

PSU FFA Alumni and Supporters



2024 Teach Ag Essay Contest Handbook

Introduction

Welcome to the 2024 PSU FFA Alumni and Supporters Teach Ag Essay Contest!

The Teach Ag Essay Contest was created by PSU FFA Alumni and Supporters members to spark interest in the career of school-based agricultural education. The contest provides high school agricultural education students with an opportunity to teach a lesson to their peers and reflect upon their experiences. We hope that this contest inspires the students of today to become the agricultural educators of tomorrow.

Our contest theme for 2024 is “Dare to Be” to align with the efforts of this year’s Pennsylvania FFA State Officer team. Agricultural education provides great opportunities for students and teachers alike to be daring and challenge themselves. Within this contest, we are excited to hear about your experiences and how you “Dare to Be” as an agricultural educator or an advocate for the agricultural industry someday!

As we reflect on the National FFA Mission Statement, we hope to provide students with a chance to develop **premier leadership** skills, experience **personal growth**, and engage in meaningful opportunities for **career success** in the noble career field of agricultural education. We look forward to reading your lessons and reflections and wish you well as you participate in the contest.

Best of luck!

Teach Ag Essay Contest Committee

Abigail O’Neill
Ago5096@psu.edu

Erica Teagarden
ejt5486@psu.edu

Jessica Fleisher
jlf6253@psu.edu

-

Participant Eligibility

Any Pennsylvania secondary agricultural education student who has not previously placed first in the Teach Ag! Essay Contest is eligible to apply.

Materials for Submission

All materials will be submitted through the [2024 PSU FFA Alumni and Supporters Teach Ag Essay Contest Submission Form](#).

All contest submissions are due by 11:59pm on Friday, April 19th.

1. Students must develop a lesson plan on an agriculturally related topic approved by their agricultural educator. An example lesson plan template is provided in this packet. While students must submit a lesson plan, they are not required to use the provided template. After completing their lesson plan and developing all necessary activities, students must instruct a class session during the school day. This lesson can be done either virtually or in person. **Students will upload their lesson plan files on the Submission Form.**
2. To reflect on their teaching experience, students must record a video discussing their experience. While the reflection video content is up to the student, some recommended discussion points include the favorite part of the lesson, the most challenging part of the teaching process, and overall learning outcomes. Videos may be no longer than 3 minutes and must be uploaded to YouTube. **Students will submit the link to their video on the Submission Form.**
3. In addition to the lesson plan and reflection video, students will submit an essay related to the theme of “Dare to Be”. The essay prompt is as follows: “What have you ‘Dared to Be’ because of your time in agricultural education AND how will you encourage the future of the agricultural industry to do the same?” The essay should be no more than 300 words. **Students will upload their essay files to the Submission Form.**
4. Students are encouraged to upload two photos on the Submission Form. **Photo 1 is of the student with their agricultural educator, and Photo 2 is of the students teaching their lesson.**

Evaluation

Following the contest deadline on April 19th, PSU FFA Alumni and Supporters members will evaluate the submissions using the provided rubric at the bottom of this document. Names will be removed from all applicable application components and the judging panel will rank the submitted Lesson Plans, Dare to Be Essays, and Reflection Videos (in that order). Points will be assigned to each component based on ranking. After all components have been ranked and scored, the scores will be compiled, and an email will be sent to all participants announcing the top 4 finalists. At the 2024 PA FFA State Convention, the placings of the top four individuals will be announced.

Contest Awards

The contest finalists will receive the following prizes.

- 1. First Place** - \$100.00 Gift Card to National FFA AND Free Registration to one PA FFA Event.
- 2. Second Place** - \$75.00 Gift Card to National FFA
- 3. Third Place** - \$50.00 Gift Card to National FFA
- 4. Fourth Place** - \$25.00 Gift Card to National FFA

Sponsors & Partners

The PSU FFA Alumni and Supporters extend our sincere thanks to several partners who donate their time and money to create incentives for students who participate in the Teach Ag Essay Contest. Without them, we could not offer this experience.

Our sincerest thanks to...

- The Pennsylvania FFA Alumni Association
- The Pennsylvania Association of Agricultural Educators
- The Pennsylvania FFA Association
- The Center for Professional Personnel Development

Lesson Plan Template

Teacher: Date(s)/Duration:

Class: Subject/Unit:

