



## Section 4: Part 3

# Career and Leadership Development Events

Created: 2/2017 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define and distinguish between leadership development events (LDEs) and career development events (CDEs).
2. Experience a small component of each LDE and CDE.
3. Identify possible LDEs or CDEs they might want to learn about.

**TIME REQUIRED:** 2-3 minutes for each "Olympic event" (recommend 8-12 events). Leveling Up potion can take 3-10 minutes.

### RESOURCES:

### EQUIPMENT AND SUPPLIES NEEDED:

Look at supply list for each LDE/CDE Olympic event.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### *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.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

#### *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.

#### *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 - Language*

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### *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.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

#### *Partnership for 21st Century Skills*

- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Implement Innovations

NAME: \_\_\_\_\_

- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

### **LESSON PLAN:**

1) *Optional Bell Ringer:*

- a. Have students make a list of as many Olympic events that they can think of while the Olympic theme song is playing: <https://www.youtube.com/watch?v=MCqUESCoB1w>.

2) *Introduction:*

- a. Go over what makes the Olympics such a special event and get students to share some of the specific events. Once students share a few, establish that we are going to have our own set of Olympic Games in the classroom today. Divide students into teams (size is dependent on your class).

3) *Objective 1:*

- a. Read aloud the introduction to "What is a CDE/LDE?" in the "Official FFA Student Handbook."
- b. Define the difference between LDEs and CDEs.
- c. Give each table/group three minutes to select two or three, depending on time restrictions for your class period, LDEs or CDEs that they want to include in the day's Olympic Games.

4) *Objective 2:*

- a. Get the events that each group wants to include in the games and start the games one at a time. When finished, award a gold, silver or bronze winner for each contest.
- b. At the conclusion of all of the games, total up the scores and give some type of recognition to the best groups.

5) *Level Up:*

- a. Lead a discussion for any events that students did not try to ensure that students are exposed to each LDE/CDE that is available to them. Also, give students time to write in their journals/note card the top three events that they would want to try at some point in their high school career.

6) *Review:*

- a. Have each student share their favorite "Olympic Game." Debrief with students how each event would build skills to prepare them for careers in life.

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# Olympic Games for LDEs and CDEs

- **Agricultural Communications**
  - This is a team event. Teams get two minutes to design an advertisement using one sheet of paper and three colored pencils/markers/crayons.
- **Agricultural Technology and Mechanical Systems**
  - This will be an individual event. Students need to use frosting in a bag and two graham crackers to demonstrate their ability to “weld” together the graham crackers. This will be a quality scored event and students only get one shot.
- **Agricultural Sales**
  - This can be either a team or individual event. Students need to pick a note card that either has a picture of a common agricultural product or livestock or any common classroom utensil. Students have one minute to sell the product to the teacher or a volunteer.
- **Agronomy**
  - This is a team activity. Have teams identify seven different samples or pictures of crop plants or seeds. Score first on accuracy and then by time. Use a stopwatch. Include mostly common crops.
- **Dairy Cattle Management and Evaluation**
  - This is a team activity. Find four pictures of dairy cattle and have teams place the class. Score them first on accuracy and then by time. Use a stopwatch.
- **Environmental and Natural Resources**
  - This is a team activity. Have teams use the soil texture triangle to identify a soil that is 20 percent clay, 40 percent silt, and 40 percent sand. The answer is “Loam.” This should also be scored on accuracy and then time. Use a stopwatch.
- **Farm and Agribusiness Management**
  - This is a team activity. The first team to answer correctly the following questions will win:
    - “You have 82 momma cows, 22 yearling heifers and 88 calves. Flies have been a problem so you decide to use fly tags to help with fly control. The cows and the yearlings each need two fly tags, and the calves each need only one tag. One box of fly tags costs \$49.99, and there are 20 tags in each box.
      - How many tags are needed?
      - How many boxes must be purchased?
      - What was the cost for fly control?”
        - Answer to the number of tags needed: 214 tags
        - Answer to number of boxes needed: 11 boxes
        - Answer to total cost: \$549.89
- **Floriculture**
  - This is a team activity. Have four to seven different types of common flowers for students to identify. Score teams first on accuracy and then time. Use a stopwatch.
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- **Food Science and Technology**
  - This is a team activity. Have three different triangle tests for students to identify the different types of food. Score students first on accuracy and then time. Use a stopwatch. Examples: two regular Oreos and one nonfat; two samples of whole milk and one 2 percent; or two conventional gummy bears and one “natural” gummy bear.
- **Forestry**
  - This is a team activity. Have teams put seven different types of trees (give students the pictures and/or names of the trees) into the classification of deciduous or coniferous. This should be scored on accuracy and then time. Use a stopwatch.

