DETERMINING THE NEEDS OF AN AGRICULTURE LEADERSHIP CLASS IN HIGH SCHOOL AGRICULTURE PROGRAMS

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Agricultural Education

by

JessaLee Goehring

Spring 2014
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ABSTRACT

DETERMINING THE NEEDS OF AN AGRICULTURE LEADERSHIP
CLASS IN HIGH SCHOOL AGRICULTURE PROGRAMS

by

JessaLee Goehring

Master of Science in Agricultural Education

California State University, Chico

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Agriculture education programs do an excellent job of teaching youth leadership skills and knowledge though the three ring model of SAE, FFA and classroom instruction. Although these programs provide students with opportunities to succeed, there is a need for leadership courses to be taught in all high schools to provide them with more knowledge and skills that will prepare them for college and their future careers. Not only will this benefit the students, but it will also provide leadership in the work place, which has been at a steady decline.

This project focuses on the needs of developing an agriculture leadership class at Lodi High. This course is needed because a leadership course option is noticeably absent from the program. Although the agriculture program at Lodi High School is very successful, a leadership course would provide students with a curriculum that will challenge them to develop and strengthen their leadership skills. Additionally, it will
provide students with an elective course option to choose for their junior or senior year of high school. This would help to decrease the number of students repeating courses or not continuing their enrollment.

This project used a qualitative study to determine the needs of the current agriculture students ($n = 98$) at Lodi High School. The study found a strong need for adding the course to the agriculture program exists and over 70% of the students would enroll in the class. Adding an agriculture leadership class at Lodi High is needed and noticeably absent from the agriculture program and leadership development component.
CHAPTER I

INTRODUCTION

Problem

Over the past five years, the number of students repeating courses within the agriculture program at Lodi High School has rapidly increased. As student enrollment in ninth and tenth grades continues to grow, it is imperative that opportunities in the program continue to grow as well. The lack of agriculture elective courses may decrease student interest. This potential problem may play a factor in the retention percentage of upperclassman. To solve this concern, an additional course option in the agriculture department will reduce the number of students repeating the same agriculture classes their junior and senior years. Adding an agriculture leadership course option will not only add another elective class for the agriculture students to continue enrollment, but also allow them to develop personal leadership skills as they relate to the individual, agriculture and FFA. This class will involve students in personal growth activities, such as team building, public speaking and organization of various FFA activities while enhancing the student technology and communication skills to be successful in college and future careers.

To assess the impact of an agriculture leadership course, it is necessary to know the student interest in the class. Additionally, determining the needs of students for this course will allow the agriculture program, school site and school district to know
how essential this course is in the high school career of the students. The actual needs of this course are limitless, as students will develop strong leadership skills that enhance academic skills, promote career choices, and contribute to employability. Additionally, they will broaden their knowledge in agriculture through leadership and speaking activities provided by a leadership course. These activities will allow students to learn more about agriculture and issues surrounding the most important industry in the world. Students will also develop an understanding the importance of cooperation, collaboration, leadership and effective decision-making skills throughout the duration of the course. Furthermore, they will appreciate the important role that communication plays in developing leadership abilities and organizational skills. All of these will impact the success of the students and prepare and challenge them to be college and career ready.

Objectives

When adding an agriculture leadership course to the agriculture department at Lodi High, the following objectives will be established for the project:

1. To determine the actual need for the agriculture department at Lodi High to develop Agriculture Leadership course.
2. To develop leadership and training curriculum to provide students with an enhanced learning environment that to improve their leadership skills.
3. To develop a comprehensive portfolio of the agriculture leadership course approval form, course syllabus, units of study, and sample lesson plans to provide physical curriculum for implementation of the course.
Learning Opportunities

The purpose of this course is to develop professional and personal leadership skills as they relate to the individual, agriculture, and the FFA. Students will also develop a basis for understanding the importance of leadership while developing an appreciation for agriculture. Students will be involved in personal growth through activities such as public speaking, team building, working within committees and the organization of various FFA Activities. In addition, students will assist with the completion of FFA Award Applications and two newsletters to enhance student’s writing and technology skills. The curriculum will revolve around five central themes: Foundations, Attitude, Self-Image, Relationships, and Goal Setting. Each student will participate in a minimum of three FFA sponsored activities per semester. It is with these learning opportunities that the objectives will be achieved.
CHAPTER II

REVIEW OF LITERATURE

Need for Leaders

Fritz and Brown (1998) researched the lack of leaders in society today and found that it is not a deficit of leaders, but more a lack of leadership development. They also identified that more than half of agriculture departments offer courses directed toward leadership, and leadership education in post-secondary agriculture education. The study recommended more collaboration occur with other departments involved and not involved in leadership and a development of programs that focused on leadership in behavioral and scholarship foundations. The study also found benefits of the leadership programs and curriculums to meet the current issue of the lack of leaders society is experiencing, as well as developing those leaders through the agriculture education programs.

Need for Leaders in Agriculture

Horner (1984) recognized the need for effective leaders in agriculture and created a program to help develop leaders. An innovative approach was created by The Nebraska Agricultural Leadership Council, Inc., to help bridge the gap for adult leaders in education and public policymaking. Due to the lack of political support in agriculture, there is a need for leadership off of the farm. The Leadership Education/Action
Developmental (LEAD) program was developed to focus on developing leadership potential in adult agriculturalist. Horner explained that work in the LEAD program is conducted by academic, personnel and resource development committees. Each year, 30 Nebraska agriculturalists, aged 25-40, participated in a two-year seminar series. Results from the first three LEAD groups of 90 people showed the program has enhanced leadership. More specifically, of the first 30 participants more than 30% hold leadership positions, including state boards, commissions, as well as education, professional, local and civic leadership roles (Horner, 1984). Horner identified the following elements needed for the leadership educational program to be successful:

1. The Extension educator plays the key role in linking leaders-in-training, academicians, and practitioner policymakers.

2. Support results from widespread involvement, at the outset, of individual and business leaders and an unbelievable number of institutions of higher education.

3. Promotion is essential to attract the appropriate quantity and quality of applicants.

4. Participants with proven leadership potential and concern for public affairs must be selected.

5. Program design should emphasize analysis of public issues, over a two-year period, and include intensive as well as extensive dimensions (p. 4).

Decreasing numbers of agricultural food producers necessitates developing influential leaders in agriculture and policy making to link leaders, public policy, and agriculturalist. While there are programs available to adults, they are limited. It appears more appropriate to offer leadership programs in high school to create awareness of the
importance of becoming leaders in the agriculture industry. Offering leadership
development in high school could create a stronger agriculture industry and support of
the industry at all levels of the nation.

Ricketts and Rudd (2002) focused on the need for leadership education and
discussed the lack of information and effectiveness regarding leadership development in
career and technical education. The authors believe the lack of formal leadership training
received by students is problematic. Additionally, little research on teaching adolescents’
leadership development appears to be available (Rickets & Rudd, 2002). Because of this
lack of research, Ricketts and Rudd developed a conceptual model for training students in
leadership development at the University of Florida. The model focused on leadership
knowledge and information, leadership attitude, will, and desire, decision making,
reasoning, and critical thinking, oral and written communication skills, and intra and
interpersonal relations. They believe students who have been taught leadership are better
prepared to act in leadership roles.

Diem and Nikola (2005) also identified the benefits and impact of agricultural
leadership programs. They suggested a need for leadership development in agriculture
that focuses on developing skills and leadership abilities in agricultural leaders. The study
focuses on the knowledge and skills 63 participants learned during a leadership program.
Some responses from the program varied from confidence in public speaking, learning to
articulate my opinions, and networking to time management and how to communicate
effectively. Additionally, 98% of participants reported confidence in being able to speak
more effectively. Those who have completed the agricultural leadership program are
making a difference in their communities and throughout the state. Diem and Nikola
(2005) emphasized that leadership skills are not only needed for a functional and productive society, but also desired by employers. They determined the importance of teaching leadership courses as well as how essential agriculture education is on developing leaders in their students through the FFA, SAE and classroom instruction. Although studies have been conducted to determine the leadership abilities students obtain through the FFA and SAE, few studies have addressed leadership education.

