience Programs
- Scholarship
- Agricultural Career Skills

Our focus today will be on generating ideas related to _____. (*Insert the name of the area you will be working on.*)

Let's go ahead and define our area a little further.

Use the following list of definitions to prepare a poster that defines your particular area for this select-a-session. Reveal that poster and get some feedback about



whether students understand the area or need more help in defining the particular purpose of that aspect.

- **Leadership development activities** that help the individual develop technical, human relations and decision-making skills to enhance personal success
- **Healthy lifestyles activities** that promote the well-being and self-esteem of students, either mentally or physically
- **Supervised agricultural experience activities** that promote student involvement and growth through agriculture-related experience and/or Entrepreneurship
- **Scholarship activities** that develop a positive attitude toward lifelong learning experience
- **Agricultural career skills activities** that develop agricultural occupation and career skills through a progressive learning environment

Turn to **page 35** in your learning journal. Take a minute and write down one of the activities your chapter currently does in this area of student development. If you don't have an activity currently work with someone near you and have them tell you about their activity.

Debrief by having students share some of the examples they wrote down or explained to peers. Listen to make sure that the ideas are on target for this particular area of student development. If they are not on target try to think of a way that the idea could be tweaked to more closely address the particular area you are focused on. Create a list of the activities shared. Remember the goal is sharing ideas so it's okay to slow down here and let students share. Encourage them to write down ideas and contact information if they hear something they think will work well in their home chapter.

Transition to the Application

Those are some great activities. Let's build upon the experience we have in the room and see if we can generate some more ideas.



Application (Why is it important and where will I use it?)

Brainstorming New Activities – 10 minutes

Goal: Engage all students in generating new ideas for activities related to your particular area of student development.

Divide students into three or four groups. Have each group take a sheet of flipchart paper. They are to generate a new activity and then develop a sculpture using play-doh that represents the activity. The key questions they should address as they explain their sculpture include:

- *(WHAT) The name of the activity and a brief description*
- *(WHO) Who was involved (i.e. members, teachers, community members, etc)*
- *(WHY) The purpose of the activity*
- *(WHEN) When the activity occurred (what time of year is most appropriate for this activity)*
- *(WHERE) Where was the activity carried out*
- *(HOW) How the activity was organized and conducted.*
- *(HOW MUCH) How much the activity cost the FFA chapter and/or how much the activity generated for the local community.*

Your goal is to generate a new activity that fits into the area we've been discussing. Here's what the next few minutes will look like when you hear the phrase "Create".

Show students a flipchart with the instructions listed out as follows:



- *Get in groups of three to five*
- *Brainstorm a list of possible new activities that would fit within our aspect of student development*
- *Select one activity to focus on and answer the following:*
- *What – Name of the activity and a brief description*
- *Who – Who is involved*
- *Why – The purpose of the activity*
- *When – When is the best time to conduct the activity*
- *Where – Where was the activity conducted*
- *How – How would a chapter do this*
- *How Much – How much would the activity cost an FFA chapter and/or how much would the activity generate for development of local members?*
- *Create a sculpture that represents the activity you created – attach a sheet of typing paper to the sculpture that addresses each of the questions listed.*

You have 20 minutes to complete the task. What questions are there? You'll find some space to capture ideas on **page 35**. Create!

*Allow students time to finish the task. Have each group share the information. Have the students share their posters at the end of the working time. Encourage students to track ideas using the pages provided in the learning journal on **page 35**.*

Transition to Review and Close

Those were excellent ideas! Congratulations on your creativity! Let's put a wrap on this session.



Review & Close

Preparing an Idea to Share with the Local Chapter – 10 minutes

Goal: To identify one new idea to share with the local chapter.

Later today you'll have an opportunity to share ideas gathered during the select-a-sessions with your fellow chapter officers. Let's take a moment to identify the activity you'll share. Make sure you've captured the WHAT, WHO, WHY, WHEN, WHERE, HOW & HOW MUCH for the activity you plan to share. If you need more information consult the group that shared that activity. You may get up and move around to gather the details if you need to.

Allow students about 3 minutes to complete the task.

During the next session you'll bring all of the ideas you've captured back to your chapter during a team debrief session. Remember, your goal is to just generate new ideas or build on current ideas and then take them back to your chapter committees for further development. Remember your role is to share the information and then help them to make the project happen.

You now have a break. Please report to your rooms with your team by _____.



