Agriculture Education
Cycle Theme: Transcendence

FFA Career Development Event
Student Project Packet

Name:_____

You are about to embark on an exciting adventure! As an agriculture education student you become a member of the National FFA Organization. In this organization you will develop leadership skills and collaborate with other agriculture students from around the country.

Consider these guiding questions as you learn more about FFA:

- What type of leader do you want to be?
- How can you develop leadership skills?
- What positive contributions can you make to your community?

Completed project packet will be submitted to Mrs. Dudley on October 18th.
There will be several check-in dates throughout the cycle to show progress and seek support.

FFA Career Development Event (CDE) Project

Task Title	Task Description	Due Date	Date when complete	Mrs. Dudley Check-in
FFA Creed	Annotate the provided information as you read the FFA Creed	October 2nd		
FFA Official Dress	Review the image and write down the elements of Official Dress	October 2nd		
Check-in #1	Meet with a peer to discuss your progress	October 3rd		
FFA Timeline	Review FFA history (https://www.ffa.org/ffa-history/) and create your own timeline	October 9th		
FFA Divisions	Research FFA Divisions and activity ideas	October 9th		
Check-in #2	Meet with Mrs. Dudley to discuss your progress	October 10th		
CDE Overview	Research CDEs (https://www.ffa.org/participate/cde-lde/) and answer follow up questions	October 17th		
Specific CDE Research	Review specific guidelines & rubrics, create a goal for participation	October 17th		
Check-in #3	Meet with Mrs. Dudley to discuss your progress	October 18th		
Self Evaluation	Complete your self evaluation and submit your project packet	October 18th		

FFA Creed

Read and annotate the following information then answer the follow up questions.

The FFA Creed

I BELIEVE in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I BELIEVE that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I BELIEVE in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I BELIEVE in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I BELIEVE that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E.M. Tiffany and adopted at the Third National FFA Convention. It was revised at the 38th and 63rd Conventions.

1. After reading the text above, write down five words that are new to you:

_____

2. Write two questions you have after reading the text.

_____

_____

3. After reading the FFA Creed, what feelings are stirred within your mind? Refer to specific places in the text to justify your response.

_____

_____

_____

FFA Official Dress

Read and annotate the following information then answer the follow up questions.

1. How many elements are included in Official Dress?

_____

_____

2. What color options do you have when wearing Official Dress?

_____

_____

3. Why would FFA require students to wear Official Dress when they participate in Career Development Events (CDEs)?

_____

_____

_____

_____

4. What items will be provided to you from Gamble?

_____

_____

5. What items will you need to provide when you participate in a CDE?

_____

_____

FFA CDE Project
Check-in #1

You will conference about this project once to a peer and twice to Mrs. Dudley. After presenting your project progress you will receive feedback and ideas on ways to revise and improve your work. A portion of your grade will depend on how you address the feedback received during each check-in. It is your choice to either incorporate the ideas provided or justify why you didn't. Each check-in will require you to submit evidence of your progress followed by a discussion.

Check-in #1 will be with a peer and will occur October 3rd. Complete your work with the FFA Creed and the FFA Official Dress pages carefully to get ready.

Check-in #1 Checklist: Peer Reviewer: _____

AMAZING	**ALMOST** (use feedback below to improve)	**NEED A REMINDER** (ask for a lesson and try again)	Task Description
			Packet is neat and kept in a safe place
			Both readings are annotated with thoughtful words and definitions
			All follow up questions are answered in thoughtful, complete sentences
			Student author is able to summarize their thoughts about the FFA Creed
			Student author is able to justify their response to question #3 on the FFA Official Dress page

Feedback from peer reviewer:

_____

_____

Explain how you will use this feedback to improve your work:

_____

_____

FFA History Timeline

Visit https://www.ffa.org/ffa-history/and then choose six major events to highlight on your timeline below.

FFA Divisions

Read and annotate the information then answer the follow up questions.