Need for Community Leaders

Hughes (1998) discussed that the need for community leaders is significant in community development and programs. Also, Hughes identified that developing leaders was necessary to create change and develop new methods to solve community problems. The study focused on the Southern University Cooperative Extension Program’s leadership program that allows residents to focus on communication. It also offers change with new ideas and ways to approach problems within a community. The Southern University Cooperative Extension in Louisiana developed a four-month, eight session, Building Opportunities through Leadership Development (BOLD) program that focused on emerging leaders with connection to communities. The program focused on leader’s ability to create change in their communities as well as learning new methods to work together (Hughes, 1998). The targeted participants were emerging leaders that desired to acquire leadership roles in their communities, yet they did not hold established positions within the community.

A variety of teaching methods and educational experiences were used to accomplish the program’s objectives. These included inviting local and state elected
officials, local bank officials, and university personnel to present material related to the subject matter (Hughes, 1998). BOLD focused on promoting teamwork, planning, community vision, strengths and weaknesses within the community, problem solving, motivation, and conflict management. The thorough training provided positive results that allowed 28 individuals to develop leadership roles in the community that were effective and logical. Furthermore, Hughes (1998) found that the leadership training program resulted in the development of the 501-(c)-(3) program, Tri-Parish Community Development Corporation. The BOLD leaders worked together to address housing development, education problems, environmental concerns and economic development within the community. This study is very beneficial as it proves the importance of leadership development among individuals at any age. Furthermore, with thorough training, it can provide a definite change in people and amongst the community. Just as the BOLD leaders program focuses on community leadership, a model for training college students in leadership development was developed.

Kelsey and Wall (2003) researched the effects of participants enrolled in a two-year agricultural leadership program and their participation as community leaders and contributors to rural community development (RCD). Kelsey and Wall distributed 290 surveys and conducted face-to-face interviews with eight participants. The survey collection consisted of analyzing two extensive questions, the first, “Did the Program Contribute to Developing Leaders for Rural Community Development,” and the second, “Did the Participants Take an Active Role in Improving Their Communities After Completing the Program,” and face to face interviews. Additionally, eight participants were chosen with a high level of understanding and knowledge in RCD. The results of
the study indicated that most of the participants enrolled in the leadership program were aware of RCD, however, had not acquired leadership roles or were exerting minimal amount to improve their rural communities (Kelsey & Wall, 2003). Additionally, most participants in the program were taught awareness of rural community leadership. The more interactive engagement of the participants in the program would allow them to gain valuable knowledge and skills. This, in return, encouraged them to accept more leadership roles and discover valuable resources to benefit the local community and its development.

Leadership in Agriculture Education

Morgan, Fuhrman, King, Flanders and Rudd (2013) determined that the process used by the National FFA Organization to develop the Life Knowledge leadership curriculum that is used in Agriculture Education today. More importantly, it highlighted leadership development in high schools and the priority public high schools across the United States placed on leadership development. For example, high schools have created curriculum and classes that allow them to teach leadership skills and knowledge to students. This study identified the need to teach leadership courses to high school students to not only increase their leadership skills, but to improve future employability skills. It also focused on the need for a teaching and lesson plan model in leadership development that would allow students to reach beyond the simple textbook reference and learning. Additionally, the National FFA offers the Life Knowledge lesson plans that meet the curriculum need for the course that could aid in the development of the class at Lodi High School.
Georgia Agriculture Education emphasized leadership training has become increasingly important among an ever-developing society. The program stated that “people will be needed who not only have an understanding of the technical aspects of the issues, but who also have an understanding of the ethical and philosophical issues” (p. 1). Furthermore, the Georgia Agriculture Education program identified the importance of having agriculture education leadership programs. Since the inception of the program, it has trained youth to be leaders in the agriculture industry, the most important industry in the world.