Roadmap to Success: Team Debrief – Select-a-Sessions



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 60 minutes	Materials Needed
Connection: 5 minutes Objective 1 & 2: 45 minutes Review: 10 minutes	<input type="checkbox"/> Learning Journal <input type="checkbox"/> Markers <input type="checkbox"/> Flip Chart paper <input type="checkbox"/> Typing Paper (3 sheets per student) <input type="checkbox"/> Masking Tape <input type="checkbox"/> Advisors Guide
Flipcharts to Create	Special Notes
<input type="checkbox"/> Numbers, numbers, numbers game poster <input type="checkbox"/> Student Development <input type="checkbox"/> Community Development <input type="checkbox"/> Chapter Development <input type="checkbox"/> Increasing Acceptance of Our Ideas <input type="checkbox"/> POA Action Plan <input type="checkbox"/> Before/ After Poster	A/V Needs: None Other special needs:



Session Topics:

- What great ideas did you identify during the select-a-sessions?
- How will we take those ideas back to the chapter?
- How can we create buy-in from chapter members?



Overall Session Goal:



Participants will leave the session with a plan for sharing the ideas gathered during the select-a-sessions with the appropriate individuals in the chapter.



Objectives

1. Share ideas gathered during select-a-sessions.
2. Identify an action plan to sharing the ideas appropriately with the chapter.

Connection



& Preview



Numbers Numbers Numbers – 5 minutes

Goal: To provide a quick orientation to this session.

Present the following word problems to students on a tear-sheet at the front of the room.

Welcome back!

Before we get started, there's something that needs to be solved.

Set everything down. You can have nothing in your hands. In just a moment you'll see a list of numbers. The list will be important. So remember each number in the list to the best of your ability.

Reveal flipchart – Don't let them look at it long enough to get a strategy to remember. The point is that they won't remember all of them.

FLIPCHART: 289, 393, 483, 650, 1833, 4, 2332, 5403, 383, 503, 494, 5555

Cover flipchart.

Now pick up your pens and learning journals books. Use a blank note page in the back of the learning journal to add up all of those numbers.

- What did everyone get? *Correct answer is 18,322*
- Why did nobody get the correct answer?
- How is this scenario similar to you taking all the ideas you gathered in the last three sessions home to our chapter?
- What happens when people feel as though you just throw information at them? Whether its at school, chapter meetings, or sports?
- How can we approach taking the ideas we have back home and sharing them effectively?

Preview the Session – 2 min or less

This session is jam packed! We will hear a number of ideas from team members very briefly. However, the most valuable part of the session will be answering the question – How can we approach taking the ideas we have back home and share them effectively? The new ideas you gathered are far too important to not be shared at home. More importantly, we have to find a way to share the ideas so that we create buy-in from our fellow members. We will walk away




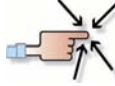
from this session with an action plan for taking the ideas we gathered during the select-a-sessions home to our chapter.

Transition into the content

Just like other team sessions. The rubber meets the road as we start to make the ideas we've tossed around at this conference very real for our chapter.

Objective #1: Share ideas gathered during Select-a-Sessions.

Objective #2: Identify an action plan to sharing the ideas appropriately with the chapter.

 Support (How to teach...)	 Point (What to teach?)
Facilitated Discussion: What ideas did you gather during the last three hours?– 20 minutes Goal: To facilitate the sharing of ideas and learning from the select-a-sessions.	
<p><i>Place three posters around the room. Label each poster with one of the following: Student Development, Chapter Development, Community Development. Fill in the quality standard areas for each of the three POA divisions on the posters so that you have the following lists posted on the wall for the activity.</i></p> <p><i>Student Development</i></p> <ul style="list-style-type: none">▪ Leadership development▪ Promotion of Healthy Lifestyles▪ Supervised Agricultural Experience Programs▪ Scholarship Activities▪ Agricultural Career Skills <p><i>Chapter Development</i></p> <ul style="list-style-type: none">▪ Chapter recruitment▪ Financial Stability▪ Public Relationships▪ Leadership▪ Support Groups <p><i>Community Development</i></p> <ul style="list-style-type: none">▪ Economic development activities▪ Environmental activities▪ Human Resources development activities▪ Citizenship development activities▪ Agricultural Awareness activities	
<p><i>Students create three smaller posters using typing paper provided representing the ideas they wish to share with the chapter. Each poster represents one of the three</i></p>	



select-a-sessions they attended. The poster should show a picture of the activity (as if they were preparing it for the reporter's scrapbook) and answers to the following questions:

- *What is the activity*
- *Who is involved*
- *How would it be carried out*
- *When could it be carried out*
- *Where would it be carried out*
- *Why carry it out – benefits to the chapter*

Have students post the smaller posters around the appropriate poster (student, community or chapter) on the wall using the tape provided.

