



# Agricultural Education

## Purpose

The Tennessee FFA Agricultural Education Career Development Event is designed to explore agricultural education as a potential career field and to provide members with an introduction to the basic skills necessary for a career as an agricultural educator.

## Event Rules

### General

- FFA official dress is required for this event.
- This is an open state contest. Members will submit a lesson plan by the date designated by Tennessee FFA state staff. The top six lesson plan scores will move on to state competition at the State FFA Convention.
  - State competition will include a lesson presentation to a class of “students” and a panel of judges.
- All members will utilize the lesson plan format included in this handbook.
  - Any other lesson plan format submitted will be scored at a 0.
- Contestants must choose a topic identified in the state AFNR standards that can be retrieved from the [Tennessee Department of Education website](#). Students can design a lesson for any course within the currently offered Programs of Study. Contestants will be disqualified if they choose a topic not aligned with one of the standards recognized by Tennessee.
  - Students should choose lessons that can be taught within the confines of the host facility. Example – conducting a welding demonstration with actual welding of metal wouldn’t be allowable within the facility. Please reach out to state staff if you have questions regarding the suitability of the content.
- Each contestant must bring their own instructional tools and materials (i.e., handouts, posters, flipcharts, visual aids, etc.). Only a laptop, digital projector, and demonstration table will be provided in the presentation room. Internet is not guaranteed to be available.

# Event Format

## Lesson Plan

- Upload a lesson plan in PDF format by the designated deadline, as communicated by Tennessee FFA state staff. Late submissions will be assessed a penalty of 20 points (10% of available lesson plan points) by the judges scoring the plans. The lesson plan is due on Judging Card by February 1<sup>st</sup>, unless otherwise stated by state staff.

### *Lesson Plan requirements*

- The lesson plan must follow the lesson plan format included in this handbook. Failure to do so will result in a score of 0.
- The lesson plan (sections included in lesson plan format) must include but not limited to:
  - Lesson information
  - Materials, supplies, equipment
  - TN AFNR Standard/standard alignment
  - Objectives
  - References and other resources
  - Introduction/Interest approach
  - Estimated time
  - Content outline
  - Learning experience and instructional strategies
  - Summary/Lesson closure
  - Plan for assessment

Contestants are encouraged to use any combination of strategies that promote learning, such as (but not limited to) discussion, demonstration, guided practice and/or group work.

## Teaching Presentation

- Only the top six scored lesson plans will deliver the teaching presentation.
  - The presentation will be a mini-lesson that can be taught for a minimum of fifteen minutes and a maximum of twenty minutes.
- Event officials will randomly determine the presentation order and ensure each participant is introduced to the judges before the presentation begins.
- Each contestant will be allowed up to ten minutes to set up their room and up to ten minutes to tear down the room.
- A clock will be provided in the demonstration room to allow contestants to track their time.

- Each lesson shall be a minimum of 15 minutes in length and a maximum of 20 minutes. At the conclusion of the lesson, the contestant will have five minutes of questions and answers with the panel of judges.
- Participants will be permitted to use notes while speaking; however, deductions in scoring may be made if it detracts from the effectiveness of the presentation.
- Presentations will be given in a room typically large enough for approximately 25 observers. The participants will be able to view the room before their presentation.
- Typically, there will be three judges and up to ten “students” in the room. These students will be interactive during the lesson.
- The judges will be furnished with a copy of each participant’s lesson plan to formulate questions to be asked to the participant during the question-and-answer section.
  - Questions will focus on choices made from the lesson plan and/or teaching presentation. Judges' questions will not focus on content-based knowledge.
- The teaching presentation will include a delivery of:
  - A lesson introduction or interest approach (i.e., link, motivation, and overview of the lesson)
  - Communication of the lesson objective
  - Content delivery (including technical skills, teaching methods, checking for comprehension, questioning)
  - Checks for comprehension (not a written quiz)
  - Modeling ideal behaviors
  - Lesson closure
    - The assessment tool that is included in the lesson plan will NOT be delivered during the teaching presentation.
- Time for the question-and-answer section begins when the participant starts the first answer to the first question. When five minutes have elapsed, the timekeeper will call “**TIME**,” at which time the participant should immediately cease speaking, and should a judge be asking a question when “**TIME**” is called, the judge will stop the question.
- The lesson will be delivered to an audience which mimics a group of high school students as well as a panel of judges.
- The presentation should follow the rubric included in this handbook which utilizes portions of the TEAM model utilized by Tennessee educators.
- The contestant should bring all materials that will be needed to complete the lesson. A laptop, and demonstration table will be provided. Contestants should be mindful of the environment and not conduct a lesson which can not be taught in a conference room setting (i.e., lessons involving live animals, large shop equipment, heavy classroom supplies, etc.).

## Scoring/Judging

Activities	Points
Lesson Plan	200
Teaching Presentation	500
Response to questions	100
<b>Total Points</b>	800

### Tiebreakers

- Lesson plan score
- Teaching presentation
- Response to questions

# Lesson Plan Rubric

**200 points**

Name \_\_\_\_\_ Member Number \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_

INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Lesson Topic	The lesson topic clearly connects to at least one TN AFNR standard with a clear and concise standard alignment.	The lesson topic generally connects to at least one TN AFNR standard, but the alignment is vague or slightly unclear.	The lesson topic does not connect to at least one TN AFNR standard, or the connection is poorly aligned.		x 5	
Standards and Objectives	At least two objectives are clearly communicated and aligned to at least one TN AFNR Standard. All objectives identify the audience, learning behavior, performance conditions, and a measurable degree to which students are expected to perform the objective.	At least two objectives are communicated and aligned to at least one TN AFNR Standard. The objectives identify some of the following: the audience, learning behavior, performance conditions, and a measurable degree to which students are expected to perform the objective.	Less than two objectives are communicated, or the objectives do not identify many of the following: the audience, learning behavior, performance conditions, and a measurable degree to which students are expected to perform the objective.		x8	
Student Work	Learning activities included in the lesson plan require students to organize, interpret, analyze, synthesize, or evaluate information rather than reproduce it; draw conclusions, make generalizations, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Learning activities included in the lesson plan require students to interpret information rather than reproduce it and connect what they are learning to prior learning and some life experiences.	Learning activities included in the lesson plan require students to mostly reproduce information and rarely connect what they are learning to prior learning or life experiences.		x12	
Assessment	Plans for assessment have clear measurement criteria linked to the learning objectives and utilize authentic assessments (projects, experiments, portfolios, presentations, etc.)	Plans for assessment have measurement criteria linked to the learning objectives and are primarily traditional assessments (Quizzes, multiple-choice tests, essays, etc.)	Plans for assessment have few or vague measurement criteria, are poorly linked to learning objectives, or are primarily in a format that does not align well with the lesson.		x 6	
Spelling/grammar (sentence structure, verb agreement, etc.).	Spelling and grammar are extremely high quality, with two or fewer errors in the document.	Spelling and grammar are adequate, with three to five errors in the document.	Spelling and grammar are less than adequate, with six or more errors in the document.		x 3	
Quality of resources	Resources for the lesson content are from reputable sources.	Resources for the lesson content are from questionable sources.	Resources for the lesson content are unreliable and invalid.		x 5	

INDICATOR	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
Format	The lesson plan uses the approved TN FFA Ag Ed Lesson Plan format and uses 12-point size, Times New Roman, Cambria, Arial, or Calibri font.		The lesson plan does not use the approved TN FFA Ag Ed Lesson Plan format.		x 1	
<b>Total Points EARNED OUT OF 200 POSSIBLE</b>						

# Teaching Presentation and Questions Rubric

600 points

Name \_\_\_\_\_ Member Number \_\_\_\_\_

Chapter \_\_\_\_\_ State \_\_\_\_\_

Indicators	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Environment	All supplies, equipment, and resources are easily and readily accessible, and the teacher creates learning opportunities where all students can experience success, encouraging students to learn from mistakes as needed.	Most supplies, equipment, and resources are readily accessible, and the teacher creates learning opportunities where most students can experience success.	Supplies, equipment, and resources are not readily accessible, and the teacher creates learning opportunities where only some students can experience success.		x 10	
Motivating Students	The content is consistently designed to be personally meaningful and relevant to students and promotes inquiry, curiosity, or exploration.	Some content is designed to be personally meaningful and relevant to students and sometimes promotes inquiry, curiosity, or exploration.	The content does not seem to be designed to be personally meaningful and relevant to the students.		x 6	
Presenting Instructional Content	The lesson is organized logically, and the teacher models thinking processes or demonstrates performance expectations. High-quality visual aids that communicate major components of the lesson are used throughout lesson delivery.	The lesson is organized somewhat logically. Visual aids that communicate major components of the lesson are used in lesson delivery.	The lesson lacks logical organization or is confusing. Visual aids that communicate major components are infrequently used in lesson delivery.		x 12	
Lesson Structure and Pacing	The lesson has a clear beginning, middle, and end, as well as time for reflection. Pacing is brisk and frequently provides the opportunity to receive feedback from students. Little to no instructional time is lost when transitioning between activities or distributing materials.	The lesson has a clear beginning, middle, and end. Pacing is brisk and sometimes provides the opportunity to receive feedback from students. A small amount of instructional time is lost when transitioning between activities or distributing materials.	The lesson lacks a clear beginning, middle, and end. Pacing is slow or inconsistent. A large amount of instructional time is lost when transitioning between activities or distributing materials.		x 12	
Activities and Materials	Activities and materials strongly support the lesson objectives, are challenging, sustain students' attention, provide students with choices, incorporate multimedia technology, and provide time for reflection. Additionally, some of the activities are game-like, involve simulations, or require	Activities and materials support the lesson objectives, are challenging, sustain students' attention, and incorporate multimedia technology.	Activities and materials do not support the lesson objectives, are not sufficiently challenging, fail to hold students' attention, or do not incorporate multimedia technology.		x 15	



