

Lesson: The Competitive Edge

OVERVIEW

In this lesson students will explore the opportunities to apply what they have learned in the classroom and through their SAEs to competitive events in FFA. Students will explore CDE, LDE and SAE-based awards and recognition opportunities.

OBJECTIVES

1. Students will identify Leadership Development Event(s) that align with their interests and career goals.
2. Students will identify Career Development Event(s) that align with their interests and career goals.
3. Students will identify Proficiency Award Area(s) that align with their individual Supervised Agricultural Experience(s).
4. Students will understand the opportunities to earn FFA Degrees.

MATERIALS

2020 AFNR Handbook- 1 copy per student

Learning Page: The Competitive Edge - 1 copy per student

Computer with internet access

Projector

Screen

Measuring Tape

Tape (any kind)

Index Cards

Sticky notes

Optional: Other supplies easily available that may be used in *Tallest Tower* activity

Timer or access to a watch

CDE/LDE Match Card Sets

Proficiency Areas & Descriptions Card Set

TIME

2- 45 minute class periods

CONTENT & TEACHING STRATEGIES

Today we will continue exploring opportunities available to you in FFA through. There are numerous opportunities to meet a variety of interests and future career goals. On your mark, get set, let's go!

Teacher Note- Prior to the start of class, place various supplies including index cards, pieces of tape, sticky notes, and other supplies at your discretion that you would like to offer

students to use for the *Tallest Tower* activity. The teacher will divide students into groups of 2 to 4, depending on class size, for this activity.

Today we are going to get competitive! Using only the materials on the front table we will see which group can build the Tallest Tower. Before we begin building, we must first have a plan. Each group will get to select 10 items off the table to build their tower. Looking at the supplies we have available, work within your group to plan what supplies you will use and how you will build your tower. Take 30 seconds to do this now!

Wait 30 seconds.

Now that we have a plan, select one person from your group to come forward to gather the 10 items your group would like to use to build your tower. Do not begin building until I say "build".

Pause while each group gathers supplies.

You will have 60 seconds to build your tower. Questions? Build!

Wait 60 seconds. Suggested to play competitive type music while students are building.

Time is up! Hands down, stop building. I will be around to measure each tower and see which group built the tallest.

Teacher Note- May entice students with a prize or candy to the group with the tallest tower.

Once the tallest tower has been determined and the winning group has been celebrated, ask students the following questions to connect the activity to FFA competitive events. Pause to elicit student responses after each question.

1. *How did the plan work?*
2. *What could we do different next time?*
3. *What was each team member's role in building the tower?*
4. *What does this relate to competitive events we have within Agricultural Education and FFA?*

Students should identify that they could have improved their tower with different supplies, more time to build, etc. Through processing students will demonstrate understanding that everyone has different strengths/interests and that FFA offers various competitive events for our individual interests.

Now that we are in the competitive spirit let's look at how we can take what we learn in our Agricultural Education classes and apply them to competitions. Turn to pages 12 and 13 in our AFNR Handbook. Read independently the Career Development Events and Leadership Development Events sections.

Allow students time to read.

What are some CDEs and LDEs we may have heard about from other FFA members?

Elicit responses.

Let's learn a little more about CDEs and LDEs.

Teacher Note- Show students National FFA “About Career Development Events” video:
<https://youtu.be/p8nXD21AdRg>

*Option 1 (if students have access to their own computer and headphones):
Let's dive deeper and learn more about competitive events that align with our interests.
Take the next ten minutes to watch videos from National FFA explaining a few
opportunities we have available to us. Go to this website now.*

Write the website on the board or link it to your online learning platform:

<https://www.ffa.org/ffa-video-center/introduction-to-cdes/>.

Direct students to where the link is shared.

*Plug your headphones into your computer and begin watching CDE videos that look
interesting to you. Watch for my signal when time is coming to an end.*

*Option 2 (if students do NOT have access to their own computer and headphones):
Let's dive deeper and learn more about competitive events that align with our interests.*

Show a selection of videos from National FFA Introduction to CDEs website:

<https://www.ffa.org/ffa-video-center/introduction-to-cdes/>.

*On your Learning Page write down three CDEs or LDEs that interest you.
Refer back to when we talked about the Classroom circle in our three-circle model. What classes
could you take to help you prepare for the CDEs and/or LDEs that you wrote down. Capture
that on your Learning Page now.*

*Let's quickly review the CDE and LDE opportunities we have available to us. Get into groups of 2
or 3.*

Grouping can be predetermined by the teacher or allow students to select themselves.

