



Section 4: Part 2

Proficiencies and Stars

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Distinguish between the four types of proficiencies.
2. Identify possible SAEs to develop based on the eight pathways.
3. Communicate the differences between the four American Star award areas.
4. Use the resources for filling out SAE Grants.

TIME REQUIRED: 24-43 minutes or 34-53 minutes with Leveling Up.

RESOURCES: Stars over America and Costa Rica video clips

EQUIPMENT AND SUPPLIES NEEDED:

Three "doors" (sheets of paper labelled as doors) with prizes behind them.

Eight pathway papers.

Copy of the "SAE Grants Rubric."

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Core - Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core - Speaking and Listening

- 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.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.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.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving

NAME: _____

- Global Awareness
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1) *Optional Bell Ringer:*

- a. Have a copy of a unique proficiency award-winning project at the seat of each student so that no student has the same proficiency-winning example.
- b. Have each student journal about what they think about the project and if they might be interested in trying that project, too.

2) *Introduction:*

- a. Have three doors in the front of the room or around the room. They are not literal doors but sheets of paper that are labeled "Door 1," "Door 2" and "Door 3."
- b. Tell students that behind each door is a prize. They will each choose a door that they will stand by. You will describe what is behind each door without actually telling them what is behind the door. When you are done describing each door, students will have to pick which door they want to stand by.
 - i. Door 1: Behind Door 1 is something that will set you up for long-term success.
 - ii. Door 2: Behind Door 2 is something that is extremely valuable and can be used for almost anything both immediately and in the future.
 - iii. Door 3: Behind Door 3 is a once-in-a-lifetime experience where you will see and learn new things.
- c. Once students have chosen, look behind Door 1, which is a list of skills learned through a generic SAE project. Discuss how having those traits and skills will help them forever in their futures.
- d. Look behind Door 2, which is a total dollar value of how much money is given out at the state level for proficiencies and star awards and another number that represents the total number of dollars awarded at the national level. Discuss how much each proficiency application could be worth.
- e. Look behind Door 3, which is an all-expense paid trip to Costa Rica. Have students return to their seats and show the video about the Costa Rica trip through FFA. If time allows, watch:
<https://www.youtube.com/watch?v=nKbYCG2xIog>.

3) *Objective 1:*

- a. Read the first couple of paragraphs up until the SAE Ideas section. Clarify anything between the six types of proficiencies.

4) *Objective 2:*

- a. Have each table/group read the sections of the "Official FFA Student Handbook" that details each pathway.
- b. Have the students rotate around to each table to understand what they could do for SAE projects through each pathway.

5) *Objective 3:*

- a. Have students watch the clips of the Stars Over America Pageant. Go to YouTube, search "2015 American FFA Star Over America Finalists SAE Project Descriptions" and select the playlist that has each finalist listed in about a one-minute video. You can select one from each area or whatever videos you wish to help explain the American Star awards and the four categories students can pursue. On Post-it notes, have the students write down two aspects of each project from the video as it plays. Then post the notes around the room in four different locations after at least one video from each area has played.

6) *Leveling Up:*

- a. Tell students that the National FFA Organization has many \$1,000 grants that are available for beginning or expanding SAE projects.
- b. Using the optional portion of the worksheet and AET or whatever record books you use, have students start to plan what SAE projects they will start during the school year and/or during the following summer.

7) *Review:*

- a. Revisit the doors and what is available to students for being exceptional in their proficiency areas.

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