



212° Conference

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This document serves as a guideline to assist advisors in planning, implementing, participating and justifying the need for attendance at the 212° conference. Educational standards for this conference are based off of the projected outline for the conference through the National FFA Organization. While every standard listed may not be fully demonstrated or conclusive of the conference, this list should serve as a guideline to validate and actualize educational relevancy for students to participate in the 212° conference.

CONCEPT:

212° Leadership Conference

212° — the temperature at which water boils — focuses on taking students to the boiling point of leadership. At 211° water is extremely hot, but just one more degree gets us to the next level, the boiling point. This conference focuses on the development of the **individual** student. Students will be challenged to push the limits in their leadership. Themes for this conference include **Growth** and **Virtues**, allowing students to attend two consecutive years without seeing the same curriculum. The rotation for the curriculum is as follows:

2016-17: Virtues
2017-18: Growth

CONFERENCE OBJECTIVES:

212° Leadership Conference

Session	212° Growth	212° Virtues
1	(1) Identify the four segments of personal growth (2) Recognize the role that habits play in personal growth	(1) Identify Personal Passions (2) Network with students based on shared passions (3) Select an accountability partner during the conference
2	(1) Demonstrate the creative-thinking process (2) Illustrate the critical-thinking process (3) Apply creative thinking to decision making	(1) Define virtues (2) Identify core virtues (3) Commit to leading a passionate and virtuous life
3	(1) Assess self-image (2) Interpret factors that affect positive self-image (3) Recognize strategies for building positive self-image	(1) List personal daily decisions (2) Analyze daily decisions (Time Wasters/Time Fulfillers) (3) Interpret the decision-making process
4	(1) Assess current fitness and dietary habits (2) Identify positive and negative actions for showing respect/disrespect for my body	(1) Define the relationship between passions, virtues, decisions and character (2) Determine how decisions affect personal character
5	(1) Distinguish between personal and professional relationships (2) Apply skills required to present self in various settings (3) Illustrate the role of social media in relationships	(1) Define the SMART goal-setting technique (2) Apply the SMART goal-setting technique to a personal goal
6	(1) Identify a mentor/coach	(1) Write a pledge to live out conference concepts (2) Identify a new accountability partner

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-G.Physical Growth: Take care of one's health by eating well, exercising, getting enough sleep, respecting one's body, and setting personal goals for long-term health.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.PG-K.Emotional Growth: Share and express healthy feelings and emotions.
- FFA.PG-L.Spiritual Growth: Define personal beliefs, values, principles and sense of balance.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Next Generation Science

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.03. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively