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FFA Career and Leadership Development Event Team Training Plan

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FFA Career and Leadership Development Event Team Training Plan

Focused on the Food Science & Technology Career Development Event (CDE)

By

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CHAPTER 1 - INTRODUCTION

Competitions within The National FFA Organization, once named Future Farmers of America (FFA), an agricultural youth organization, started even before its establishment in 1928. (Jones, 2019) School Based Agricultural Education (SBAE) provides a competitive application for knowledge and skills learned within the classroom and laboratory setting as well as through supervised agriculture experiences. This three-component model consisting of Classroom and Laboratory Instruction, Supervised Agriculture Experiences, and the FFA work as an intra-curricular structure that SBAE programs adopt as their programmatic structure. These competitive events offered through the FFA are called Career and Leadership Development Events, commonly known as CDEs and LDEs. Through participating in these competitive events, FFA members in grades 7 through 12 will "... develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement". (National FFA Organization, 2020) The National FFA Organization has twenty-six Career and Leadership Development Events that cover all sectors of agriculture and incorporates a variety of career based skills. Each competitive event varies in its design but events commonly consist of all, or a combination of, the following: 1) a team activity 2) practicums 3) identification 4) evaluation/grading 5) written assessment. These competitive events are hosted in all fifty of the United States, the Virgin Islands and Puerto Rico.

The roles SBAE teachers fill are many with one of them being a Career and Leadership Development Coach. "SBAE teachers spend approximately 10% of their time preparing CDE teams". (Bowling, 2020) There are certain teaching techniques and motivations used in a classroom as a teacher but when transitioning to a coach some of the same can be utilized but

many new training techniques and motivations need to be implemented.

Purpose and Objectives of Study

The purpose of this creative component is to design a training plan structure for a CDE team of 4, using the Food Science and Technology competition as an example. The objectives of this study were to:

- 1) Determine the key components that successfully prepared teams for Career and Leadership Development events
- 2) Identify training structures that FFA chapters used to successfully train teams for Career and Leadership Development events
- 3) Identify recruitment, retainment, and motivational strategies that were successful in a secondary student population in a competitive environment

Need

The engagement of students increases through their involvement. The term involvement is defined as “Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience.” (Astin, 1984) In Astin’s theory of involvement he links academic outcomes to achievement as a result of involvement. (Talbert, 2004) Students need involvement to achieve success in a multitude of areas such as careers, relationships, academics, etc. In Career and Leadership Development Events achievement is diversified through the components of the contest listed in the introduction. The diversity of structure in these events, such as the teams and individual components and varying qualifying requirements state to state, provides involvement for a

diverse population of interests and personalities. To make students successful in any student programming, effective, intentional, goal oriented, and consistent structure is needed. In the role as s SBAE teacher and FFA advisor, having a sustainable and adaptable structure to meet the varying requirements, of training up to twenty-six Career and Leadership Development Events, is essential.

Definition of Terms

Food Science and Technology CDE – requires students to have an in-depth understanding of food product development, food presentation and food safety issues. Participants also use their sensory skills to solve problems and make sound decisions. (National FFA Organization, 2020)

Career and Leadership Development Events – through Career and Leadership Development Events, participating FFA members in grades 7 to 12 are challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement. (National FFA Organization, 2020)

CHAPTER 2 – LITERATURE REVIEW

The essential components to why and how students choose to do something is a vast study. The essential concepts reviewed in the development of this training plan were engagement in student involvement, the components of effective SBAE teachers and programs, and motivational strategies. The earliest start of agricultural youth organizations incorporated competition within SBAE was found as valuable as an instructional approach, used as a social event, and promoted of career objectives. (Jones, 2019) Through the decades there has been debate on the merit and favor of individualistic achievement but found that individualistic achievement brought upon a competitive environment among students and fostered cohesion. (Jones, 2019) In pertaining to SBAE, competition was always intended to supplement an intra-curricular program, specifically in the classroom and laboratory, and was used to measure the value and effectiveness of students, agriculture education teachers, administration, parents. (Jones, 2019)

The effectiveness of competitions in SBAE lasted over a century and continue to evolve and expand as the agriculture industry did. The reasons for student involvement are examined through development theories such as Subject Matter Theory, making content meaningful, Resource Theory, meeting basic, fiscal, and physical facility needs, and Individualized Learning Theory, meeting each students learning differences and interests. (Astin, 1984) In a study of Oklahoma agriculture education teachers and their students on competition teams, both groups studied had an over 90% agreeance that students who competed in agriculture competition events, such as career and leadership development events, are more likely to choose a career in agriculture, acquire more skills and knowledge for careers and life, and increase their decision making abilities. (Lundry, 2015) These outcomes though are not common initial recruitment

tools or results the students use to decide to get involved or not. The extrinsic motivators such as awards, recognition, selection of teammates, and food can be short-term tools to recruit. The retainment becomes intrinsic when value is added to the experience which is a result of effective student engagement.

Youth organization members, such as FFA members, will increase their value in an agriculture education program through involvement. (Talbert, 2004) The competition environment that demands the diverse skill set of an SBAE teacher, establishment of a SBAE program, and intra-curricular SBAE model has been evidenced to reach programmatic, student, and school goals.

CHAPTER 3 – METHODS & PROCEDURE

The balance of research, professional development, mentorship, and experience was used to write the CDE/LDE event training plan. Bowling, Ball, and Bird identify "...three themes and five subthemes of motivation and progression" with the three themes being fostering initial student engagement, fostering motivation within the beginning stages of preparation, and intrinsic motivation shift with mastery preparation focus" (pp. 225-228). (Lindner, 2001) This presented the ideas in the training structure of how to initially, as well as continually, motivate and engage students to train. The time invested into training builds relationships and Lundry et al research identifies that the relationship between a SBAE and student has significant impact on the student's career choice based on the experiences, knowledge, and skill provided. (Lundry, 2015) This provided the rationale of adding field based experiences and industry experts into the training structure. According to (Roberts, 2004), "identified teacher behavior variables that contributed to teaching effectiveness including: variability, enthusiasm, task-oriented, providing students opportunities to learn, using student ideas, amount of criticism (negatively correlated), using structuring comments, types of questions, probing student responses, and level of difficulty of instruction" (p. 83). These effectiveness principles were applied to the training tasks each week as well as the post training task items. Through professional learning networks with other SBAE in addition to my own event training the time frame, competition levels, and resources were incorporated.

CHAPTER 4 – PRODUCT

Career & Leadership Development Event Training Plan with a focus on the Food Science and Technology Event

The training plan is based on training an FFA Career or Leadership Development Event team from October to September with the competition levels being Local/Area, Regional, State, and National. The training plan is designed for an SBAE program with a chartered FFA chapter training event teams. The point of view is from the FFA advisor being the coach, knowing that a this plan can be used by a non-FFA advisor coach with expertise in the contest area. The plan used the Food Science and Technology CDE as an example to provide a structure to include the establishment of team culture, consistency and discipline in weekly training, relationship building, external partnerships, parent/guardian involvement, and the acquirement of agriculture and career-based knowledge and skills. See the Appendix for the complete training plan.

CHAPTER 5 – REFLECTION

As a learner, the design of Career and Leadership Development Events has always been appealing to me. It provides collaboration with other people, reward, competition, and allows for application as well as the acquisition of new knowledge and skills. As an educator and CDE/LDE events coach, the life-long relationships, comradery, hard work, dedication, and growth of the students I get to work with provide some of the most valuable lessons and outcomes as well as memories. This creative component was driven by two of my own passions, agriculture and athletics, as well as fulfilling a need within my secondary agriculture program. Consistently successful collegiate athletic programs have embodied a culture, environment, and structure to achieve their goals. The athletes within these programs are held to a high standard of expectation and excellence but in return have great return and reward on their investments. These athletic principles applied to a team of teenagers competing in an agriculturally focused career and/or leadership event, cannot be expected but scaffolded and trained in. I believe that the product presented in Appendix A embodies a programmatic structure that meets the need for training a student in more than an agriculture knowledge or skill set, but one that will allow growth as an individual too.

In any program there are moving variables to constantly monitor and trouble-shoot risk with. That was the greatest challenge in creating a sustainable and implementable training plan for a diverse twenty-six CDE & LDE events offered and meeting the time frames and competition levels that each State FFA Association has. I would extend this project to include a training plan for an individual CDE/LDE such as Prepared Public Speaking. I would also extend this current plan to include a training budget, especially for events that include consumables.

As I reflect on the master's program at Iowa State I appreciate the balance of the academic rigor of a Master's Degree with the adaptability of the coursework to be applicable to our current positions or career pursuits. The program's coursework provided all the necessities of being successful in writing a creative component as well as allowed for a need or area to be address in our work.

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APPENDIX

Career/Leadership Development Event Training Plan with a focus on the Food Science and Technology CDE

| October 20__ | | | |
|--|---|--|--|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
| Week #1 – Coach meets with CDE/LDE team captain (1 hour) | <ol style="list-style-type: none"> 1. Meet with a team captain identified by the coach (<i>eligible returner or a student leader with knowledge in the contest area</i>) 2. Provide sign-ups in your agriculture department to seek out unknown interest in CDE/LDE events 3. Identify other 5 other FFA members who you want to recruit for the team (<i>try to identify students of different grade levels</i>) 4. Write a letter of interest/information to each identified team member with RSVP information | <ol style="list-style-type: none"> 1. Hang interest sign-up in Ag. Dept. 2. Mail or hand a letter of interest to each identify team members 3. Prepare CDE/LDE event binders/digital folder for each team member 4. Prepare CDE/LDE Contract (<i>commitment to practices and contest & availability to practice</i>) | <ol style="list-style-type: none"> 1. Letter of Interest/Information 2. CDE/LDE Contract 3. Sign-Up Sheet 4. Binders (<i>optional</i>) |
| Week #2 – Meet with identified team members (1.5 hours) | <ol style="list-style-type: none"> 1. Team Captain and Coach present the CDE/LDE contest information & distribute CDE/LDE contracts (<i>30 mins</i>) 2. Conduct a “mini-event” of the CDE/LDE event (<i>45 mins</i>) 3. Answer questions about the CDE/LDE event | <ol style="list-style-type: none"> 1. Send out “mini-event” results to students 2. Send an email to the student’s parents/guardians about CDE/LDE event | <ol style="list-style-type: none"> 1. National FFA CDE/LDE Handbook 2. Generate reusable email to parents/guardians about CDE/LDE events |
| Week #3 – Coach meets with CDE/LDE team captain (1 hour) | <p>CDE/LDE Contracts are due at the end of the week</p> <ol style="list-style-type: none"> 1. Coach meets with the captain after contracts are turned to identify if there are 4 members to make-up the team 2. YES – send congratulations email stating the first practice date and time 3. NOT ENOUGH – identify other members and ask them to join in Week #4 4. TOO MANY - <ol style="list-style-type: none"> a. Pick 1-2 students to move to another team that needs filled b. Use each level of competition as a scoring for your final state team 4. Create a second/third team and train them all together and the top 4 will make-up your state team | <ol style="list-style-type: none"> 1. Send letter of congratulations out for making the team to student & parent/guardian 2. Print/Share a calendar with your team that is used for practices | <ol style="list-style-type: none"> 1. Blank, printable calendar OR digital calendar share link |
| Week #4 – National FFA Convention/Competition | <ol style="list-style-type: none"> 1. Have the team meet and watch the CDE/LDE contest they are preparing for | None | <ol style="list-style-type: none"> 1. National FFA Convention Website |

| November 20 | | | |
|--|--|--|--|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
| <p>Week #1 – Team Building (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Team building activity (30 minutes) 2. Share team members contact information 3. Set team rules 4. Identify practice schedule for the next two months 5. Set a team snack rotation schedule for practices | <ol style="list-style-type: none"> 1. Read CDE/LDE Handbook 2. Input all team member contact information into your digital devices | <ol style="list-style-type: none"> 1. State & National FFA CDE/LDE Handbooks |
| <p>Week #2 – Goal Setting (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Give a quiz on the CDE/LDE contest handbook 2. Set short and long term goals as a team <ol style="list-style-type: none"> a. Use the competition levels as check points 3. Set short and long term goals as individual team members 4. Add action steps to the goals 5. Identify first individual CDE/LDE components to study for: <ol style="list-style-type: none"> a. Objective Test <ol style="list-style-type: none"> i. Individual ii. 50 questions, 3pts/question iii. 60 minutes to complete 6. Find and share study resources with the team <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Websites | <ol style="list-style-type: none"> 1. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Websites |
| <p>Week #3 – Test & Customer Inquiry (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Ice Breaker 2. Set-up points chart <ol style="list-style-type: none"> a. Have each team members name on the left side and practice & competition assessment given to track the points they earned (<i>this is good to track progress, identify areas of strength & need, and keep everyone accountable</i>) 3. Review the test using Quizlet LIVE 4. Pair off students and give 2 scenarios based on practicums (<i>problem solving/math & customer inquiry</i>) <ol style="list-style-type: none"> a. Work in pairs b. Show your work c. Come back with the entire team d. Discuss and complete together 5. Handout a new problem solving/math practicum and customer inquiry problem | <ol style="list-style-type: none"> 1. Study for test using resources 2. Complete a new problem solving/math practicum and customer inquiry | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Websites 2. Points Chart |

| December 20__ | | | |
|---|--|--|---|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
| Week #1 – Test & Food Safety/Sanitation (1.5 hours) | <ul style="list-style-type: none"> • Ice Breaker • Review the 2 scenarios given as homework over the holiday break as a team <ul style="list-style-type: none"> a. Have the team use the rubric and answer key to score the practicums • Give a practice test <ul style="list-style-type: none"> a. Time the test b. Review as a team discussing any questions any team member had incorrect • Discuss the Food Safety & Sanitation Team Activities rules & rubric <ul style="list-style-type: none"> a. Provide an example from the previous year’s National FFA contest b. Use the rubric to score the example c. Write down questions you have | <ol style="list-style-type: none"> 1. Update points chart 2. Study rubric and past practicum examples 3. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ul style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Websites 2. Points Chart 3. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| Week #2 – Food Safety/Sanitation (1.5 hours) | <ol style="list-style-type: none"> 1. Bring in an industry expert to conduct 2 Food Safety/Sanitation Team Activities and discuss the results <ul style="list-style-type: none"> a. Industry expert and the coach will complete the rubric 2. Discuss how to write a thank you note | <ol style="list-style-type: none"> 1. Update points chart 2. Study for test using resources 3. Thank you cards | <ol style="list-style-type: none"> 1. Points Chart 2. Rubrics from practicums 3. Thank you cards |
| Week #3 – Food Product Development (1.5 hours) | <ol style="list-style-type: none"> 1. Review the Food Product Development project and rubrics <ul style="list-style-type: none"> a. Define all the words under the categories b. Read the rubric 2. Identify experts on each of the presentation concepts <ul style="list-style-type: none"> a. Define each concept and bring food product examples to the next meeting 3. Give the team a food product to use as an example (i.e. Trail Mix) and have them start putting together a product and presentation | <ol style="list-style-type: none"> 1. Study for test using resources | <ol style="list-style-type: none"> 1. Rubric for Food Product Development Project |
| Week #4 – No In-Person Training | Holiday Break <i>(encourage team bonding activity together)</i> | <ol style="list-style-type: none"> 1. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ul style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |

January 20__

| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
|--|---|---|---|
| Week #1 – Product Development (1.5 hours) | <ol style="list-style-type: none"> 1. Food Product Presentation 2. Present 3. Each team member completes the rubric 4. Identify areas of improvement 5. Coach will teach the concepts the team does not know how to do/complete 6. Ice Breaker <i>(if time)</i> | <ol style="list-style-type: none"> 1. Update points chart 2. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| Week #2 – Test & Triangle Test (1.5 hours) | <ol style="list-style-type: none"> 1. Give a practice test <ol style="list-style-type: none"> a. Time the test b. Review as a team discussing any questions 2. Teach what a triangle test is & how to conduct it 3. Provide 3 examples of triangle tests to the team <ol style="list-style-type: none"> a. Use chips, cookies, and a beverage 4. Review the results of each, discussing the WHY & HOW | <ol style="list-style-type: none"> 1. Update points chart 2. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| Week #3 – Practicums & Aromas (1.5 hours) | <ol style="list-style-type: none"> 1. Give a practicum packet and have each student complete it on their own <ol style="list-style-type: none"> a. Math/Problem Solving b. Customer Inquiry c. Food Safety & Quality 2. The coach will score them using the rubric while the team works on aroma ID with the team captain <ol style="list-style-type: none"> a. Teach the team how to smell from a vial b. Practice smelling and identifying aromas. Complete 5 at a time until the team works through all 40 c. <i>If there are enough kits to send home, have students take vials home to practice identifying aromas.</i> 3. Review your practicums that the coach scored | <ol style="list-style-type: none"> 1. Update points chart 2. Study for test using resources | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| Week #4 – Local/Area Competition | <p><i>**In PA, there is no county/area contest</i></p> | <ul style="list-style-type: none"> • Keep any documents and rubrics you are given from the contest • Take notes on the judges feedback • If given the opportunity, ask the judges for feedback | <p>Materials needed:</p> <ul style="list-style-type: none"> • #2 pencil • Clipboard • Electronic calculator |

| February 20__ | | | |
|---|---|--|--|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
| Week #1 – Reflection & Goal Setting (1.5 hours) | <ol style="list-style-type: none"> 1. Review any materials received back from the local/area competition 2. Identify what each individual felt prepared and unprepared for 3. Review the teams and individual scores 4. Evaluate team and individual goals & re-evaluate and/or add/remove if needed 5. Discuss food industry tour next week | <ol style="list-style-type: none"> 1. Update points chart | <ol style="list-style-type: none"> 1. Field trip form |
| Week #2 – Food Industry Tour (1.5 hours) | <ol style="list-style-type: none"> 1. Set-up a tour with a local food business so students can connect careers and information they have been studying to the industry | <ol style="list-style-type: none"> 1. Write thank you notes for industry tours | <ol style="list-style-type: none"> 1. Thank you cards |
| Week #3 – Individualized Training (1.5 hours) | <ol style="list-style-type: none"> 1. Based on the Week #1 reflections, each team member should identify 1 area of the contest they need to improve in & the coach will provide extra resources and training for that student <ol style="list-style-type: none"> a. If the teams weakest area is the team event(s), provide individual training on the components to each student b. Utilize the team captain to assist with training | <ol style="list-style-type: none"> 1. Update points chart 2. Give each team member a take home assignment to work on | <ol style="list-style-type: none"> 1. Have 2-3 examples/practices documents in each category ready for the team |
| Week #4 – Individualized Training (1.5 hours) | <ol style="list-style-type: none"> 1. Based on the Week #1 reflections, each team member should identify 1 area of the contest they need to improve in & the coach will provide extra resources and training for that student <ol style="list-style-type: none"> a. If the teams weakest area is the team event(s), provide individual training on the components to each student b. Utilize the captain to assist with training | <ol style="list-style-type: none"> 1. Update points chart 2. Give each team member a take home assignment to work on | <ol style="list-style-type: none"> 1. Have 1 take home example/practice documents in each category ready for the team |

March 20__

| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
|--|--|--|---|
| <p>Week #1 – Food Development Project (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Give the students a food product to develop <ol style="list-style-type: none"> a. Example: Cereal, Seasoning, etc. 2. Time the team and have them complete the project beginning to end 3. Reflect on the parts of the product development that take the longest and they need more training in 4. Give a take home test | <ol style="list-style-type: none"> 1. Complete take home test – due in two weeks 2. Contact judges for next week’s event | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| <p>Week #2 – Food Development Project with Industry Expert (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Bring in a panel of judges with trying to include a Food Product Developer/Researcher 2. Have the team present their food product they developed 3. Judges and the coach will score the presentation and product using the rubric 4. The judging panel will provide feedback 5. Reflect on the experience | <ol style="list-style-type: none"> 1. Thank you notes | <ol style="list-style-type: none"> 1. Rubrics for Food Product Development |
| <p>Week #3 – Mock In-House CDE/LDE (1.5 hours)</p> | <ol style="list-style-type: none"> 1. Coach grades the take home test 2. Components of the mock in-house CDE: <ol style="list-style-type: none"> a. Triangle Test b. Aroma ID c. Customer Inquiry d. Problem Solving/Math e. Food Safety & Quality (<i>Team event</i>) | <ol style="list-style-type: none"> 1. Review scores sent by the coach and review the areas with the lowest scores 2. Update points chart | <ol style="list-style-type: none"> 1. Scorecards 2. Aroma Vials 3. 1 food and 1 beverage for triangle test 4. Rubrics |
| <p>Week #4 – Regional Competition</p> | <p><i>**In PA, this is a practice event held in November</i></p> | <ul style="list-style-type: none"> • Keep any documents and rubrics you are given from the contest • Take notes on the judges feedback If given the opportunity, ask the judges for feedback | <p>Materials needed:</p> <ul style="list-style-type: none"> • #2 pencil • Clipboard • Electronic calculator |

April 20__

| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
|--|--|---|---|
| Week #1 – Reflection & Goal Setting (1.5 hours) | <ol style="list-style-type: none"> 1. Review any materials received back from the local/area competition 2. Identify what each individual felt prepared and unprepared for 3. Review the teams and individual scores 4. Evaluate team and individual goals & re-evaluate and/or add/remove if needed | <ol style="list-style-type: none"> 1. Update points chart | <ol style="list-style-type: none"> 1. None |
| Week #2 – Test (1.5 hours) | <ol style="list-style-type: none"> 1. Give a practice test <ol style="list-style-type: none"> a. Time the test b. Review as a team discussing any questions that were missed by any teammate 2. Use Quizlet to review test content | <ol style="list-style-type: none"> 1. Update points chart 2. Study for test | <ol style="list-style-type: none"> 1. Shared team testing resources: <ol style="list-style-type: none"> a. Past tests on National FFA b. Quizlet c. FFA State Website 2. Old Contest Documents & Rubrics from National FFA CDE/LDE handbook |
| Week #3 – Food Product Development (1.5 hours) | <ol style="list-style-type: none"> 1. Give the students a food product to develop <ol style="list-style-type: none"> a. Example: Cereal, Seasoning, etc. 2. Time the team and have them complete the project beginning to end 3. Reflect on the parts of the product development that take the longest and they need more training in | <ol style="list-style-type: none"> 1. Contact judges for next week’s event | <ol style="list-style-type: none"> 1. None |
| Week #4 Food Development Project with Industry Expert (1.5 hours) | <ol style="list-style-type: none"> 1. Bring in a panel of judges with trying to include a Food Product Developer/Researcher 2. Have the team present their food product they developed 3. Judges and the coach will score the presentation and product using the rubric 4. The judging panel will provide feedback 5. Reflect on the experience | <ol style="list-style-type: none"> 1. Update points chart 2. Review Food Safety & Sanitation Practicums | <ol style="list-style-type: none"> 1. Food Safety & Sanitation Practicums |