1. What are the three main divisions?

_____

_____

2. Which division has the most quality standards?

_____

_____

3. Which quality standard example activity are you most interested in?

_____

_____

4. Why does this activity interest you?

_____

_____

_____

_____

You will be choosing a Division and specific Quality Standard to focus on with a group of your peers for the school year. Groups will work together to plan activities and contribute to their community. FFA Officers will lead these groups.

GROWING LEADERS:

Quality Standards	Example Activities
Leadership: Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.	Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership trainings (COLT), hosting international students, 212° and 360° conferences, Washington Leadership Conference, state and national conferences
Healthy Lifestyle: Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.	Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities
Scholarship: Activities that develop a positive attitude toward lifelong learning experiences.	Scholarship awards, tutoring, elementary reading programs, school and college tours, FFA scholarships, leadership conference scholarships, study skills seminars for members, chapter/school honor roll and recognition for students across school departments, academic mentoring
Personal Growth: Activities conducted that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.	Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees
Career Success: Activities that promote student involvement and growth through agriculture related experiences and/or entrepreneurship and promote career readiness.	News stories, career day, guest speakers, displays of exemplary programs, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for the school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, SAE tours, SAE fairs

BUILDING COMMUNITIES:

Quality Standards	Example Activities
Environmental: Activities conducted to preserve natural resources and develop more environmentally responsible individuals.	Urban and rural conservation programs, collaborative efforts to raise game for release/biological control, water and air quality programs, green practices, provide water testing, recycling programs, National FFA Living to Serve Grants
Human Resources: Activities conducted to improve the welfare and well-being of members and citizens of the community.	PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after school program for younger children, setup a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative
Citizenship: Activities conducted to encourage members to become active, involved citizens of their school, community and country.	Volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies
Stakeholder Engagement: Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.	Working with another entity to strengthen agriculture – for example, Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisory committee, parent-teacher organization participation, etc. (Cannot include alumni or boosters.)
Economic Development: Activities conducted to improve the economic welfare of the community.	Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact

STRENGTHENING AGRICULTURE:

Quality Standards	Example Activities
Support Group: Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.	Any activities with FFA Alumni, agriculture boosters or other organized groups dedicated to supporting active FFA chapters
Chapter Recruitment: Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.	Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbeques, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, a complimentary subscription to FFA New Horizons magazine
Safety: Activities that enhance safety in the community.	Firearm safety programs, ATV safety, equipment operation safety, mock crashes, general farm safety, texting and driving campaigns, safe animal handling demonstrations, pesticide application safety awareness activities, producer and consumer safety programs, personal safety programs
Agricultural Advocacy: Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.	Agriculture issue presentations, National Agriculture Day activities, parent/student orientations, advocating for agricultural legislation, Teach Ag! campaigns, engaging policy makers to promote action on hunger, engage in policy supporting agricultural education as an ideal delivery method for STEM, student representation on influential agriculture boards, interacting with local media to promote agriculture and FFA, use of social media to support agricultural causes, encouraging animal welfare practices, advancements in biotechnology and technology in agriculture
Agricultural Literacy: Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.	Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.)

FFA CDE Project
Check-in #2

Check-in #2 will be with Mrs. Dudley and will occur October 10th. Complete the FFA History Timeline and the FFA Divisions pages carefully to get ready.

Check-in #2 Checklist:

AMAZING	**ALMOST** (use feedback below to improve)	**NEED A REMINDER** (ask for a lesson and try again)	Task Description
			Packet is neat and kept in a safe place
			Both readings are annotated with thoughtful words and definitions
			Timeline work and FFA Divisions follow up questions are answered in thoughtful, complete sentences
			Student author is able to summarize their thoughts about why they chose their six events on the FFA Timeline
			Student author is able to justify their response to question #4 on the FFA Divisions page
			Student author used feedback from their peer reviewer to improve their work

Feedback from Mrs. Dudley:

_____

_____

Explain how you will use this feedback to improve your work:

