

# Advanced Communications and Leadership in Agriculture

Pioneer Valley High School (053847)

Submitted: Feb 14, 2019

Decision: Feb 28, 2019

## Submission Feedback

**APPROVED**

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Pioneer Valley High School (053847)	Classroom Based	<b>Abbreviation</b>	<b>Course Code</b>
		Adv Ag Lead A	AG6302
		Adv Ag Lead B	AG6303

**Title:** Advanced Communications and Leadership in Agriculture

**Length of course:** Full Year

**Subject area:** College-Preparatory Elective (G) / Interdisciplinary

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** Yes: Agricultural Business

**Grade levels:** 10th, 11th, 12th

# course Description

## course overview:

This course is designed to promote and develop leadership in the Agriculture Industry. Ag Communications and Leadership is a concentrator course for our CTE Pathway and is project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently write – critically, reflectively, persuasively – and speak about the real world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience Project will be part of the grade for this course.

Communications and Leadership has two goals. One, increase the positive school's FFA chapter's culture through academic and social events. Two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills:

- Communication
- Planning/Organization/Forward Thinking
- Problem Solving
- Constructive Feedback/Evaluation
- Writing: critically, reflectively, persuasively
- Creativity
- Professionalism
- Confidence/Public Speaking
- Persistence
- Empathy

## course content:

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### Personality and Leadership

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Description: Students will define leadership and create goals for themselves for the year. Students will examine different leadership styles and case studies. Students will research different real world leaders. Students will evaluate the strengths and weaknesses of different leadership styles and real world leaders.

This unit is an introduction to the topic of leadership. To achieve this goal, students will look at numerous real world leadership case studies and they will evaluate the issues within the situation, as well as evaluate how the person handled the situation. They will take personality assessments, evaluate 4 sets of preferences and how to work well with different group personalities. Students will have group and class discussions about these case studies and will write frequently about how they would handle the situation. Additionally, students will research a real world leader and present on the strengths and weaknesses of their leadership style.

### ☞ Unit Assignment(s):

Students will write an essay explaining their personal leadership style and creating goals for the year. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

In addition, students will plan FFA leadership meetings on the Pioneer Valley High School campus. They will invite all the agriculture students within the Agriculture department and present reports about building leadership skills to these students. The students in this class are responsible for planning, organizing and developing these leadership sessions for these monthly events.

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## Emotional Intelligence

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**Description:** In this unit, students will evaluate their emotional intelligence (EQ). Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The purpose of this unit is to have students to effectively analyze their own personal emotional intelligence. They will evaluate various situations in an agricultural work environment and how people utilized emotional intelligence in these situations.

### Conflict Resolution/ Problem Solving

**Description:** In this unit, students are introduced to basic techniques to handle conflict resolution. In any leadership situation, students will be presented with some type of conflict and need to be able to resolve this conflict in a positive way. This unit will also be focused on learning how to be assertive but an effective leader while making decisions and solving problems as a leader. Students will learn how to handle emotions effectively in a group situation. They will work to identify the core issues of any situation and look at problems from other perspectives. Students will learn how to build off of other's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to develop and implement proposed solutions and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming.

### ☞ Unit Assignment(s):

Students will evaluate their own emotional intelligence through EQ quizzes. They will then be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that

describes their EQ and how they tend to work with people of other emotional intelligence styles.

Students will be presented with mock conflicts in Agricultural work environments. They will have to present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

In addition, students will practice their ability to solve problems in a group environment. Students will engage in a community-based project related to Agriculture or the FFA chapter where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. This assessment relates to the goals of the class because it connects the learning in class to the real world. Students will need to think creatively to find solutions to real problems and then plan their solution.

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## **Leading a team**

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**Description:** In this unit, students will be investigating the proper way to leading a team. Firebaugh FFA chapter is officially led by seven officers who are always in this course. However, our goal is to have a whole class of leaders who are within this course. Hence, this unit is essential because it helps provide more guidance on how to properly lead a team or in this case, an FFA chapter. The students will investigate their interpersonal skills to evaluate themselves to see if they are a trusting individual to others.

