

Lesson HS.110

HOW ORGANIZATIONS EXPRESS BELIEFS, VALUES AND DIRECTION

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. What Are the Components of a Successful Organization?

Precepts. D2: Accurately assess my values

National Standards. NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

Student Learning Objectives. As a result of this lesson, the student will …

1. Define value and determine how it is communicated.
2. Identify language that communicates FFA values by understanding the creed, motto, and mission statement of FFA.

3 Define three components of FFA mission statement and analyze how FFA is living its mission.

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Time. Instruction time for this lesson: 50 minutes.

Resources

"Official FFA Manual," National FFA Organization, 2002.

Tools, Equipment, and Supplies

- Overhead Projector
- Writing Surface
- Tape
- Colored Pens or Pencils
- HS.110.Assess—one per student
- HS.110.Test—one per student
- HS.110.TM.A
- HS.110.TM.B
- HS.110.TM.C
- HS.110.AS.A—one per student
- HS.110.AS.B—one per student
- Official FFA Manuals—one per student
- Markers

Key Terms. The following terms are presented in this lesson and appears in bold italics:

- ***Career Success***
- ***Creed***
- ***Mission Statement***
- ***Motto***
- ***Personal Growth***
- ***Premier Leadership***
- ***Value***
- ***Organizational Values***

Interest Approach

Instruct students to quickly stand up on the count of three and have them point toward due north. Do it quickly enough so they don't have time to converse with other students. Ask them how many agree with the people who pointed this way. Ask for agreement in several directions before revealing what direction true north is.

Stand up. On the count of three, point toward the direction North. Ready. One, two, three. Point. How many agree it's this way? How many agree it is this way?



2

When I say, "North," turn to your neighbor, discuss what made this difficult and what might help us determine true north every time. Questions. North.

Allow time to discuss as pairs, then ask students to share their discussions with the group.

Who heard a good observation of why this is difficult? What else? What might help us determine true north every time?

Points to bring out during questioning: hard to determine true north because school walls sometimes get us turned around and confused; didn't have time to contemplate what the correct direction was; building doesn't face directly north-south or east-west. What would help us determine true north every

time: a compass.

Most of what confuses us in finding true north from where we sit in this classroom is external--the walls, our location, time, or the building layout. By using a compass, we would be able to determine the right direction, 100 percent of the time, despite these external factors.

Quietly consider this--each of us has a compass, but it's not external. It is an internal compass which, if we follow its direction, will point us in the correct path to walk through life, despite all of life's confusions. Today, we are going to explore three questions as they relate to the directions that organizations take.

Which way do we go?

Have students make the action of putting their hand on their forehead, looking for something in the distance.

Hey, baby. What's 'yo sign?

Have students say it like a 70's hippie. In other words, like their parents.

Are we there yet?

Have students ask it like a younger sibling.

The skills you learn today are put into practice by the world's largest companies and will help you increase your ability to think strategically and critically.

SUMMARY OF CONTENT AND

TEACHING STRATEGIES

Objective 1. Define value and determine how it is communicated.

I. Define value and organizational value.

In order to facilitate the next activity, have students work together as a class to label the walls or areas of the classroom that closely represent their respective compass direction—north wall, south wall, east wall, and west wall.

In a moment, when I say the word, "Compass," you will have one minute to work together as a class to label the classroom walls with their correct compass direction using the tape, paper, and markers provided. When you are done, return to your seats. What questions do you have? How long do you have to complete the labeling? Compass!

For the next activity, you will be providing students with a list of options that correspond with each wall they labeled. With each option, students will stand by the wall that corresponds with the option that best reflects who they are. After each round of options, you will randomly eliminate a wall from the competition, and the students who are standing by that wall will sit down. You will continue to have students pick a wall and eliminate a wall until you have only one or two students left standing.

I am about to ask you to make some choices between some options to reflect your preferences. Each wall you have labeled will be associated with a choice. When I say the words, "Up against the wall," move to the wall associated with the option that best suits you. You must choose a wall. No fence-sitting. Only move when you hear what words. What questions do you have?

west wall—9th graders
east wall—10th graders
north wall—11th graders
south wall—12th graders

Up against the wall.

Once students are in their respective corners, explain that one wall will be eliminated after every round. You, the teacher, will determine which wall is eliminated, based on your own preferences, but it should not be based on any specific criteria. If you want to speed up the activity, eliminate a large group gathered at a wall. Encourage students to make a chant to say after a wall is eliminated. For example: Sha-na-na-na, Sha-na-na-na. Hey hey hey. Goodbye; OR, Bu-bye now!

Option number two: move only when you hear the words “Up against the wall.”

west wall—Coca-Cola
east wall—Diet Coke
north wall—Dr. Pepper
south wall—Mountain Dew

Up against the wall.

Eliminate another wall, and proceed with a chant. Continue until you either have a winner, or you have a few people you will declare winners, depending on time available. Make up categories as you choose. Possible categories include: favorite breakfast cereal; favorite sport; favorite vehicle; favorite TV show; values like loyalty, friendliness, compassion, creativity. As participants become fewer and fewer, have them choose between three or even two walls. For increased competition and engagement, have students who are sitting down clap for the wall they do not want eliminated. Bring everyone back to their chairs and proceed to process their decision-making strategies.

