2020 Virtual State Conference

All In

## Standards

* Collaborate with industry experts for specific technical knowledge and skills.
* Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
* Identify barriers to accurate and appropriate communication.
* Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
* Analyze organizational culture and practices within the workplace environment.
* Academics
* Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
* Identify and ask significant questions that clarify various points of view to solve problems.
* Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
* Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
* Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
* Respect individual and cultural differences and recognize the importance of diversity in the workplace.
* Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
* Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
* Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
* Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
* Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
* Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
* Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
* Understand that the modern world is an international community and requires an expanded global view.

# SESSION 1

## Objectives

* Define Importance of Opening/Closing Ceremonies
* Discover Newly Chartered FFA Chapters in California
* Discuss National Officers Yomar Romans' Keynote
* Find the purpose of delegates and committees
* Dissect Retiring Address David Lopez
* Investigate WSPA (Sponsor)

## Activities in this Lesson

### Wordsearch with Glossary Terms

Type: Independent Practice

Students will be able to use the glossary as a resource to complete the wordsearch that covers concepts and terms not commonly known so that all students can be familiar with the content they hear during the conference.

### Video Scavenger Hunt

Type: Independent Practice

Student will be able to use the links attached to the video scavenger hunt page to learn about the different FFA experiences that they can have during their FFA career.

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### Prior to Session Start Discussion

Type: Hooks / Set

Teachers should pose the question to their students in a way that it can be responded to and recorded so that they can reference back to this definition after the conference to see if their definition has changed.

The question: When you think of an FFA member, what comes to mind?

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### Opening Ceremonies Defined

Type: Guided Practice

Students will need to connect the FFA office with important item that they are stationed by and why.

This will give students a stronger understanding what the opening ceremonies really mean in the FFA.

### New Chapters Section

Type: Research / Annotate

Students will be required to write the 3 new chapters admitted to the association in 2020. Followed quickly by a partner share question of "What would you tell a student who has no idea what it means to take an agriculture class?"

### State FFA Advisor Remarks

Type: Research / Annotate

Students will be required to fill in the blanks on some important trivia like who is the advisor and what is the theme for the year?

This Trivia is followed by a short discussion with the class about what the theme is and what it means.

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### National Officer Keynote Yomar Roman

Type: Guided Practice

Students should fill out pause and respond questions before watching the keynote. Questions can be done individually or discussed in breakout rooms.

Students will answer questions during the video to make sure they are engaging with the content. The Spanish part has been translated for all students to be able to comprehend. This could be a moment for the teacher to take the reins and lead the class into a discussion about diversity and culture.

After the keynote students can answer the reflection questions in breakout rooms or as homework to be discussed the following day.

### Delegate Recognition

Type: Check Understanding

Students should watch the video and answer the 2 questions about how many delegates there are and how many committees there were. They should then watch the delegate recognition video and only after complete the activity of connecting the committee to the purpose as a check for understanding/formative assessment.

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### Retiring Address David Lopez

Type: Guided Practice

Before the RA students need to answer the 2 questions about authenticity and individuality. They can discuss these in a group, breakout rooms, or as a class.

During the video, students will answer questions in relation to the theme of David's Speech. Davids Spanish part has been translated and posted for all students to comprehend.

Post RA video students can answer the discussion questions as a group, individually or as a class.

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### Sponsor Activity

Type: Research / Annotate

Western States Petroleum Association was a big sponsor for the virtual conference this year and this activity will require students to do a little more research into who they are and what they do.

Students should go to the WSPA website <https://www.wspa.org/> and answer the 2 questions at the end of the section.

##

## Summative Assessment

Assessment Type(s):Journals

**Introduction**

Students will be asked to reflect on a few pieces of the session and journal their responses in the spaces provided on the worksheet.

**Main Content**

This is where students can really take the lessons of the session and apply them to their own lives. By doing this, the conference intention goes beyond just being an entertaining video that we can watch and becomes the beginning of a movement. Students will need to answer both questions and either submit them as a paragraph or they can be use as warm up questions the following day.