For more information on structure, development, and use of the chapter's POA see the advisor's guide.

During the past few sessions you gathered a number of new ideas. I am excited to hear those ideas and I imagine that your colleagues are interested in seeing what you have to say too! Let's get right to it. During the past few sessions we explored the three divisions of the POA. Who can summarize what the Chapter Development division is all about? *Elicit responses.*

How about summarizing the Community Development division? *Elicit responses.*

Finally, what is the Student Development division all about? *Elicit responses.*

You each explored different aspects of these three divisions of our Program of Activities. Let's learn more about those aspects by hearing about the great ideas you brought back.

When I say "Report!" you'll know it is time to begin working. Your goal is to create three posters. Each poster should represent one idea for an activity to conduct from each select-a-session you attended. For example, if I attended the session on Agricultural Awareness during the Community Development select-a-sessions then I'm going to report back on an idea I heard for an ag awareness activity that our chapter could implement. Make sure your posters briefly explain the following:

- What is the activity
- Who is involved
- How would it be carried out
- When could it be carried out
- Where would it be carried out
- Why carry it out – benefits to the chapter

Try to draw us a picture of something that represents the activity as a way to dress up the poster you create. We don't have a lot of time, so focus your efforts on representing a cool idea in a short period of time. These do not have to be ready to present to our local advisory committee or school board. ☺ Just get us the "need to know" info. Markers and paper can be found at the front of the room. When you have your poster created post it on the wall next to the related larger poster (Student, Community, or Chapter). If you have a question please raise your hand and I'll find my way around to you after we begin. Report!

Allow students 10 minutes to complete the activity. Let them know when they have one minute left, and again when they have 30 seconds left.



At the end of 10 minutes have students do a short gallery walk where they travel around the room looking at the various ideas posted on the wall. Encourage them to ask questions about the activity with the person who brought it forward to the group.

Excellent! Let's learn more from each other. When an artist releases a new collection of paintings they often hold a gallery walk. This is an event where the artist hangs his or her paintings in a gallery and then invites others to walk around and view them. The artist is present to be able to discuss the paintings when others have a question.

We will gallery the room to learn more about the ideas posted on the walls. If you have questions find the person who posted the idea and have them tell you more. The idea is to keep moving and make it around to see all of the ideas. Take along your learning journals and jot down some notes for our discussion about how to take these ideas back to our chapter. Use **page 36** to capture your thoughts.

Allow 5 minutes for students to gallery the room.

Transition to the Application

Let's think about the most appropriate way to take this information back home to our chapter.



Application (Why is it important and where will I use it?)

Facilitated Discussion – How should we present these ideas to our chapter? – 25 minutes

Goal: Engage students in thinking about the best approach to delivering this information to colleagues at home.

We have some great ideas to take back home and share with our chapter. What are some benefits these ideas can bring to our chapter? *Elicit responses.*

It is easy to be really excited about implementing each of these ideas. However, let's keep in mind that one of the benefits of having a strong POA is involving 100% of the membership. We need to be mindful about how we approach sharing these ideas when we go back home. Let's take a minute and put ourselves in the shoes of someone who is not at this conference.

Imagine that you did not come to the conference, but I did. I come back to the chapter all excited, talking about (choose one of the activities) that will totally make our chapter better. What are some reactions you might give this person? *Elicit responses. Listen for: Rejection of the idea because it doesn't sound feasible or fun. Rejection because it feels like an activity we already do. Rejection because I wasn't a part of the decision making process. Acceptance of the idea because it is genuinely cool and new. Acceptance because it is similar to an idea I wanted to implement last year. Etcetera.*

If we know that the reactions could be quite mixed between rejection and acceptance what should we do to increase the acceptance of the ideas as we offer them to the chapter? Let's make a list. *Elicit responses. Listen for: provide the basic details and the idea, but make sure the committee feels authority to alter and change the idea as they work to plan for its implementation. Give members options. Don't assume all of the ideas are going to*



go over well and be implemented. Find a way to capture the ideas and then present them to the committee leaders in a way that demonstrates they can be involved in building on the idea. Etcetera.

