

# Washington Leadership Conference Curriculum Companion Guide

## ACTIVITY FOCUS: CITIZENSHIP

Citizenship: It all starts with me. The Constitution of the United States was built on the power of individual people. We each have the liberty to be ourselves, speak for things we believe in, worship how we desire, commit to ventures we're passionate about. We must first have an understanding of ourselves because without it, it's hard to move beyond you to others. We are all unique. We all have things to offer. We all can help teams in unique ways. As citizens, we have passions, values, people, places and beliefs that this world needs.

*"Do what you can, with what you have, where you are."*

*- Theodore Roosevelt*

## CHAPTER MEETING ACTIVITY

**"All hands in:"** Similar to the activity at WLC where you were asked to list 10-20 words that define citizenship, ask members in your chapter to do the same as individuals by listing five words that define citizenship on the Appendix 1 hand.

Once fellow members have finished their hands, discuss as a group, cut out the hands and display them all together as a symbol that true citizenship requires all hands in!

Once fellow members have completed the activity, have them look around the room and answer the following questions:

- What themes do you see around the room?
- Why is the topic of citizenship so important?

## LIVING TO SERVE PLAN (LTSP)

**"Reaching out:"** Now that fellow members know or are reminded of the importance of citizenship, help them start their journey in creating their own Living to Serve Plan (LTSP). Encourage members to bring citizenship to life and "reach out" to impact the community. "Reaching out" (Appendix 2) will outline a LTSP and will encourage members to start brainstorming community needs to complete Step 1 of the LTSP.

Before distributing the handouts, show your fellow members your LTSP from WLC and share success stories that were told during WLC (follow the link for more stories <https://www.ffa.org/Events/Conferences/WLC/Pages/WLC-Living-to-Serve-Projects.aspx>)

- Distribute the "Reaching out" activity sheet and go over the steps of an LTSP. Encourage fellow members to start identifying and writing community needs
- Share LTSP plans, stories featured on [ffa.org](https://www.ffa.org) and shared at WLC

## VIDEOS

"What does Citizenship mean to you?" <https://www.youtube.com/watch?v=7UKelJZgQmc>

(This video shares people's thoughts and opinions on citizenship and showcases the initiatives implemented by past U.S. presidents in regards to service and volunteerism).

## NOTE TO STUDENT LEADER(S)

Think back to your WLC experience during some of the first sessions and how you started your journey to become a part of something bigger than yourself:

1. You defined citizenship
2. You determined your expectations at the conference
3. You learned about what a Living to Serve plan is and how it relates to you.

As a result, help your fellow chapter members to understand themselves and how they "fit" in with applying citizenship all of their lives. You know how, now teach them!

## NOTE TO ADVISOR

During the first and second sessions of WLC, students participated in activities with the following objectives:

- Define Citizenship
- Identify at least three expectations of WLC
- Explain what a "Living to Serve Plan" includes

## STANDARDS:

Common Core:

CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

AFNR: CS.01: Premier Leadership: Acquire the skills necessary to positively influence others.

NASDCTEc-AFNR: AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.

Appendices: 1 All Hands In, 2 Reaching Out

## ACTIVITY FOCUS: PURPOSE

**Purpose:** Our strengths move us toward our purpose. We all have a purpose and no matter our position or title in life, we all have strengths that help us accomplish our duties. Identifying strengths helps us grow as a person and to feel confident when trying new things. Additionally, when we continuously build our strengths, and recognize the differences between passions and strengths we are able to strategically drive our purpose in life, similar to other great leaders who have gone before us: George Washington, Abraham Lincoln, and Dr. Martin Luther King Jr., just to name a few.

## CHAPTER MEETING ACTIVITY

**“Dash Activity:”** Linda Ellis wrote a poem that can be summarized with the fact that someone’s life is summed up in the form of a “dash.” Thinking about the inspiration you felt from great leaders while in WLC, help other FFA members think about and remember the importance of great leaders’ lives. Using Appendix 3, discuss the significant lives lived by U.S. leaders along with the significance of everyone’s lives within your chapter.