*Each group will get one set of cards. When I say “go”, you will have 60 seconds to work together to
match the CDE or LDE event name with the description that best describes the event based on
what you learned from watching the videos. Questions?*

Teacher hands out one set of CDE/LDE Matching Cards for each group.

Go!

Wait 60 seconds. Play competitive type music while students are matching cards.

Time is up! Hands off the cards. Let's see how many are correctly matched.

Elicit student responses as each CDE/LDE name or description as it is read by the teacher.

As FFA members we have an opportunity to be competitive through our SAEs as well. This is done through Proficiency Awards and earning Degrees in FFA. Let's take a moment to read about the FFA Degree Program and Proficiency Awards on page 12 of our AFNR Handbook.

Wait for students to read the assigned section. This can be done independently or out loud utilizing a reading strategy.

On our Learning Page write down the 5 Degree levels.

Allow students time to write.

Let's explore more of the requirements to be awarded each of these degree levels. We will visit the Nebraska Agricultural Education and FFA website where the minimum requirements for each degree are listed.

Teacher Note - Alternative to computers: give each student or small group of students a copy of the Official FFA Manual.

On your Learning Page you will write down 3 unique requirements for each degree level. Questions? Go to this website now.

Write the website on the board or link it to your online learning platform:

<https://neaged.org/recognition-programs/ffa-degree-program/>

Direct students to where the link is shared.

Allow time for students to capture requirements on their Learning Page.

Let's come back together and review the requirements for each degree level.

Begin with Discovery Degree working one degree level at a time until all requirements are provided for each degree level according to information provided on the website or in the Official FFA Manual.

Proficiency Awards are available based on each individual area within our SAE. Nebraska has 5 Proficiency Award Areas that are unique to our state in addition to the National FFA Proficiency Award Areas. The Nebraska only award areas are: Home and/or Occupational Safety Programing, Electrical Technology, Hospitality, Restaurant and Tourism Management, Health and Human Services, and Automotive Technology.

Let's take a look at the National FFA Proficiency Areas. Take a few minutes to read through the areas at this website

Write the website on the board or link it to your online learning platform:

<https://www.ffa.org/participate/awards/proficiencies/>.

Direct students to where the link is shared.

Allow time for students to explore the proficiency areas and their descriptions.

Let's look back at our SAE Plan that we made a few days ago. Pull out our SAE Learning Page.

Pause for students to locate the page.

Transfer our SAEs from our SAE Plans to today's Learning Page. Looking at the Proficiency Area Descriptions on the website we just visited, write down next to each SAE which Proficiency Award Area(s) we may be able to compete in. Keep in mind what was included in the National FFA Proficiency Award Area Document, not all SAEs will have a Proficiency Award Area.

Allow students time to complete this section of the Learning Page.

Now that we are familiar with the Proficiency Award Areas we are going to get our competitive side tuned up again and play Charades, FFA edition!

Teacher Note- Prior to the start of class, print and cut Proficiency Areas & Descriptions Cards.

In groups of 3 to 5 (group size is at the teacher's discretion) you will be given 3 Proficiency Areas & Descriptions cards. As a small group you will select one of the Proficiency Areas to act out as a group. The rest of the class will attempt to guess which Proficiency Area is being acted out.

What questions are there?

Teacher facilitates Charades, FFA edition.

Great job! On our Learning Page, write down three action items we can do now to start preparing for FFA competitive events.

Wait 30 seconds for student to write their responses. Options for competitive events include CDEs, LDEs, Proficiency Award Areas, and/or Degree levels.

Turn to your neighbor and share your action items.

REVIEW

It's time to show what you know! You will be given three questions. Turn to your neighbor and discuss these two questions:

- 1. What are the 3 Proficiency Award Areas?*
- 2. What are the 5 levels of the FFA Degree Program?*
- 3. If you wanted to be a commodity broker (may be replaced with any agriculture career), what CDE could you compete in that would test skills necessary for that career?*

Wait 30 seconds.

As you leave today, hand me your Learning Page. Double check that your name is neatly printed at the top of the page.

EXTENDED ACTIVITIES

- Have students fill out their plans for their FFA competitive events and degree goals in the supplemental 4 year plan.
- Have students complete the cover page of a Proficiency Application in AET.
- Have students upload SAE action photos into AET.