The idea here is to get students talking about appropriate ways to encourage buy-in on these ideas and generation of other ideas with chapter members. Some ideas include:

- Creating a list of ideas gathered and providing them to the committees during their first meeting – answering their questions and turning the reins over to them for implementing the best ideas
- Providing contact information for the chapter who provided the idea and letting committee members take over in learning more
- Holding some sessions similar to the select-a-sessions for the chapter committees so that they too can generate ideas. Use the ideas presented here as starters for the conversations with local members.
- Talking one-on-one to generate buy in from committee leaders.

So how will we approach taking the ideas back and fostering buy-in through the development of our POA for the coming year?

Create a list of actions related to the development/revision of your chapter's POA. Some of the actions listed should address how to take new ideas back home and create buy-in from all chapter members. **Ultimately the action plan for developing the POA should be captured in the Chapter Plan section of the learning journal. The section for your chapter's POA Development action plan can be found on page 55. Time is provided in the final team debrief to complete this particular section. This note is provided to make you aware of the end result of this conversation.** Make sure to list the action, identify who is in charge, and list a due date. The list should look like this:

POA DEVELOPMENT: Action Plan

<u>Action</u>	<u>Who's Responsible</u>	<u>Due Date</u>
EX: Compile ideas from COLT	Angela	8/31/07
EX: Schedule meetings w/ Committees	Trent	9/12/07

Students may capture their copy of the action plan in their learning journal on **page 36**.

Transition to Review and Close

Superb work! Let's bring this session in for a smooth landing!



Review & Close

Before and After Summary – 10 minutes

Goal: Students summarize learning by thinking about what they thought on the topic before they came to the session. They then summarize their thinking after the discussion held during the session.



Draw a chart on a tear sheet at the front of the room that looks like the following:

Chapter Officer's Role in Bringing Back New Ideas



Example of items in the before list: Chapter officers are responsible for generating all new ideas for the chapter.

Example of item for after list: Chapter officers hear new ideas, and work to create buy-in for implementing the new ideas.

You continue to amaze me! I often find myself thinking – wow these folks are a real set of leaders!

This session provided you with an opportunity to see your role with generating ideas for the chapter program of activities in a new light. You've spent a lot of time generating some great ideas, but after our discussion taking them back home will take some real effort on your part as leaders. It isn't as simple as just going home with a list of new ideas and hoping they will be accepted and completed by the chapter.

Think back to before this session. What role did you see chapter officer's playing as it relates to bringing back new ideas to the chapter? *Elicit responses. See example of an appropriate response above. Capture ideas on the tear sheet under "Before".*

After completing this session how do you see your role differently? *Elicit responses. See example of an appropriate response above. Capture ideas on the tear sheet under "After."*

During the next session you'll have some time to really reflect more deeply on the topic of creating buy-in as a leader. Congratulations! We are on our way to another successful year in our chapter!

You now have a break. Please report to your rooms with your team by _____.



Bringing Others Together



Workshop Information	
Audience: Officer Groups Age: 10 th -12 th grade # Students: varies	Workshop Date: Day 2 Time: Location:
Session Time: 60 minutes	Materials Needed
Connection: 10 minutes Objectives 1 & 2: 45 minutes Review: 5 minutes	<input type="checkbox"/> Blindfolds <input type="checkbox"/> Go Get It Posters w/ Content for Facilitated Discussion on Fostering Commitment (Involving and Praising) <input type="checkbox"/> Learning Journal <input type="checkbox"/> Markers <input type="checkbox"/> Flipchart Paper
Flipcharts to Create	Special Notes
<input type="checkbox"/> 10-4 Mission Understood (Leave room to write content) <input type="checkbox"/> No Halfhearted Champions (Leave room to write content) <input type="checkbox"/> A Strong Foundation (Leave room to write content) <input type="checkbox"/> Implementing the 10-4 Mission Understood Concept at Home...	A/V Needs: None Other special needs: None



Session Topics:

- How can I personally exert a positive influence in bringing others together to accomplish a common goal?



Overall Session Goal:

Participants will leave the session having identified some specific actions to implement to grow their ability in bringing others together to accomplish a specific goal.





Objectives

1. Identify techniques for bringing organization members together in accomplishing a common goal.

Connection



& Preview



Facilitated Discussion: Bringing People Together – 8 minutes

Goal: To connect with what students already know about bringing people together.

Welcome back!

Let's think back on today for a moment. Today has been all about building a strong roadmap for your chapter. You've thoroughly explored the Program of Activities, as the outline for building the roadmap. You've thought of goals your chapter officer team can explore to chart a successful course. In all of this you have to be wondering – how will we get this done? There's so much to do this year, how can I possibly make this all happen in the time I have available?

How can you make all of this happen?

Elicit responses from students in the room. Simply acknowledge responses, but don't spend a lot of time processing any one of the responses. Ask for clarification if needed though.

Let me share a secret with you. Leaders never work alone! In fact, you do not need to carry the burden of making these BIG goals happen all by yourself. First you have a team to work with. Second, you have an entire chapter with excellent resources to draw upon in making the goals discussed today happen. Yesterday, we discussed being a role-model to your chapter. One additional role you must play as a leader is bringing others together in accomplishing a common purpose.

What have you seen other leaders do to effectively bring together a group in accomplishing a common goal?

Elicit responses from students in the room. Simply acknowledge responses, but don't spend a lot of time processing any one of the responses. Ask for clarification if needed though.

Transition into the Session

This session is all about thinking of effective ways to bring your chapter together in accomplishing its most important goals.

Preview the Session – 2 min or less

We have all had experiences where the so-called leader in the group tried to work alone. We also have probably experienced what it is like to be in a group that is energized to action by a great leader. Think of the level of ownership you felt over the work completed as you worked



with that kind of leader. Think of the level of enthusiasm you brought to the work. Think of how much more was accomplished when working with this kind of leader. The benefits are clear and the goals we have too important to not work well with those around us. Let's explore how to bring a group of people together in your role as a chapter leader.

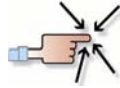
Transition into the content

Let's take a look at the characteristics of leaders who are great at bringing others together to accomplish a common purpose.

Objective #1: Identify techniques for bringing organization members together in accomplishing a common goal.



Support (How to teach...)



Point (What to teach?)

Activity: How Ya Doin'? – 15 minutes

Goal: To provide students with an experience that sets up the discussion on bringing others together.

Have your group of students form a circle.

Circle up! Let's take a look at a new challenge. Turn to the neighbor on your right and say, "Hi! How Ya Doin'?" Respond to them by saying, "Just fine thanks!" Next turn to the other neighbor and say the same thing, "Hi How Ya Doin'?" Respond with, "Just fine thanks!"

Provide each student with a blindfold.

Put on the blindfold and wait for further instructions.

Once everyone has on the blindfold deliver the following instructions.

Move carefully around the room. Put your arms out in front of you and walk to some location far away from where you were currently standing. Do not speak to anyone along the way. Walk slowly so that you do not knock anyone over. Be gentle.

Once the group has mixed up a little, deliver the following instructions.

When I say "Line it up" you may begin. Your goal is to reform the circle we were just in. You must be standing by the same two people whom you were by earlier. While the circle must be in the same order according to people; you don't have to be standing in the same spot in the room where you were when we started. You must leave your blindfold on and the only thing you may say to each other during the event is "Hi, How Ya Doin? And Just Fine Thanks!" What questions are there? Remember to be cautious as you move around the room. Line it up.

Call time at 5 minutes. Have students remove blindfolds and circle-up once again.

Debrief the Event:



- What did you notice happening during this event? *Listen for: scrambling, confusion, trying to remember what the person standing next to me actually sounded like, uncertainty about whether or not you would achieve the goal; afraid we couldn't do it.*
- What was the key to success in this event? *Listen for: had to find the other two people and then stay with them until we found everyone; (there may be other solutions you see groups do too).*
- How is this experience similar to issues you anticipate encountering as you try to bring your chapter together to accomplish goals this year? *Listen for: we must be the balance point, the center, provide a strong support for others to build from.*
- Thinking back to the activity how could you change it to make the goal of getting back in the same circle more efficient? *Listen for: remove the blindfolds, (encourage them to think of ideas even if they couldn't get rid of the blindfolds), allow them to say things other than How Ya Doin, Just Fine Thanks; allow someone to be the leader in moving people around; let everyone know the goal before you were "mixed up" in the room. Etcetera.*

Bringing others together takes more planning and thought up front, but in the end it makes the process of accomplishing your important goals all that more easy. When you are able to bring others together you don't have to be the one trying to do all the work by yourself.