Need for Agriculture Leadership at Lodi High School

The “Lodi HS 2013 R2 Student Report” compiled by California Agriculture Education (2013), reported that the number of students that are program completers compared to the number of students who enter the agriculture program as freshman indicated only 26% of students completed all four years in the agriculture program. Additionally, over 65.3% of students enrolled in the agriculture program are freshmen and sophomores. This information is important to understand the decline in upperclassmen enrollment in the agriculture program at Lodi High School. Another elective course will develop leadership the classroom and the community, as well as increase the retention rate in the current agricultural program.
CHAPTER III

METHODOLOGY

Objective One

This project focused on the development of an agriculture leadership course. The first objective sought to determine the actual need for the agriculture department at Lodi High to develop an agriculture leadership course. A needs assessment was created to address objective one (Appendix A). The purpose of objective one is to identify the actual need and interest of the students in the agriculture program. To do this, data would be compiled that documented student perceptions, including their perception of the lack of agriculture elective classes for the upperclassman. The survey was created using Survey Monkey, the online survey website. After developing the survey, an internet web link was generated. With this web link, the survey could be reviewed, evaluated, and then administered to agriculture students in the grades of tenth through twelfth grade. The California State University, Chico IRB process was completed and the application approved before the survey was administered to the target population. In addition to the IRB application, an Informed Consent was also submitted for approval. Once approved, it was given to each of the students surveyed. Furthermore, one agriculture teacher, along with two agriculture boosters’ members, reviewed the survey. After being reviewed by a panel of experts, it was then administered to the target audiences that addressed the need of an additional elective course and identify the percentage of students repeating courses.
The target audience included program completers and tenth through twelfth graders. Ninety-eight students in the agriculture program in December of 2013. The sample size included 31 sophomores, 34 juniors, and 33 seniors. Additionally, the needs assessment will also measure the high levels of interest in leadership development among the students. The survey will also measure the abundance or lack of a broad selection of elective courses. This would suggest a need for an additional course to increase course selection options, which would meet objective two, as well as increase the retention rate and program completion rate of the students in the agriculture program at Lodi High.

Objective Two

Objective two sought to develop the leadership and training curriculum to provide students with an enhanced learning environment that to improve their leadership skills. To accomplish this goal, an agriculture leadership course approval form was developed.

The graduate and twelfth grade students are an essential component to identify the concern of limited course options, as they have completed the agriculture program and can provide actual insight from their experience. The tenth and eleventh graders document the current interest and number of students willing to enroll in the course. Currently, the elective courses offered are floriculture, agriculture mechanics, ornamental horticulture and EAST (Ag Computers). The data identified will be presented to the school administration, staff and the districts school board.
Objective Three

Objective three sought to develop a comprehensive portfolio of the agriculture leadership course approval form, course syllabus, units of study, and sample lesson plans (Appendices B-E) to provide physical curriculum for implementation of the course. Organized lesson plans are essential for the classes to be taught correctly, effectively and professionally to ensure the needs of the students are met. Presenting physical documentation of the course curriculum will provide the needed support of the course to the site administration, curriculum council and school district personnel. Course syllabi, units of study, curriculum material (lesson plans) were collected from three high school agriculture programs. The leadership course outlines and curriculum material were selected and evaluated due to student success in the local programs in leadership development. Using resources from other agriculture teachers, and professional agriculture education websites provided the necessary content to develop the course materials.
CHAPTER IV

RESULTS AND DISCUSSION

Results

The needs assessment survey (Appendix A) was administered and completed by 98 students in the agriculture program at Lodi High. After the data collection, tables were created to determine the need of adding an agriculture leadership course. All 98 students answered the questions on the survey; however, one student failed to answer question four and five. This could have been due to the fact that they did not have enough time in the class period. Although only one student did not answer the last two questions, it does not seem that it may have altered or compromised the results from the data. The data (see Table 1) clearly states the statistical data of the population being surveyed. Ninth graders were not surveyed due to the fact that they had not yet been exposed to the repetition of classes. The junior agriculture class had 34 respondents, 31 respondents were sophomores and 33 were seniors.