# Session 2

## Objectives

* Describe key points of National Officer Keynote Mamie Hertel’s address
* Analyze common themes in the School and Advisor Recognition
* Understand the purpose of Star Awards and how they are earned
* Describe and personalize the lessons in Miriam Alvarado’s retiring address
* Explore the work of various FFA sponsors

## Activities in this Lesson

### National Officer Keynote Mamie Hertel

Type: Guided Practice

Before the video-Students should answer this question to get them into the correct frame of mind to be as receptive as possible for the keynote. "What do you think of when you hear the words: School, FFA, Vegan. Is it positive or negative? Why?"

While you watch the video- Students will need to be attentive to some of the detail specific sections of Mamies story.

After you watch- There are 4 reflection questions that we recommend to use as a basis for a class/group discussion. One way to set this up would be to group the class into groups of 4 and give each member a question to be in charge of asking the group. Have them ask their questions and give them time to respond to each prompt.

### School and Advisor Recognition

Type: Independent Practice

Students should pay attention to the size of the programs that the state officers come from to represent the idea that successful students can come from any program. Students should tally or write the initials of each officer in the size of program that they come from.

After watching video- Students could use this time to journal privately in the space provided.This section can be used a conversation/discussion starter for the following day as it is an easy thing to talk about with so many different versions of a correct answer.

### Understanding Star Awards

### Type: Independent Practice

Students will watch the video segment and after it has concluded, students will be asked to use the provided award categories and requirements to nominate their own winners from their school. The nominations can be placed in the stars provided. Teachers can use this to emphasize the importance of the supporters in the school to the overall programs success.

### Retiring Address Miriam Alvarado

### Type: Guided Practice

﻿Before students watch: students will answer 3 questions that will make them think to their own values, perspectives, and inspirations.

﻿While Students Watch: Students will be answering questions that will help them connect to the message that Miriam is focusing on in her RA.

﻿After students watch: Students will be answering questions in their journal as these questions can be difficult to articulate in front of others. However, teachers can use these questions to lead into a class discussion about treatment of others especially if the chapter/class has recently had issues with bullying or disrespect.

### Sponsor Activity

### Type: Individual Practice

﻿Students will be watching 2 short sponsor videos that will show what award Nationwide Insurance sponsored and how they supported the association this year. They will also hear some short remarks from the president of the Farm Bureau. The 2nd question will challenge students to search online for the purpose and value of a Farm Bureau in our state.  These questions can be used as a segue by the teacher to bring up the importance of Sponsors/Supporters in the FFA and agriculture industry.

## Summative Assessment

Assessment Type(s):Writing Samples

**Introduction**

Students will be answering the 2 prompts in essay form.

**Main Content**

The 2 questions below should be answered while keeping in the mind the lessons that Mamie and Miriam provided during the session.

Where are some small choices in our daily routine that we can show kindness?

How can we go all in with kindness?

# Session 3

## Objectives

* Describe and personalize the lessons of Kayla Zalesny’s Retiring Address
* Analyze the National Chapter/Website Development Awards and create plans for one’s own program to implement them
* Describe the Star SAE projects and how students earn them
* Connect SAE possibilities to the Star SAE program
* Describe and personalize the lessons of Lindsey Swall’s Retiring Address
* Analyze the work of various FFA Sponsors

## Activities in this Lesson

### Retiring Address Kayla Zalesny

Type: Guided Practice

Before you watch- Students will answer 2 questions about facing challenge in life.

While you watch- Students will need to fill in the blanks and answer questions that refer to Kayla's speech

After you watch- There are 3 reflection questions that students will be able to discuss in groups or as a class.

### National Chapter/Website Award

Type: Research / Annotate

While students watch the National Chapter Award, they will need to annotate who won and what the criteria is to win. They will repeat the process with the website award.