### **☞ Unit Assignment(s):**

Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills. The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills.

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## **Career Readiness**

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**Description:** In this unit, students will begin preparing themselves for a career. The purpose of this course is to prepare students for the future as a leader in a career in Agriculture. Through this unit, students will learn the basic skills of creating a cover letter, resume, job application and preparing for an interview. They will focus on building their individual interview skills by practicing their basic interview questions with their peers. In addition, they will practice giving positive feedback to their fellow students as they peer review cover letters and resumes.

### **☞ Unit Assignment(s):**

Students will participate in a local FFA Job Interview contest. They will each complete all the steps to participating in this contest which includes creating their resume, cover letter and completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for the contest. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue on to the Sectional FFA Public Speaking competition for the Job Interview contest.

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## **Communication**

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**Description:** Students will learn the skills necessary to being a good public speaker. These will include: projection, articulation, eye contact, body language, and confidence. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech. Students will investigate various communication styles including non verbal communications and verbal communications. In addition, the students will become familiar with the ten tools for effective listening.

### **☞ Unit Assignment(s):**

Students will have to practice their public speaking skills through the participation in a local chapter competition of the FFA Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony's speech in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the Sectional FFA Opening and Closing Ceremonies contest.

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## **Parliamentary Procedure**

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**Description:** Parliamentary procedure is the body of rules, ethics, and customs governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies. In Agriculture and the FFA, parliamentary procedure is the basic rules to make decisions and votes in a professional manner. As students are preparing for further involvement in the FFA and careers, parliamentary procedures are important to know. Almost anyone with a career in Agriculture will have to be aware of legislation in the state and by being familiar of parliamentary procedure will give anyone a head start in their career. In this unit, students will be familiar with the main motions and procedures for a vote to be passed and decisions to be made properly.

### **☞ Unit Assignment(s):**

The students will be grouped in a group of approximately 6 students and they will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a local Parliamentary Procedure contest that is similar to the FFA Parliamentary Procedure contest.

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## **Team Building**

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**Description:** In this unit, students will learn about the skills needed to work as a team. They will investigate the characteristics of an effective team. This will allow them to evaluate how they are working as a leadership team within the Patterson FFA chapter. They will complete a team dynamics or group self assessment to see if they believe they have the proper dynamics as a team.

### **☞ Unit Assignment(s):**

The students will be presented with mock issues within a team environment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dynamics or develop an effective team.

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## **Event Planning**

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**Description:** Students will look at different ways to plan various types of school and community projects. They will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion. Students will learn to evaluate an event and identify improvements for future planning.

### **☞ Unit Assignment(s):**

In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

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## Agricultural Issues

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Description: In this unit, students will research various agricultural issues in the industry such as water rights, land uses and any other issue relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on this issue. They will be introduced to the proper procedures to making a convincing presentation and the basic presentation skills. In this unit, they are learning more about common issues within the industry as well further developing their public speaking skills.

### ☞ Unit Assignment(s):

Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

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## Agriculture Literacy

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Description: In this unit, students will research various agricultural topics in the industry such as California commodities, ag careers, livestock practices and any other topics relating to agriculture. They will choose an agricultural topic that interests them, complete digital research, and develop a lesson plan for a targeted elementary school age group. They will be introduced to the proper procedures to making a lesson plan and basic teaching skills. In this unit, they are learning more about common practices and the importance of the industry as well further developing their public speaking and communication skills.

### ☞ Unit Assignment(s):

Students will take their chosen agricultural topic and create a persuasive speech to present to local parent club and school staff members. This assignment allows students to demonstrate their public speaking and communication skills to a targeted audience. Students will need to include a manuscript with references as part of the lesson plan which will demonstrate their ability to research, identify sources, and type up a prepare manuscript and meet the the objective of the lesson.

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# Course Materials

## Textbooks

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Title	Author	Publisher	Edition	Website	Primary
Leadership Personal Development and Career Success	Cliff Ricketts and John C. Ricketts	Delmar	3rd edition/2011	[ empty ]	Yes

## Additional Information

### Course Author:

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