_____

_____

FFA CDE
Overview Research

Visit https://www.ffa.org/participate/cde-lde/ and then choose four events to highlight below. Include the following information:

1. Title of the CDE/LDE
2. The main idea of the CDE/LDE
3. One way this event develops leadership skills

CDE #1:	CDE #2:
CDE #3:	CDE #4:

FFA CDE Report

Visit https://ohioffa.org/cde/rules-registration/ and select the **Ohio CDE Rules and Calendar**. Research the CDE you are most interested in. Every student should plan to participate in at least one CDE per semester. Refer to the CDE calendar when choosing. Use the following questions to guide your research and help you write your report.

1. What is the title of the CDE/LDE?
2. Summarize the main idea of the CDE/LDE.
3. How does this event develop leadership skills?
4. Is this a team event or an individual event?
5. Will participants wear Official Dress?
6. What will you need to do to prepare for the event?
7. How will judges score your work?

FFA CDE Project
Check-in #3

Check-in #3 will be with Mrs. Dudley and will occur October 18th. Complete the FFA CDE Overview Research and FFA CDE Report carefully to get ready.

Check-in #3 Checklist:

AMAZING	**ALMOST** (use feedback below to improve)	**NEED A REMINDER** (ask for a lesson and try again)	Task Description
			Packet is neat and kept in a safe place
			Both readings are annotated with thoughtful words and definitions
			All follow up questions are answered in thoughtful, complete sentences
			Student author is able to summarize their thoughts about the four CDEs they chose to research
			Student author is well versed in the CDE they researched and is prepared to participate in a CDE for the first semester
			Student author used feedback from Mrs. Dudley to improve their work

Feedback from Mrs. Dudley:

_____

_____

Explain how you will use this feedback to improve your work:

_____

_____

What comes next? Now that you have researched a CDE to participate in you will begin to prepare to complete a CDE for the semester. You will research the requirements and if needed find a team, secure a bus and a chaperone, get Official Dress items and complete any prerequisite work. It's going to be fun!

After completing all of the tasks on the previous pages, evaluate your work using the following rubric. Give yourself a score for your work and submit your packet to Mrs. Dudley. Great job!

Total Points (/max possible points)	I'm **AMAZING** at this	I'm **ALMOST** there…I'll self correct and try again	I **NEED A REMINDER**…I'll ask for a lesson and try again	Task Title
/2	Reading has thoughtful annotations, questions are answered in complete sentences	Annotations are short and sparse, questions are not answered in complete sentences	Reading is not annotated and/or questions are not answered	FFA Creed
/2	All questions are answered in complete sentences and are accurate	One or more questions are not answered in complete sentences and/or are inaccurate	Questions are not answered and/or writing is illegible	FFA Official Dress
/2	Check-in was completed and comments were responded to	Check-in was completed but comments were not responded to	Check-in was not completed	Check-in #1
/2	Timeline is complete with six highlights and information is written in complete sentences	Timeline is incomplete and/or information is written in complete sentences	Timeline is incomplete and information is not written in complete sentences	FFA Timeline
/2	All questions are answered in complete sentences and are accurate	One or more questions are not answered in complete sentences and/or are inaccurate	Questions are not answered and/or writing is illegible	FFA Divisions
/2	Check-in was completed and comments were responded to	Check-in was completed but comments were not responded to	Check-in was not completed	Check-in #2
/2	Four events are summarized and each component is addressed in complete sentences	Less than four events are summarized and/or are not in complete sentences	Summary is incomplete and information is not written in complete sentences	CDE Overview
/2	Report is well written, addresses all questions and is written in complete sentences	Report is poorly written, some questions are not addressed	Report is incomplete and information is not written in complete sentences	FFA CDE Report
/2	Check-in was completed and comments were responded to	Check-in was completed but comments were not responded to	Check-in was not completed	Check-in #3
/18	**Total Points**			

Notes from Mrs. Dudley:

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