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- Horse Evaluation
  - This is a team activity. Find four pictures of horses and have teams place the class. Score students first on accuracy and then time. Use a stopwatch.
- Livestock Evaluation
  - This is an individual event. Have one representative from a team study a set of four different pigs, goats, sheep, or cattle for 1.5 minutes. Afterward, take the pictures away and ask students four questions about the class. Examples could include: Which pig had the widest loin? Which heifer was the deepest bodied? Which sheep was the tallest fronted? Which goat had the biggest foot?
- Marketing Plan
  - This should be a team activity. Do it just like the game show, “The Price Is Right.” Give teams a list of five common animal products found in a local store. Then give teams the five corresponding prices. Teams have to match correctly the products to the prices. This should be scored first on accuracy and then on time. Use a stopwatch.
- Meats Evaluation and Technology
  - This should be a team event. Give teams five pictures of common retail cuts of meat. Teams need to identify correctly the cut of meat and the species it comes from. This should be scored on accuracy and then on time. Use a stopwatch.
- Milk Quality and Products
  - This is a team activity. Teams have to identify accurately four different types of cheeses. Score teams first on accuracy and then time. Use a stopwatch. Good examples of cheeses would be white sharp cheddar, mozzarella, provolone and Swiss.
- Nursery/Landscaping
  - This is a team activity. Teams need to identify five common tools used in your state’s contest. This activity should be scored on accuracy and then on time. Use a stopwatch.
- Poultry Evaluation
  - This is an individual activity. Give students a picture of an egg and the following terms and have them label the picture: shell, outer membrane, inner membrane, air cell, albumen, chalaza, and any other part you want.
- Veterinary Science
  - This is an individual event. Have one representative from each team go outside the room. Call them in one at a time. Once back in the room, have students explain and show on a picture where they would give an animal an injection subcutaneously. Score students based on thoroughness of their explanation and accuracy on where the injection should be given.
- Agricultural Issues Forum
  - This is for one person from each team. Give students the same controversial topic (examples could be making the lunch period 10 minutes longer, going to a strictly pass/fail grading system or something agriculture-related). Then have each student give one reason the issue is either good or bad. Go to the next team for one more reason and then continue going around the circle until only one team is left giving different good reasons either for or against the issue.
- Conduct of Chapter Meetings
  - This will be an individual event. Have one representative from each team come to the center of the room. Tell students that the chapter wants to do a community-wide clean-up day as a community service project. Then have each representative give their best debate/argument on why we should or shouldn’t do it.
- Parliamentary Procedure
  - Same as Conduct of Chapter Meetings

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- Creed Speaking
  - This is an individual event. Have one representative from the team say the first paragraph of the FFA Creed in front of the class.
- Employment Skills (Job Interview)
  - This will be an individual event. Send one representative out of the room. When the student comes back in, they need to make the best first impression to you acting as a job interviewer. Call in students one at a time and take note of their first impression, what they say and their handshake.
- Extemporaneous Public Speaking
  - This is an individual event. Have one representative from the team draw a note card and do a one-minute speech on the topic listed. Examples: pencil sharpener, milk, chair, spoon, etc.
- Prepared Public Speaking
  - This is an individual event. Give students a tongue twister and one minute to prepare. Then have students say the tongue twister as fast as they can in front of the class without messing up.
- Dairy Cattle Handlers' Activity
  - Have one student on the team pretend to be a dairy cow. Have another team member "show" their team "dairy cow" in a mock show. Each team should be "showing their dairy cow" at the same time.