After the video: Students will answer the discussion prompt and then go on a web search to one of the finalists school to note 3 things they really liked about the website that they could possibly implement at their own school or on their website.

### Star SAE Awards

Type: Guided Practice

Students will write down who won as well as mark the categories possible. They will be able to use the projects and info provided to be able to just check the box next to the project that won.

After the video: Students will need to take on the mentality that the SAE projects that the star students submitted would be options for them to take over. In that mindset they will answer a few questions that will make them explore those possibilities.

### Retiring Address Lindsey Swall

Type: Guided Practice

Before they watch: Students will answer 2 questions about fears and prejudice.

While they watch: Students will answer questions that will keep them tuned into the message in Lindsey's speech.

After they Watch: Students can answer these questions in journal form as a reflection and then share with their peers in groups or as a class.

### Sponsor Activity

Type: Research / Annotate

Students can be prepped with the discussion points shown in the before you watch section of this video. Students will then be required to do some research on 3 different sponsors and asked to note 5 things that they learned about the sponsors (relevant to giving, FFA, agriculture, education) and then share with the class.

## *National Chapter Award for their own chapter*

Assessment Type(s):Projects

**Introduction**

Students will work with the teacher and look at the requirements of the schools to participate in the National Chapter Award and see what their own school would need to do in order to be competitive.

**Main Content**

Students could work with the teacher on actually completing items that would make them better candidates for the award. The teacher would dictate what areas were realistic to work on and go from there. Example could be participating in more community service, have more events, connecting with industry on more levels, etc.

# Session 4

## Objectives

* Describe and personalize the lessons in Reagan Dahle’s Retiring Address
* Describe and discuss the role of family in our growth
* Discuss the qualities of leaders sought by the Nominating Committee
* Describe and personalize the lesson in Carlyn Marsh’s Retiring Address
* Discuss the impact of the New Team’s Installation

## Activities in this Lesson

### Retiring Address Reagan Dahle

Type: Guided Practice

Before you watch: Students will answer 4 questions that deal with pride, gratitude, and they will interpret a quote about work.

While you watch: Students will answer fill in the blank question that keep them engaged in the story.

After you watch: Students will have to take a deep look at their own lives in the area of pride and how it can be a toxic thing to themselves and those around them. These discussion questions  can be done individually or as a group/class.

### Family Recognition

Type: Independent Practice

This section will show the officers showing appreciation to their own families for supporting them through this process of state office. Students will answer 4 questions about the concept of family and be able to either share or recognize the importance and versatility of family in their lives.

### Nominating Committee

Type: Guided Practice

Students will learn what the Nominating committee and what their role is in the process of electing new officers. Students will be required to answer just a few questions about the committee and the process.

### Retiring Address Carlyn Marsh

Type: Guided Practice

Before you watch: Students will answers questions about the concept of community.

While you watch: Students will answer questions that will help them connect to the experience that Carlyn had in her home town.

After you watch: Students will answer questions as a group that will be under the topic of community and what it looks like for different people. Students can engage in a discussion and find similarities through conversation and grow their overall understanding of the concept.

### New Team Installation

Type: Guided Practice

Students will match the new officer to their position using a connect the definition type activity.

Students will then be asked to choose one of the pieces of advice offered to the new by the outgoing team and explain why it connects to them or can be applied to their lives.

## SUMMATIVE ASSESSMENT

Assessment Type(s):Demonstrations

**Introduction**

Students will have to answer a set of questions on community and gratitude and then use the prompts to apply the actions to their own lives.

**Main Content**

Students will engage in this activity at the end of the conference.

The State Officers shared reasons they are thankful for their families. After class, send a text to your family telling them that you appreciate them and why you are grateful for them. Pay attention to how they respond and how you feel sending that text.

Carlyn talks about the importance of community. Not everyone has a community. This week, invite someone into yours. How did that person react to your invitation? How can you welcome people into your community more often?