



Virginia FFA
Agricultural
Education
Invitational

Purpose

The purpose of the Agricultural Education Career Development Event is to provide individuals with basic skills necessary for a career as an agricultural educator. Teaching agriculture involves teaching students about applications of science, management, leadership, and technology in the food, fiber, natural resource industry. Teaching methods emphasize hands on approaches where application of skills and knowledge is central to lesson presentations. Agricultural Education strives to make learning enjoyable, meaningful and lasting. Agriculture Education incorporates classroom and laboratory instruction, supervised agricultural experiences (SAE), and the FFA to allow for the personal development of students both inside and outside the classroom to better prepare them for success in life.

Event Format

The Virginia FFA Agricultural Education Career Development Event will be limited to one participant per chapter grades 9-12. Official Dress Preferred, but professional dress acceptable depending on lesson taught. Each participant's lesson plan will be the result of their own efforts

AGRICULTURAL CONTENT AREA

Each year a new agricultural content area will be chosen from a rotating list and selected in this order: agriculture leadership, agribusiness, technical agriculture operations, animal science, natural resources, plant science, and biotechnology.

LESSON PLANS

All lesson plans submitted must follow the template provided.

A maximum of five (5) resources may be used during lesson preparation. All submitted lesson plans will be posted in a database that will be widely accessible by teachers.

Practicums

LESSON PLAN

The lesson plan must focus on one or more competencies from the CTE Resource Center's current Curriculum Framework for Foundations of Agriculture (8006). Facts and working data may be secured from any source but must be appropriately documented.

Lesson plans are due must be uploaded to the Agricultural Education Invitation Registration Form Site by 11:59 p.m. on October 4, 2024. Failure to meet this deadline will result in disqualification.

The lesson plan should tend to the following criteria to help develop the lesson plan:

- Virginia Department of Education - [Foundations of Agriculture, Food, and Natural Resources \(8006\)](#)
 - 2024 Focus – Duty Area: Investigating Basic Skills and Principles in Animal Science, Competencies #61 – 72:
 - 61 Define terms related to animal species.
 - 62 Identify production stages and goals for selected industries.
 - 63 Identify basic body systems of livestock, poultry, and specialty animals.
 - 64 Explain animal nutrition and feeding practices.
 - 65 Differentiate between the signs of good health and illness in animals.
 - 66 Describe the responsibilities of the animal industry regarding animal care and welfare.

- 67 Identify types of aquaculture systems.
 - 68 Identify types of aquatic animals and the systems used to rear them.
 - 69 Identify management interventions, infrastructure, and support technologies used in aquaculture production.
 - 70 Identify types of facilities used in agricultural production.
 - 71 Explain the process of constructing agricultural facilities.
 - 72 Identify equipment and facilities required for an aquaculture production facility
- 50–60-minute lesson plan
 - 6th-12th grade audience
 - 2024 focus – 6th & 7th grade

PERFORMANCE PRACTICUM (25 minutes total)

LESSON PLAN DEMONSTRATION

- Participants will have 15 minutes to demonstrate a component of their lesson plan. Participants will have 5 minutes to set up materials for their presentation. **All students will be asked to demonstrate a cooperative learning component of their lesson plan.**
 - Cooperative learning is defined as “a method used to encourage learners to work as a group to complete some activity, project, or assignment” (Miller and Miller, 2014, p. 99).”

RESPONSE TO JUDGE’S QUESTIONS

- Participants will have 5 minutes to answer questions that judges develop based on their lesson plan and performance.

Event Materials

MATERIALS PROVIDED:

- Computer
- Projector
- Clicker

MATERIALS STUDENTS MUST PROVIDE:

- Pencils
- Clipboard
- Instructional Tools (i.e., flip charts, handouts, visual aids.)

Schedule

- Students will demonstrate their lesson at the Virginia Tech Middle School Leadership Conference on October 16. Additional information about the conference and the CDE event will be provided.

Scoring

Participants will be evaluated based on the attached rubrics.

Event	Individual Points
Written Lesson Plan	100
Lesson Delivery	100
Lesson Performance	200
TOTAL SCORE POSSIBLE	400

Awards for the invitational will be emailed the week following the event. Awards for the state contest will be at State FFA Convention.

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

The following list contains references that may prove helpful during event preparation.

- Lesson Plan Template (Required) Current year's Official FFA Manual
- Official FFA Student Handbook & Advisor's guide
- Virginia DOE CTE Resource website - www.cteresource.org/educators/
 - [Foundations of Agriculture, Food, and Natural Resources \(8006\)](#)
- Virginia FFA Association website - www.vaffa.org
- Miller, W. R. & Miller M. F. (2014). *Essential teaching skills: Strategies for the highly effective instructor*. American Technical Publishers, Inc. [Amazon link to purchase](#)

Lesson Delivery Rubric

100 POINTS

Chapter _____ State _____ Team Number _____

Delivery	Points Possible	Score	Comments
The lesson was organized with good use of time and material	10		
The lesson followed the content of the lesson plan	10		
The judges are engaged and actively participating in the lesson	10		
Instructional Strategies were used to enhance the lesson	10		
Participant exhibited confidence and a solid understanding of the material.	10		
Maintained good eye contact with judges	10		
Use of voice projection and inflection	10		
Natural movement and use of room	10		
Proper use of language skills & appropriate for grade level	10		
Time (1 point deduction for every 60 seconds over or under time) State: 13-15 minutes	10		
TOTAL POINTS	100		

Lesson Performance Rubric

200 POINTS

Chapter _____ State _____ Team Number _____

Performance Criteria	Score	Comments
Anticipatory Set: <ul style="list-style-type: none"> Creates interest for learning subject Incorporates visual aid or demonstration Previews what is to be learned 	<p>0-10</p> <p>0-10</p> <p>0-10</p>	
Lesson Objectives <ul style="list-style-type: none"> States objectives clearly (verbal or written) Relates to the experiences of students Materials relate to objectives in lesson plan. 	<p>0-10</p> <p>0-10</p> <p>0-10</p>	
Provided Input <ul style="list-style-type: none"> Uses appropriate teaching methods Provides appropriate instructional materials Used instructional materials efficiently Provides assistance to students as needed Displays enthusiasm for the subject and teaching 	<p>0-10</p> <p>0-10</p> <p>0-10</p> <p>0-10</p> <p>0-10</p>	
Checks for Comprehension <ul style="list-style-type: none"> Uses class discussion effectively Distributes questions among students Provides positive feedback to students 	<p>0-10</p> <p>0-10</p> <p>0-10</p>	
Modeled Ideal Behavior <ul style="list-style-type: none"> Demonstrates correct procedures Illustrates concepts clearly 	<p>0-10</p> <p>0-10</p>	
Achieves Closure <ul style="list-style-type: none"> Summarizes key points and concepts Concludes lesson with definite decisions Sets the stage for the next lesson Includes appropriate evaluation of learning 	<p>0-10</p> <p>0-10</p> <p>0-10</p> <p>0-10</p>	
Total Points _____		/ 200

Lesson Plan Scoring Rubric

100 POINTS

Chapter _____

State _____

Team Number _____

CATEGORY	Exemplary 10--9	Proficient 8--7	Basic 6--5	Unsatisfactory 4--0	Score
Title/ Unit	The title is accurate and creative, and it presents a higher-order question. The unit is accurate and fits into the state-approved curriculum/standards.	The title is accurate and presents a question. The unit is accurate but does not fit within the defined area.	The title lacks focus and presents a simple question. The unit lacks detail and is not clearly defined within the curriculum.	The title is off base, lacks organization, and fails to present a question. The unit does not fit within the area or curriculum.	
Objectives	Objectives are clear and concise, pertinent to the lesson, and written in an assessable manner	Objectives are pertinent to the lesson and written in an assessable manner.	Objectives are too broad and would be difficult to assess.	Objectives are not focused, are written in a non-standard-assessable manner, and do not provide direction to the unit.	
Materials Supplies References	The Materials and Supplies list is complete and identifies all visual aids needed to teach the lesson. The references listed are complete and accurate and provide credit via citations of work (s)utilized.	The Materials and Supplies list is complete but lacks detail regarding the use of items during instruction. The references are listed so that most can be located for later use.	The Materials and Supplies list is incomplete & does not detail all of the visual aids used in the lesson. The references are vague and hard to locate for later use	The Materials and Supplies list is not utilized. The references list lacks detail, such as citations, or is completely missing.	
Interest Approach	Grabs the students' attention, is creative, innovative, well thought out, and engages the students	Grabs the students' attention, well thought out, and engages the students	Fails to engage the student, provides little focus for the lesson	Focus, creativity, and student engagement is lacking.	
Methodology	Activities exist for each objective taught, are creative, and allow students with various learning styles to excel.	Activities for each objective are sufficient and address some different learning styles.	Activities for some objectives exist but lack student involvement and are repetitive to an individual learning style	Activities do not engage the students and lack key details in being successful learning devices	
Checking for Understanding	Evaluations of comprehension for each objective are innovative and do an exceptional job of giving clear direction, using different testing strategies, assessing knowledge, and are well-organized	Evaluations of comprehension are organized, directions are present in each section, and different testing methods are used.	Evaluation of comprehension lacks organization and clarity, directions are difficult to follow, and do not use a variety of upper and lower-level questions	Evaluation of comprehension needs more effort and lacks clarity and direction.	
TOTAL POINTS					