### *Processing Questions:*

- What about these leaders’ strengths, purpose and passions made them influential?
- How did these people use their passions to make a difference?

## LIVING TO SERVE PLAN (LTSP)

**“Purposeful Peeps Activity:”** Before moving on with the LTSP, members must be able to establish their strengths, passions and purpose just like you did during WLC. Guide them through this activity, so they can start to think about ways in which they can contribute to others.

### *Processing Questions*

- Why is it so important to understand our strengths, passions and purpose before taking action?
- Will our strengths, passions and purpose ever change? Why or why not?

*“In the end, it’s not the years in your life that count. It’s the life in your years.”*

*–Abraham Lincoln*

*“As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.”*

*–John F. Kennedy*

### VIDEOS

“Does having a sense of purpose make achieving success more...” - Dalai Lama <https://www.youtube.com/watch?v=FBTUYHA7-KU>

### NOTE TO STUDENT LEADER(S)

Remember the feelings you had when visiting Arlington National Cemetery? Think about the graves you saw of many great leaders who have gone before us. They all had great strengths and passions that moved them toward fulfilling a purpose much bigger than them. Help your fellow FFA members to define their strengths while seeking to fulfill their purpose in life.

### NOTE TO ADVISOR

During the third session at WLC, students visited Arlington Cemetery and were immersed in individual reflection time where they were reminded of individuals who possessed strengths, purpose and action. In order to personalize and further apply the experience during the fourth and fifth sessions, students participated in activities where they focused on the following objectives:

- Describe strengths
- Identify six personal strengths
- Combine passions and strengths
- Share their personal strengths using their strengths box
- Define your purpose
- Identify four needs
- Identify needs
- Identify people in history who lived their purpose and met needs

### STANDARDS

Common Core: CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AFNR: CS.03. Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

NASDCTE-AFNR: AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.

Appendices 3 Dash Activity 4 Purposeful Peeps

## ACTIVITY FOCUS: DIVERSITY

**Diversity:** People have and always will have different opinions, come from different places, look different, talk different, sound different, think different and make different choices. Our differences unite us through the appreciation of diversity. Concentrating on the unique qualities that each person brings to the table is imperative to growth and success.

## CHAPTER MEETING ACTIVITY

**“Diversity is Like a Pizza:”** To help fellow chapter members understand the importance of diversity, use Appendix 5 to start the conversation that, “good things happen when the diversity of pizza ingredients comes together.” Think about it, all the ingredients to a pizza are so different or diverse, but when they come together; one of the most well-loved foods is made available! From that thought, guide members into thinking about how to apply the need for diversity within the chapter and nationally.

### Processing Questions

- How does diversity involve more than just a person’s race?
- Why is diversity important to all parts of life?

**“We Are FFA:”** Have members transfer their answers to “We Are FFA because” from Appendix 5 onto Appendix 6, take their pictures with them holding the sign, and start a mural within your classroom to promote the appreciation and support of diversity. Additionally, choose a diversity quote from your community wall to add to the mural.

## LIVING TO SERVE PLAN (LTSP)

**“Targets and Times:”** In order to help chapter members establish goals and timelines for their LTSP, similar to your process at WLC, help them to think about how diversity will help their plan, establish SMART goals, and set up a timeline. Help them keep in mind that, “This plan does not have to save the world. This is the start of life service. This is a plan to start taking action.”

*“Do what we can, with what we have, where we are.”*

*“We Need People!”*

*“Diversity is everywhere-even if we don’t see it.”*

*“Diversity is more than race.”*

### VIDEOS

“Farmers Fight-Stand Up” <https://www.youtube.com/watch?v=yFoGib8AfZo>

### NOTE TO STUDENT LEADER(S)

Do you remember answering all those questions about yourselves? While some were silly, there were some personal answers you also shared in regards to your opinion on diversity. Also, think about the quote mural your community group made that was added to the “WLC Diversity Exhibit” along with your own picture and the response you wrote on the large chalk talk. You were able to experience the powerful impact that comes with an appreciation of diversity, now it’s your turn to transfer that impact into the lives of your fellow chapter members.