Indicators	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
	creating products.					
Questioning	The teacher asks a high frequency of questions that are a balanced mix of higher-order-thinking and lower-order-thinking questions. Questions are often open-ended and focus on students' knowledge/comprehension and application/analysis of the lesson content.	The teacher asks a moderate frequency of questions that are a mix of mostly lower-order-thinking questions with some higher-order-thinking questions. Questions focus mostly on students' knowledge/comprehension of the lesson content.	The teacher infrequently asks questions, most of which are lower-order-thinking questions. Questions relate somewhat to students' knowledge/comprehension of the lesson content.		x 10	
Feedback	The teacher provides high-quality feedback to students throughout the lesson and circulates during learning activities to give individual feedback to students.	The teacher provides feedback to students at some points during the lesson and circulates during learning activities to monitor students.	The teacher provides little to no feedback to students during the lesson.		x 8	
Teacher Content Knowledge	The teacher demonstrates a strong knowledge of the agriculture concepts in the lesson and regularly highlights key concepts in connection to other powerful ideas.	The teacher demonstrates knowledge of the agriculture concepts in the lesson and sometimes highlights key concepts in connection to other ideas.	The teacher's knowledge of the agriculture concepts in the lesson seems incomplete or incorrect.		x 12	
Presentation Skills	The teacher speaks clearly, is easily understood, and uses gestures and body language confidently and naturally. The lesson content is presented using clear and concise language. Any instructions provided to the students are easy to understand and follow.	The teacher speaks clearly and uses gestures and body language confidently. The lesson content is presented using clear language. Any instructions provided to the students are relatively easy to understand.	The teacher is often difficult to understand while teaching. The lesson content is presented using vague or unclear language. Any instructions provided to the students are difficult to understand.		x 15	
<b>Response to Questions</b>						
Response to questions	Responds with organized thoughts and concise answers	Answers effectively but has to stop and think and sometimes gets off-focus	Rambles or responds before thinking		x 10	
Knowledge of Teaching Methods	Answers show a thorough knowledge of the chosen teaching methods and support answers with strong evidence.	Answers show some knowledge of the chosen teaching methods but lack strong evidence.	Answers show little knowledge of the chosen teaching methods and lack evidence.		x 10	
				Total Teaching Presentation Points		
				Total Response to Questions Points		
				<b>TOTAL POINTS EARNED OUT OF 600 POSSIBLE</b>		
				Time Deduction (-1 point/second under x minutes or over x minutes)		
				Lesson Plan Score		
				<b>Total Net Points</b>		
				Rank		

Tennessee FFA Agricultural Education Contest Lesson Plan	
<b>Instructor:</b>	<b>Chapter:</b>
<b>Lesson Title:</b>	
<b>Unit Title:</b>	
<b>Course:</b>	
<b>Estimated Time:</b>	
<b>Materials, Supplies, and Equipment:</b>	
<b>TN AFNR Standard(s):</b>	<b>Standard Alignment:</b>
<b>Objectives:</b>	
<b>References and Other Resources:</b>	

Introduction/Interest Approach	Estimated Time:
Instructor Directions / Materials	Brief Content Outline

<b>Learning Experience and Instructional Strategies</b>		<b>Estimated Time:</b>
<b>Instructor Directions / Materials</b>	<b>Brief Content Outline</b>	

<b>Summary/Lesson Closure</b>	<b>Estimated Time:</b>

<b>Plan for Assessment</b>