<p><u>Essential Question</u> What are the MOST important? concepts or skills? Include key questions (if necessary).</p>	
<p><u>Activating Thinking Strategies</u> How will you activate students' thinking to introduce the key concepts? How will you link to prior knowledge?</p>	
<p><u>Vocabulary</u> What key vocabulary must students master? How will you introduce this to students?</p>	
<p><u>Teaching Strategies</u> Include if applicable:</p> <ul style="list-style-type: none"> • graphic organizers • checks for understanding • distributed guided practice • writing about learning • summarization strategies • extending/refining activities • collaborative pairs 	<p>Remediation/ Pre-teaching Activities:</p>
	<p>Extending Activities:</p>
<p><u>Summarizing Strategies</u> How will students summarize what they are learning, both during and at the conclusion of the lesson? (Examples: Ticket out the Door, 3-2-1, Answer the EQ)</p>	
<p><u>Adaptations/Modifications</u> Describe how you will provide for students with specific learning needs. *Address any special classroom management procedures in this section.</p>	
<p>PA Standards/Eligible Content Addressed</p>	
<p>Instructional Materials/Resources/ Technology Used</p>	

2024 Teach Ag Essay Contest Grading Rubric

<u>Essay:</u>	<u>3 – Points</u>	<u>2 - Points</u>	<u>1 - Point</u>	<u>Score:</u>
Student Growth	The student demonstrates strong growth through their teaching experience in their written essay.	The student demonstrates some growth through their teaching experience in their written essay.	The student demonstrates little growth through their teaching experience in their written essay.	x
Use of Theme	The student ties their essay response and experience back to the contest theme in a meaningful and authentic way.	The student partially ties their essay response and experience back to the contest theme in a meaningful and authentic way.	The student fails to tie their essay response and experience back to the contest theme in a meaningful and authentic way.	x
Answering the Prompt	The student answers all components of the essay prompt in their response in a way that flows together.	The student answers most components of the essay prompt in their response in a way that mostly flows together.	The student fails to answer all components of the essay prompt and their response does not flow.	x
Grammar and Spelling	The student makes few to no grammatical and spelling errors in their essay response.	The student makes more than a few grammatical and spelling errors in their essay response.	The student makes many grammatical and spelling errors in their essay response.	x
			<u>Total Essay Score:</u>	X / 12

<u>Lesson:</u>	<u>3 – Points</u>	<u>2 - Points</u>	<u>1 - Point</u>	<u>Score:</u>
Creativity	The lesson plan explains a strong, creative idea or experience for students to learn the content from.	The lesson plan explains an averagely creative idea or experience for students to learn the content from.	The lesson plan explains an idea or experience for students to learn the content from.	x
Adaptability	The lesson plan explains an activity and the adaptations needed so that all students can	The lesson plan partially explains an activity and the adaptations needed so that all students can	The lesson plan does not explain an activity and the adaptations needed so that all	x

	successfully participate.	successfully participate.	students can successfully participate.	
Thought-Out	The lesson plan is well-thought-out and presents a lesson that adds value to students' experiences in the classroom.	The lesson plan is mostly well-thought-out and presents a lesson that adds some value to students' experiences in the classroom.	The lesson plan is somewhat thought out and presents a lesson that adds minimal value to students' experiences in the classroom.	x
Clarity	The lesson plan is clearly written so that another teacher could pick it up tomorrow and carry out the provided lesson.	The lesson plan is mostly clearly written so that another teacher could pick it up tomorrow and carry out the provided lesson.	The lesson plan is not clearly written so that another teacher could pick it up tomorrow and carry out the provided lesson.	x
			<u>Total Essay Score:</u>	X / 12

<u>Video:</u>	<u>3 – Points</u>	<u>2 - Points</u>	<u>1 - Point</u>	Score:
Answering the Prompt	The student answers all parts of the video prompt in a manner that naturally flows.	The student answers most parts of the video prompt in a manner that naturally flows.	The student does not answer all parts of the video prompt and their video minimally flows together.	x
Poise	The student speaks slowly, clearly, and confidently and uses strong public speaking throughout the whole video.	The student speaks slowly, clearly, and confidently for the most part and uses good public speaking throughout the whole video.	The student does not speak slowly, clearly, or confidently. The student does not use strong public speaking throughout the whole video.	x
Professionalism	The student films video with a professional background, dresses appropriately in official dress, and conducts themselves as they would in a work scenario.	The student films video with a mostly professional background, dresses appropriately in official dress, and for the most part conducts themselves as they would in a work scenario.	The student films video with a non-professional background, does not dress appropriately in official dress, or conducts themselves as they would in a work scenario.	x

			<u>Total Essay Score:</u>	X / 9
--	--	--	----------------------------------	--------------

<u>Essay Score:</u>	<u>Lesson Plan Score:</u>	<u>Video Score:</u>	<u>Total Score:</u>
X / 12	X / 12	X / 9	<u>X / 33</u>

IMPORTANT NOTES:

- Failure to share documents properly will result in disqualification for that category. (For example, if the student's video is not shared properly and cannot be viewed by the grading committee, the student will receive a zero on the video rubric.)
- The grading committee will use total scores to make evidence-based decisions regarding placing the contest's top four winners.