



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](#). The standards must align with the specified topic for that year. 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 year, a new agricultural content area will be chosen from a rotating list in the National AFNR standards and selected in this order tying with specific pathway content standards. Students must select
 - 2027 – Biotechnology Systems
 - 2028 – Education, Communication and Leadership
 - 2029 – Environmental Service Systems
 - 2030 – Food Products and Processing Systems
- 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 1st, 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:
 - Interest approach (including link, motivation, and overview)
 - At least one objective
 - Outline of teaching presentation
 - Checking for comprehension (questions used to provoke thought immediately after objective is taught)
 - Closure (recap of lesson)
 - An assessment tool (written quiz questions) should be attached to the lesson plan but should NOT be a part of the teaching presentation.
 - A list of information sources (i.e. textbooks, websites, magazine) MUST be included as part of the contestant's lesson plan.

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 twelve minutes and a maximum of fifteen 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 three minutes to set up their room and up to three 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 12 minutes in length and a maximum of 15 minutes. At the conclusion of the lesson, the contestant will have five minutes of questions and

answers with the panel of judges. Questions will be related to lesson plan design, methodologies demonstrated, and teaching processes used.

- 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.
- 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	84
Teaching Presentation	76
Response to questions	40
Total Points	200

Tiebreakers

- Lesson plan score
- Teaching presentation
- Response to questions

Lesson Plan Rubric

84 points

Name	Member Number
Chapter	State

Performance Criteria	Rating	Suggestions/Comments	Total
Lesson Objective: - Includes the desired behavior to be learned. - Includes any important conditions under which the behavior is to occur - Identifies a degree of acceptable performance.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Interest Approach: - Links to prior knowledge and/or experiences - Establishes motivation and addresses why the lesson should be learned and is appropriate for the age and grade of the particular student - The interest approach includes an overview of the lesson (i.e., objectives are written and communicated verbally)	1 2 3 4 1 2 3 4 1 2 3 4		/12
Content: - Content materials are appropriate for the age and grade of the particular students - Content is engaging, applicable to the real world and meaningful to the students. - Worksheets, materials, demonstrations and other learning tools facilitate learning the objectives and have clear directions.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Content Questions: - For each objective, a question is prepared in advance to provoke thought within the content and/or check for comprehension. - Follow up questions are prepared based on probable student answers to initial question.	1 2 3 4 1 2 3 4		/8
Procedures: - The teaching strategy effectively leads to achieving objectives. - Learning techniques actively engage students. - Procedures are specific, organized and easy to follow. - Procedures are appropriate for the lesson.	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4		/16

Closure: • Closure is clear and reviews learning. • Closure indicates application to the real world. • Closure sets the stage for new learning (next lesson).	1 2 3 4 1 2 3 4 1 2 3 4 .		/12
Assessment: • Assessment appropriately measures the objectives. • An informal check for comprehension activity is included for each of the lesson objectives. • Students are given clear directions to how they are evaluated.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Total			/84

Teaching Presentation and Questions Rubric

76 points

Name _____ Member Number _____

Chapter _____ State _____

Performance Criteria	Rating	Suggestions/Comments	Total
Interest Approach: - Links to prior knowledge and/or experiences - Establishes motivation for learning - Provides an overview of what is to be learned.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Lesson Objective: - States the objectives(s) (verbal and written) - Relates to experiences of students	1 2 3 4 1 2 3 4		/8
Provided Input: - Uses appropriate teaching methods. - Provides appropriate instructional materials - Used instructional materials efficiently - Provides assistance to students as needed. - Displays enthusiasm for the subject and for teaching.	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4		/20
Checked for Comprehension: - An informal check for comprehension activity is included for each of the lesson objectives - Distributes questions among students - Provides students with knowledge of their progress (feedback)	1 2 3 4 1 2 3 4 1 2 3 4		/12
Modeled Ideal Behavior: - Demonstrates correct procedures - Illustrates concepts clearly	1 2 3 4 1 2 3 4		/8
Closure: - Summarize key points/concepts - Concludes lesson with definite decisions (s) and/or recommendation(s) - Sets the stage for new learning - Includes appropriate evaluation of learning	1 2 3 4 1 2 3 4 1 2 3 4 . 1 2 3 4 .		/16
Total			/80

Lesson Plan Template

Student Name(s):

Chapter:

<u>Lesson Title:</u>	<u>Unit Title:</u>	<u>Time: 50 minutes</u> <u>Grade Level(s):</u>
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Instructional Objectives: (Students will...)

- 1.
- 2.
- 3.

Content Standards Met:

Materials/Supplies Needed:

Interest Approach:

Lesson Content:	
Objective 1:	<u>Teaching Method:</u>
(Include all content, activities, directions, scripting, etc. Use as much space as needed.)	
	<u>Notes:</u>
<u>Checking for Understanding:</u>	

Objective 2:	<u>Teaching Method:</u>
(Include all content, activities, directions, scripting, etc. Use as much space as needed.)	
	<u>Notes:</u>
<u>Checking for Understanding:</u>	

Objective 3:

Teaching Method:

(Include all content, activities, directions, scripting, etc. Use as much space as needed.)

Notes:

Checking for Understanding:

Conclusion:

Assessment:

References: