National: FFA Leadership Conferences

Created: October/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will…

1. Identify five FFA student-based leadership conferences.
2. Explore aspects of each National FFA leadership conference.

TIME REQUIRED: 45-90 minutes

RESOURCES: "Official FFA Student Handbook"

EQUIPMENT AND SUPPLIES NEEDED:

1. Computer and internet access to FFA.org
2. Paper and a writing utensil.
3. Poster board, glue, markers, etc.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An addition to FFA opportunities.
2. A tool for FFA member recruitment and engagement.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.

Common Core - Speaking and Listening

- 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.

Common Core - Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9.10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- CCSS.ELA-Literacy.RST.9.10.9 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Common Core - Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.1 Write arguments focused on discipline-specific content.
- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.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.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education
- to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and
- devise effective plans to solve the problem.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace takes and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Interest Activity:* Travel Dreams (10 minutes)
    a. Have each student grab a piece of paper and a writing utensil.
    b. Have students close their eyes or look toward the ground. Ask students to think about a place they dream of going.
        i. What does this place look like?
        ii. What does it feel like?
        iii. What will you do while there?
        iv. What is it about the destination that makes you want to travel there?
    c. Now that they have a clear picture of it in their minds, ask students to open their eyes and draw that dream destination on paper.
    d. Once the drawings are finished, have each student "travel" around the room to share their destination with three classmates. Ask students to describe the scene and explain why it is a dream location for them.
    e. Bring the class back together.
    f. Get two to three volunteers to share their drawings with the entire class.
    g. Ask students to explain why they dream of going to these places.
    h. Just like there is a purpose for us going to different places (or hoping to go) in our lives, the same is true in FFA. There are many opportunities for travel through the organization, and with each trip, there are benefits for each member. The benefits may include meeting new people from places around the state and nation or learning new skills to bring back to the chapter or to apply to a future career.
2. *Activity #1:* Uncover the Experience (15-20 minutes)

a. Divide the class into five groups.
    i. Assign each group one of the following leadership conferences:
        1. Washington Leadership Conference (WLC)
        2. 212°
        3. 360°
        4. New Century Farmer
        5. National FFA Convention & Expo
b. Each group should review their specific section on pages 64-67 in the "Official FFA Student Handbook." Students should also discover more information on their conferences through the National FFA website, FFA.org.
c. Ask each group to jot down key facts about each conference on a scrap sheet of paper.

3. Activity #2: Bring the Experience to Life (30-45 minutes)
a. Now that each group has collected the necessary information on their conference, it is time to bring these conferences to life.
b. Groups will create both a 30-second radio spot and a social media page that will help promote the conferences they have been assigned. The radio spot and social media page will be shared with the class.
c. Radio Spot—Students should work to create a 30-second advertisement that sells the experience to listeners. Remind students to include event information but to be creative with the details and delivery. Have each group write out their radio advertisement and practice to make sure it is 30 seconds.
d. Social Media Site—Students should utilize Word, PowerPoint or poster board to create their own versions of a social media site for their conference. This site could include photos from the event, tweets or posts that a student would share during the experience, or event information. Allow students to be as creative as possible.

4. *Follow Up:* Group Share (10 minutes)
a. To close out the lesson, have each group share their 30-second radio advertisement and their social media site.
b. Allow students to ask questions about each event to help gain excitement and interest in attending. As the instructor, be ready to answer these questions for each student.

5. *Leveling Up:* If you have former chapter members who have attended these conferences, have them on hand to help provide more details or to answer questions. A student perspective is great to help sell the event! Also, encourage students to share their creations at an upcoming chapter meeting or with community groups that might be willing to help sponsor students to attend these leadership conferences.

ADDITIONAL RESOURCES:

Guest speakers who have attended these conferences.