How did you choose which wall to stand by?

What were the consequences of choosing a wall?

What about this was unfair?

From what you experienced, is there a way to make a decision to go to a particular wall and feel good about that choice, even if you were eliminated?

Points to bring out: share your observations of how students made their decisions. Some will hear one option and know their choice immediately. Others wait to hear all options and carefully weigh the decisions. Some wait to see where the most people are and go there. Some wait to see where their friends go, and go to the same wall. Regardless of what you choose, there was

the fear of being eliminated because of your choice. It's not entirely fair because someone else's preferences, or values, determined their outcome. We should make choices we believe in. Our decisions should be based on what is most important to us. Our decisions should be based on our values.

Define value on overhead HS.110.TM.A. Have students record on HS.110.AS.A.

A. Let's take a look at what a value is.

1. A ***value*** is a belief that governs our actions and decisions. It is like a compass that gives the organization direction, even in confusing times and situations. It answers the organizational question of which way do we go.

Lead the class in a discussion based on the following questions:

What are some examples of a value a person might have?

What are some ways you can tell they have that particular value? In other words, how do they communicate that value?

2. We communicate values by what we do and what we say: our actions and our language.

Because organizations are made up of people who have values, as we have just demonstrated, it is no surprise that organizations have beliefs that govern their actions as well.

3. ***Organizational values*** are values that are shared by many people in the organization.

Have students write down definition of organizational value by showing HS.110.TM.A.

Like individuals, values can be perceived in the organization's actions and the organization's language. Let's take a look at the language FFA uses to communicate its values.

Objective 2. Identify language that communicates FFA values by understanding the creed, motto and mission statement of FFA.

Using a Choral Response Moment, have students turn to each other and ask, "Hey baby, what's 'yo sign."

II. Identify FFA values through language in creed, motto, and mission statement; define three components of mission statement

Pair students up. Challenge them to come up with as many company slogans—and the corresponding company or organization—as possible in two minutes. Have each pair select their favorite slogan, and write it on a writing surface for everyone to see.

Why are these slogans our favorites? What about these slogans grabs your attention?

Bring out that slogans grab our attention because of unique language, catchy titles, or rhymes; language that conjures up vivid mental images; or short statements with powerful words.

When we are driving on a vacation, how do we know we are going in the right direction? Yes! A compass! How do we know we are on the correct road? Yes! Look for road signs or markers that show us and tell us we are on the best route possible. Road signs communicate a specific direction. Company slogans you just brainstormed communicate direction. How else do organizations and companies that you have seen communicate direction?

Ask for a few examples.

Let's take a look at a few ways organizations communicate where they are going.

A. Motto
   1. A ***motto*** is a short expression of a guiding principle.

B. Creed
   1. A ***creed*** is a set of fundamental beliefs.

C. Mission Statement

1. A ***mission statement*** is the philosophy of how an organization carries out its purpose.

Define each word, revealing one at a time using HS.110.TM.B and have students record their definitions on HS.110.AS.A, and ask students for examples of each, excluding FFA at this moment.

D. Identifying language that communicates values

1. Key language of the mission statement includes premier leadership, personal growth, career success, agricultural education, develop potential
2. Key language of motto includes learning, doing, earning, serving

Road signs contain language or symbols that tell us the correct way to go on our trip. Likewise, these motto, creed, and mission statement road signs contain important language that let us understand what direction FFA should head in, or FFA's shared values.

Using a colored pen, go to the FFA mission statement and motto, and underline words you believe reflect values FFA has. Write those words in their respective road signs on HS.110.TM.B.

About halfway through this process, have students pair up to complete it. Have a few students share what they determined to be language used to describe FFA values.

Now, with the partner you just worked with, underline the same kinds of words or phrases in the FFA Creed and record them in the FFA Creed Road sign.

3. Key language of the creed includes, but is not limited to, future, agriculture, faith, deeds, achievements, leadership, respect, power in bargaining, life abundant, honest wealth joy, best traditions of our national life, influence, and inspiring task.

Challenge students to find three to four words or phrases per paragraph in the Creed. Emphasize that they are looking for words they believe reflect the values (direction) of FFA. Have a few students share what they determined to be language reflective of FFA values.

Objective 3. Define three components of FFA mission statement and analyze how FFA is living its mission.

III. Determine three components of FFA mission statement and analyze how FFA is living its mission.

Stand up. Look at your neighbor. Say, "Are we there yet." ***Mission statements*** are a modern day

method to communicate the vision and direction of a company or organization. In fact, you can find just about every company's mission statement on their website. Find the FFA Mission statement in your FFA student manual and write in down on the top of HS.110.AS.B.

Use Almanac and Encyclopedia Moment

You are about to record the heart and soul of one of the world's largest youth organizations. As we get ready to reveal each word, let's do a drum roll and cymbal crash as the words and definitions are revealed.