### NOTE TO ADVISOR

During Sessions 6-8, students learned that diversity is much more than race. Students participated in the “WLC Diversity Exhibit” by contributing to quote murals, viewing their photos posted in the “faces exhibit,” and responding via chalk talk to the question prompt, “Agriculture needs diversity because...” Students were immersed in a powerful segment of the importance of diversity and inclusion of others utilizing the following objectives:

- Identify similarities and differences among those at WLC
- Define diversity
- Explain the importance of diversity
- Develop goals for LTSP
- Discuss how diversity could benefit LTSP
- Discuss diversity quote
- Create diversity mural
- Define race
- Explain the important role diversity plays in agriculture
- Share personal philosophies of diversity

### STANDARDS

Common Core: CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

AFNR: CS.01: Premier Leadership: Acquire the skills necessary to positively influence others.

NASDCTEc-AFNR: AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.

Appendices 5 Diversity is Like a Pizza 6 We Are FFA

# ACTIVITY FOCUS: ADVOCACY

**Advocacy:** Advocacy is defined as: the act of pleading for, supporting or recommending. Advocacy is key to being an engaged citizen as we are all called to be advocates-called to stand up for something.

## CHAPTER MEETING ACTIVITY

**“Advocate!”** In order to personalize the advocacy process, have fellow members advocate for their favorite restaurant because often times, we are all very passionate about where we like to eat! Once members have presented their information and reviewed the process; discuss the following as a group:

### Processing Questions

- What qualities are needed to be an effective advocate?
- How do you plan to overcome challenges when advocating?

Now, assign or allow members to choose an agricultural topic of which they would like to advocate. Instruct them to go through the same process and don't forget to share tips you learned at WLC!

### Processing Questions

- Who is someone in our community that could help us advocate for issues of which we are passionate?
- What are some potential barriers to completing our LTSP?
- How does this relate to life in general?

## LIVING TO SERVE PLAN (LTSP)

**“Build it:”** Guide members through steps 5-8 of their LTSP by relating the importance of advocacy to the plan, the need to get others involved, the need for thinking through potential challenges, and creating a resource list.

**“Commit:”** Encourage members to commit to their LTSP by signing their name to Appendix 9. Keep these commitments visible as they will serve as a reminder to what needs to be completed. Also, show others the commitment you made to your LTSP during WLC.

*“Today is all about freedom of speech and advocacy—taking action and being engaged.”*

### VIDEOS

“Eliminating food Deserts in America”  
<http://www.youtube.com/watch?v=8My-iWjTBQ8>

### NOTE TO STUDENT LEADER(S)

Remember your journey to the Newseum and the great examples and reminders of the power of our first amendment right to speak our mind? You also learned characteristics of an advocate, different types of advocacy (extremist vs. passive), current agricultural issues for advocacy (food deserts), steps to developing an advocacy plan, persuasive communication tips, and finally learned how to listen to needs, take action and commit to service through the balloon exchange activity.

### NOTE TO ADVISOR

Students visited the Newseum before Session 9; which was built to facilitate itself and was named the most interactive and best museum in D.C. in 2011. Prior to attending the Newseum, context was set for students to “explain the power of our first amendment right to speak our mind.” Sessions 9-11 were spent processing the information students learned at the Newseum with lessons on the different types of advocates, how to serve as an advocate, current advocacy issues and how to take action. The following objectives were utilized:

- Classify various types of advocacy on a continuum from extremist to passive
- Describe the importance of our right to speak
- Define advocacy
- Provide examples of advocacy in agriculture
- Discuss ways to advocate for their LTSP
- Build a team of people to assist with their LTSP
- Identify four obstacles that may hinder your LTSP
- Think through how you may combat those obstacles
- Identify five resources to make your plan happen
- Listen to needs
- Take action
- Identify a common approach to service

### STANDARDS

Common Core: CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

AFNR: CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services.

NASDCTE c-AFNR: AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.

Appendices 7 Advocate! 8 Build it 9 Commit