

Collegiate FFA



FFA.OH.5.1

Time Needed:

IA – 5 min
Activity 1 – 20 min

Materials:

The Official FFA Student Handbook – one copy per student
FFA.OH.5.1.AS.A – one copy cut into strips
Public writing surface
Writing utensil

Objective:

1. Describe three Collegiate FFA opportunities.

Content Outline

1. Describe three Collegiate FFA opportunities.
 - a. Collegiate Agriculture Ambassador
 - b. New Century Farmer
 - c. International Collegiate Agricultural Leadership Program (I-CAL)

Interest Approach –

1. As a class brainstorm ways students can stay involved in the industry of agriculture after graduating from high school.
 - a. Some examples may include:
 - *Become a member of Farm Bureau*
 - *Become active at the local county fair*
 - *Select a career in the industry of agriculture*
 - *Support the local farmers market*
 - *Become a member of Collegiate FFA*
2. If Collegiate FFA is not mentioned, bring it to the class' attention and explain the following about Collegiate FFA:
 - a. Collegiate FFA provides a number of professional development opportunities to help students get an edge in today's job market. Whether a student is looking for a career in education or industry, Collegiate FFA has what is needed to jump start a career!

Activity 1 –

Before class begins cut FFA.OH.5.1.AS.A into strips and place them around the room.

1. Instruct the class to read pages 104-105 in *The Official FFA Student Handbook* about Collegiate FFA opportunities.
2. After the class has read through the section, begin the *Go-Get-It e-Moment*®.
3. Tell the students that there are 16 strips of paper placed around the room. Those who find the paper strips should come to the front of the classroom.
4. Once all the strips of paper have been found, tell those with the strips that each paper shows a goal to one of the three collegiate programs we just read about.
5. Those at the front of the class should get into three groups based on the objective on their strip of paper.
6. Once students are grouped, have each student read the goal aloud and as a class decide if that student is located in the correct group.
7. As a class, discuss these three collegiate opportunities and the student features within *The Official FFA Student Handbook*, who have participated in Collegiate FFA.

Additional Resources:

FFA.OH.5.1.ASSESS

Collegiate FFA website - www.ffa.org/collegiate



Cut strips below and place them around the room.

- Increased public understanding of the food and fiber industry, focusing on high school agricultural education students.
- Create awareness of the sciences used in the production of quality food, feed and fiber to meet the global challenges of tomorrow.
- Promote education and awareness of the importance of agriculture and agribusiness to the general public and the economy.
- Develops awareness of the wide variety of scientific, economical and mechanical resources necessary to produce safe, quality food.
- Create a positive image for the agriculture industry.
- Increases visibility of future career opportunities in the agriculture industry.

- Discover careers in international agriculture and marketing.
- Create awareness regarding markets for international grains and grain products.
- Develop a specific awareness of the U.S. Grains Council, its function and role in the U.S. grain industry.
- Understand current international trade and cultural issues.
- Apply newfound knowledge to future career and education.

- Learn how farmers can profit from value-added products, the use of emerging technology, new farm business opportunities and business alliances with other producers.
- Learn ways to overcome common challenges faced by young farmers.
- Grow both personally and professionally.
- Network with a group of extraordinary young men and women who are excited about pursuing farming as a career.
- Learn the importance of advocacy.



Name: _____

Date: _____

Class: _____

National FFA Collegiate Opportunities

Directions: Beside the following statements, write “NCF” if the statement is describing New Century Farmer; write “I-CAL” if the statement is describing the International Collegiate Agricultural Leadership Program; and write “CAA” if it is describing the Collegiate Agriculture Ambassador program.

1. _____ - Promote education and awareness of the importance of agriculture and agribusiness to the general public and the economy.
2. _____ - Learn ways to overcome common challenges faced by young farmers.
3. _____ - Discover careers in international agriculture and marketing.
4. _____ - Create awareness regarding markets for international grains and grain products.
5. _____ - Network with a group of extraordinary young men and women who are excited about pursuing farming as a career.

6. Of these three programs, which one sounds the most interesting to you? Why?
(Write three to five sentences defending your choice.)



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Date: _____

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National FFA Collegiate Opportunities

Directions: Beside the following statements, write “NCF” if the statement is describing New Century Farmer; write “I-CAL” if the statement is describing the International Collegiate Agricultural Leadership Program; and write “CAA” if it is describing the Collegiate Agriculture Ambassador program.

1. CAA - Promote education and awareness of the importance of agriculture and agribusiness to the general public and the economy.
2. NCF - Learn ways to overcome common challenges faced by young farmers.
3. I-CAL - Discover careers in international agriculture and marketing.
4. I-CAL - Create awareness regarding markets for international grains and grain products.
5. NCF - Network with a group of extraordinary young men and women who are excited about pursuing farming as a career.

6. Of these three programs, which one sounds the most interesting to you? Why?
(Write three to five sentences defending your choice.)