A. ***Premier leadership***
   1. Influence

B. ***Personal growth***
   1. The positive evolution of the whole person

C. ***Career success***
   1. Continuously demonstrating those qualities, attributes, and skills necessary to succeed in or further prepare for a chosen profession, while effectively contributing to society.

Have students record each and define them on HS.110.AS.B, using HS.110.TM.C. Have students use their hands on their table tops for the drum roll and extend their arm as if they are hitting a high hat cymbal on a trap set, making the cymbal crash noise as each word appears.

D. Analyzing how FFA is living its mission

Of all the signs, the mission statement probably best communicates the direction of the FFA organization. Using the definitions of the three components, use your FFA student manual to analyze how FFA is living its mission.

Here is how it will work. When I say the word, "Mission," take five minutes to find activities and programs available to students in your FFA manual. Match the program and/or activity with the component of the FFA mission that it best reflects on HS.110.AS.B. Write the activity underneath

the component of the mission.

It is possible it reflects more than one component, and possibly all three. Use your best judgment in deciding which activity best reflects each phrase. Some activities may be listed underneath more than one component. Questions? Mission.

Have students share, using the Me-You-Us Moment.

Review/Summary

On a writing space, write the following words so all students can see them: true north, compass, roads, road signs. Have each student pair up with a neighbor to talk about how each word relates to the lesson.

Application

Extended Classroom Activity:

Have students locate their school's mission statement and identify the key language that communicates values. Make a list of programs, activities, and behaviors that are being done to live

the mission, and a list of possible programs, activities, and behaviors that would help the school better live its mission.

FFA Activity:

Have students e-mail state and/or national FFA officers and ask them if they have a team mission statement and what values it communicates. Report back to the class.

SAE Activity:

Have students develop a mission statement, motto, or slogan for their SAE that reflects their values and the direction they want their SAE to go.

✓ Evaluation

Students will complete HS.110.Assess to measure their understanding of Objectives 1 and 2. HS.110.Test is available to measure student performance on Objective 3.

Answers to Assessment:

1. F
2. T
3. T
4. F
5. F

6. Numerous words and phrases applicable, but three must match verbiage of FFA Creed.

7. Just like a compass tells us the correct direction, our values, whether personal or organizational, provide us direction by giving us a foundation to make correct decisions.

HS.110.Assess Name: _____

HOW ORGANIZATIONS EXPRESS BELIEFS, VALUES AND DIRECTION

True or False

Read each statement carefully and decide if it is true or false. Write the letter T by the true statements and F by the false statements.

_____1. A value is a belief that will be the same for every person.

_____2. Organizational values are common beliefs that most people in the organization have.

_____3. The belief of learning by doing is an organizational value of the National FFA Organization.

_____4. A motto is a philosophy of how an organization carries out its purpose.

_____5. The "ability to work efficiently and think clearly" is an organizational value found in the FFA Mission Statement.

Short Answer

Briefly answer the following questions:

6. What are three words or phrases in the FFA Creed that communicate organizational values?

7. How is a value like a compass?

10

HS.110.Test Name: _____

THE FFA MISSION STATEMENT:

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

Note to Teacher: Matching activities with key phrases in the Mission Statement will vary. Indeed, it can be reasoned that every activity can reflect all three phrases. Encourage students to match the activity with the phrase they believe best describes it. Below is an example of what the completed sheet may look like.

5 activities per phrase, 2 points per activity listed.

Key Phrases	1. Premier Leadership	2. Personal Growth	3. Career Success
Definition	Influence	The positive evolution of the whole person	Continuously demonstrating those qualities, attributes, and skills necessary to succeed in or further prepare for a chosen

			profession while effectively contributing to society
Activities/ Programs that reflect phrases.	Chapter offices	Chapter offices	Parliamentary Procedure
	Public relations	H.O. Sargent Award	National FFA Agriscience Fair
	H.O. Sargent Award	PALS	Agriscience student scholarship and recognition program
	WLC	MFE	Proficiency Awards
	Star Awards	National Convention	CDEs

HS.110.TM.A

A VALUE IS…

- **A belief that governs our actions and decisions in life. It is like a compass that gives the organization direction, even in**

confusing times and situations.

VALUES ARE COMMUNICATED BY …

- **What we say**
- **What we do**

Organizational values **are common beliefs shared by many people within the organization.**

HS.110.TM.B

3 WAYS TO COMMUNICATE ORGANIZATIONAL VALUES:

- **A *motto* is a short expression of a guiding principle.**
- **A *creed* is a set of fundamental beliefs.**
- **A *mission statement* is the philosophy of how an organization carries out its purpose.**

HS.110.TM.C

- ***Personal growth*: the positive evolution of the whole person**
- ***Career success*: continuously demonstrating those qualities, attributes, and skills necessary to succeed in or further prepare for a chosen profession, while effectively contributing to society**
- ***Premier leadership*: influence**

HS.110.AS.A Name: _____

A VALUE IS …



HS.110.AS.B Name: _____

THE FFA MISSION STATEMENT:

Key Phrases	1.	2.	3.
Definition			Continuously demonstrating those qualities, attributes, and skills necessary to succeed in or further prepare for a chosen profession while effectively contributing to society
Activities/ programs that reflect phrases.			