Transition into Facilitated Discussion

Let's take a look at three characteristics of leaders who do an excellent job of bringing others together to accomplish a common goal.

Facilitated Discussion: How can I personally bring others together? – 20 minutes

Goal: To present the first characteristics of leaders who bring others together. Students may capture main points in their learning journal on **page 37**.

Set up three posters around the room. Each should be labeled with one of the three leadership practices. Poster One: 10-4: Mission Understood. Poster Two: There are No Halfhearted Champions; Poster Three: A Strong Foundation. As you teach about each point move to the poster and capture the appropriate key points on the poster. Assign a movement to each poster to anchor the learning (i.e. act like you are talking on a handheld radio or CB when saying 10-4: Mission Understood).

Let's take a look at 10-4: Mission Understood. What do you think this saying has to do with bringing others together to accomplish a common purpose?

Elicit a response. If no one volunteers move forward with an explanation. Try to encourage discussion though.

When you are trying to bring a group together, such as your chapter membership, it is essential that everyone is clear on the mission or goals. Think back to the activity earlier. If you knew what we were going to do before we put on the blindfolds and started moving you would have likely paid more attention as you turned and introduced yourself. Often, as officers, we assume that members are on the same page with us – that they too have this deep understanding of the goals the chapter is trying to accomplish. This is not always the case. Here are some tips to help you better communicate the goals and mission your team is trying to accomplish.



Write the following points on the poster:

- *Write them down*
- *Discuss, discuss, discuss*
- *Create an action plan*
- *Distribute, distribute, distribute*

As you teach each of the following attach a small icon or verse from a song to each one. For example you might have an icon showing a pencil “writing” on a page shown before you teach about “write them down”. Review the four points with the icons or song verses after you teach the content.

Ask students if they can think of examples of leaders they’ve experienced doing these things after you teach the piece.

The first step to helping others understand a mission or the goals your officer team sets is to write them down. Make the goals clear and specific and ensure that they are written and can be distributed to members.

A key to getting the goals in front of everyone is to have them discuss the goals. Just seeing the goals written is not enough. Putting things in your own words gives you ownership over the goal. Have committees discuss the goals, think of ideas regarding how their committee can contribute, and then report those ideas back. Another way to discuss goals is as a chapter. Bring them up at a chapter meeting, facilitate a brainstorming session with the whole chapter and generate buy-in for the goals.

The third key is to create an action plan. An action plan breaks a goal into smaller steps. Two other key pieces of information are provided who’s responsible for each step and what day is the step to be completed by. Having a clear and executable action plan is another key to helping people understand the direction you are headed clearly.

It is important to distribute goals, once finalized, and action plans widely in your chapter. If everyone is to be on the same page then they need to have a copy of that information provided to them.

Think about this in your own chapter. How could you implement this idea?

Elicit responses from students. Capture a list on a tear sheet at the front of the room.

It is essential for members to know and understand the goals your chapter has in the coming year.

Move to the poster labeled: There are no halfhearted champions.

Let’s talk about another principle leaders who bring others together follow.

Facilitated Discussion: How can I personally bring others together? – 20 minutes

Goal: To present the second characteristic of leaders who bring others together. Students may capture main points in their learning journal on **page 37**.

What does it mean when you say someone put forth a “halfhearted” effort?



Elicit responses.

Why do you think some members might put forward a halfhearted effort on a goal that has been set for the chapter?

Elicit responses. Keep the responses positive.

Another way to look at this issue is that members are simply not committed to the goals. When someone is not committed they often put forward little effort. If we want our chapter to shine, to win, to function like a champion then we need members who exert a great deal of effort toward our most important goals.

How can you encourage commitment from members?

Write the following points on the poster:

- *Involve the Members!*
- *Share the Praise*

Put the following information on smaller 8.5x11 sheet posters and hide them in the room. Provide a go word and then have students scramble about the room to find the hidden info. When they return discuss the posters and reveal the two main points.

For example one poster may say: "Involving members in setting goals is essential. They will be more willing to commit to a goal they set than one set for them." Here are some points to put on posters:

- *Commitment is a choice. You choose to commit to things you had a chance to touch and shape. (INVOLVE)*
- *Involving members in setting goals is essential. They will be more willing to commit to a goal they set than one set for them. (INVOLVE)*
- *Members may need to discuss their "take" on a goal before committing to it wholeheartedly. (INVOLVE)*
- *There is no "I" in Team. Publicly let others know when a member has helped to accomplish a major goal. (PRAISE)*
- *Provide positive reinforcement. When someone takes the time to show commitment then give them praise for helping out. (PRAISE)*
- *Let members explain the goals to others (i.e. principals, other teachers, advisors, etc). When they have to rally support from others their commitment will go up. (INVOLVE)*
- *Provide members with public recognition for their contributions toward a goal. At a meeting, in the chapter newsletter, on the chapter website, in the local newspaper – anywhere! (PRAISE)*

During the discussion have students read their poster aloud and then have them tell which of the three main points the poster most relates to. At the end quickly summarize each point.

Ask the students if they have seen a leader do these things. Have them share examples.

Involving the members in setting goals is essential. As you discussed in the last team-debrief session it is essential to create buy-in for the goals. People commit to what they



touch!

Sharing the praise is essential to fostering commitment. Think about what it feels like to be on a winning team. As you begin working toward goals as a chapter think about how you can recognize the members individually for their contributions. The team wins as a group and fails as a group! Offer them praise often!

Facilitated Discussion: How can I personally bring others together? – 20 minutes

Goal: To present the third characteristic of leaders who bring others together. Students may capture main points in their learning journal on **page 37**.

Move to the poster labeled: A strong foundation.

People don't just buy in to the goals they also have to buy-in to the leader. People buy in when you have established trust with them. Let's take a look at two important parts of trust.

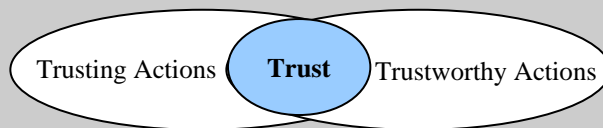
Draw a circle on the poster and label it "Trusting Actions"

How do you show others that you trust them?

*Elicit responses. List responses underneath the circle labeled "Trusting Actions."
Draw a second circle overlapping the first and label that circle "Trustworthy Actions"*

How do you show others that they can trust you?

*Elicit responses. List responses underneath the circle labeled "Trustworthy Actions."
Label the part where the two circles overlap "Trust." Then end result should look like this:*



Trust is developed when two people come together and BOTH demonstrate trustworthy actions and trusting actions. So you have to act as though you can be trusted. And they have to act as though they will trust you. Without both people involved there can be a lack of trust. The more trusting and trustworthy each person is the stronger the overlap and the stronger the trust.

The bottom line for chapter officers. You have to earn the trust of the members. That means being both trusting of all members and demonstrating to them that you can be trusted. Trust produces a strong foundation and ultimately helps bring a group of people together. Imagine back to the activity we did earlier. If we did not trust each other it would be terribly scary to try and accomplish any part of the goal I set before you.

Have students stand and do the motions associated with each of the three posters in the room: 10-4: Mission Understood; A Strong Foundation; and No Halfhearted Champions.



Transition into the Application

Let's take some time to think about how you can apply this information as soon as you get back home.



Application (Why is it important and where will I use it?)

Identifying Things to Work On – 10 minutes

Goal: Students identify personal goals for improvement within each of the areas discussed.

Turn to **page 38** in your learning journal. You'll see an area where you can think about one specific, measurable goal you can establish to improve your ability to bring people together in your chapter.

Transition into the review and close.

Bringing others together is essential for chapter leaders to remain sane in your efforts to accomplish some very lofty goals! ☺ It is essential you bring together your chapters as a unified force in accomplishing your most important goals in the next year – whether those be in the POA or the goals you set earlier today as a chapter officer team.

Review & Close



Group Huddle – 5 minutes

Goal: To review key points from the session and share some of the personal goals set during the application.

Bring the group together into a tight circle. Have them interlock arms at their elbows with the people next to them. The goal is to create a tight little unit. The group will begin the review by taking baby steps in one direction moving the entire circle in a counter-clockwise motion. The group continues to move until someone yells "Stop!" The group stops immediately and focuses in on that person. They share what they learned or one of the personal goals they set during the application. They say "Go!" and the group begins rotating the circle in the opposite direction. This continues until the next person says, "Stop!" and so on so forth. There's no trick, usually just lots of smiles and a great way to get energized after an information-packed session.

You now have a break. Please report to your rooms with your team by _____.