May 20__

| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
|---|---|---|--|
| Week #1 – ServSafe Food Handlers Certification (1.5 hours) | 1. Complete the ServSafe Food Handlers certification online OR have an extension agent come in and teach it | 1. None | 1. ServSafe Handlers Certification Book/Login code |
| Week #2 – ServSafe Food Handlers Certification (1.5 hours) | 1. Complete the ServSafe Food Handlers certification online OR have an extension agent come in and teach it | 1. None | 1. ServSafe Handlers Certification Book (<i>if applicable</i>) |
| Week #3 – ServSafe Food Handlers Certification (1.5 hours) | 1. Complete the ServSafe Food Handlers certification online OR have an extension agent come in and teach it | 1. Write a thank you card to the extension agent (<i>if applicable</i>) | 1. Thank you cards |
| Week #4 – Prepare to leave for States (1.5 hours) | 1. Prepare and pack all materials that are need together for states <ul style="list-style-type: none"> a. Pencil, clipboards, electronic calculators, study materials 2. Looking at the points chart, identify your two lowest individual scoring areas and complete 2 practice documents to practice <ul style="list-style-type: none"> a. Score yourself b. Record your points on the points chart | 1. Study areas of lowest points 2. Pack for states | 1. Pull study resources from binder/digital folders to review 2. Materials for states: <ul style="list-style-type: none"> a. Pencil b. Calculator c. Clipboard |

| June 20__ | | | |
|---------------------------------------|---|---|---|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources/Materials |
| Week #1 – State Competition | <p><i>**The first place team is eligible to compete at the National FFA Convention in the Fall</i></p> <p><i>**If the team does not place at States then the team stops for the summer after the state competition</i></p> | <ul style="list-style-type: none"> • Keep any documents and rubrics you are given from the contest • Take notes on the judges feedback • If given the opportunity, ask the judges for feedback | <p>Materials needed:</p> <ul style="list-style-type: none"> • #2 pencil • Clipboard • Electronic calculator |
| Week #2 - OFF | OFF | | |
| Week #3 –Reflection & Summer Calendar | <ol style="list-style-type: none"> 1. Evaluate team and individual goals 2. Determine summer calendar with the following requirements: <ol style="list-style-type: none"> a. Meet three times for a 1.5 hour practice focused on team components of the event b. Each member must complete the summer study packet given by the third practice c. Weekly practices resume the first week of school 3. Each team member will write down the area of the contest they want to practice and turn into the coach | <ol style="list-style-type: none"> 1. Email summer schedule out to parents/guardians along with National FFA Convention information | <ol style="list-style-type: none"> 1. Handout summer packets consisting of 3 examples of each of the individual contest components for the event |

| July/August 20__ | | | |
|----------------------------------|--|-----------------------------------|------------------|
| Training Time & Topic | Training Tasks | Post-Training Action Items | Resources |
| Practice #1 – (1.5 hours) | <p><i>**Training topics will be determined by the teams response</i></p> <p>Unique summer training ideas:</p> <ol style="list-style-type: none"> 1. Have past members who competed at Nationals provide advice on how to prepare 2. Contact last year’s winning chapter (<i>state or national level</i>) and ask for their best pieces of advice in how to prepare 3. Reread the National CDE/LDE handbook for that contest 4. Re-watch last year’s finals at National FFA Convention 5. Have your captain set-up summer practices and conduct them OR rotate through team members 6. Invite the student’s parents/guardians to an event that they judge | N/A | N/A |
| Practice #2 – (1.5 hours) | <p><i>**Training topics will be determined by the teams response</i></p> | N/A | N/A |
| Practice #3 – (1.5 hours) | <ol style="list-style-type: none"> 1. Turn in the practice packet to the coach <p><i>**Training topics will be determined by the teams response</i></p> | N/A | N/A |