Classes the respondents have completed in the agriculture program were also evaluated (see Table 2). The course selections offered for the sophomore, junior and seniors (Ornamental Horticulture, EAST, Floral Design and the Ag Mechanics and Ag Welding) consisted of 84% of the students surveyed.
Table 1

Demographic Characteristics of the Surveyed Lodi High School Students (n = 98)

<table>
<thead>
<tr>
<th>Student School Grade</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>31.60%</td>
<td>31</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>34.70%</td>
<td>34</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>33.70%</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 2

Agriculture Class Enrollment (n = 98)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Yes</th>
<th>No</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Earth Science</td>
<td>64</td>
<td>34</td>
<td>98</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>67</td>
<td>31</td>
<td>98</td>
</tr>
<tr>
<td>Floral Design</td>
<td>86</td>
<td>12</td>
<td>98</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>24</td>
<td>74</td>
<td>98</td>
</tr>
<tr>
<td>EAST</td>
<td>21</td>
<td>77</td>
<td>98</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>21</td>
<td>77</td>
<td>98</td>
</tr>
<tr>
<td>Ag Mechanics Advanced</td>
<td>5</td>
<td>93</td>
<td>98</td>
</tr>
<tr>
<td>Ag Welding</td>
<td>11</td>
<td>87</td>
<td>98</td>
</tr>
</tbody>
</table>

Objective One

Objective one sought to determine the actual need of an agriculture leadership course and can be considered the most important objective. Results to Question 5 (see Table 3) indicated that over 70% (n = 97) of students surveyed expressed an interest and would enroll in an agriculture leadership class if offered at Lodi High.
Table 3

**Determining the Needs of an Agriculture Leadership Class in High School Agriculture Programs**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70.10%</td>
<td>68</td>
</tr>
<tr>
<td>No</td>
<td>29.90%</td>
<td>29</td>
</tr>
</tbody>
</table>

*n n differs due to missing data

### Objective Two

Objective two sought to develop leadership and training curriculum to provide students with an enhanced learning environment that to improve their leadership skills. A course approval form was developed (see Appendices B) to meet this objective.

Additionally, the results from Table 4 and Table 5 were used to measure the importance that this class would have on improving the leadership and training curriculum provided to students. Results (see Table 4) indicated that 30% of the students surveyed had taken an agriculture elective class more than once, which was 30 students of the 98 surveyed.

Table 4

**Respondents Answer Selection to the Number of Times a Class Was Taken in the Agriculture Program (n = 98)**

<table>
<thead>
<tr>
<th></th>
<th>0 Courses</th>
<th>1 Course</th>
<th>2 Courses</th>
<th>3 Courses</th>
<th>4 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Earth Science</td>
<td>33</td>
<td>65</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>31</td>
<td>66</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Floral Design</td>
<td>10</td>
<td>67</td>
<td>18</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>72</td>
<td>21</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EAST</td>
<td>75</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>75</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ag Mechanics Advanced</td>
<td>91</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ag Welding</td>
<td>86</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Over 21% of students completed the floral design class more than once. The number of
Table 5

*Summative Answers for Determining the Needs of an Agriculture Leadership Class in High School Agriculture Programs (n = 97*)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a wide selection of Agriculture classes offered at Lodi High.</td>
<td>4.16</td>
<td>2.02</td>
<td>2.0-5.0</td>
</tr>
<tr>
<td>The development of an Ag Leadership class should be added to the agriculture program.</td>
<td>3.94</td>
<td>1.69</td>
<td>1.0-4.0</td>
</tr>
<tr>
<td>There is a need for an Ag Leadership class at Lodi High.</td>
<td>3.82</td>
<td>1.63</td>
<td>1.0-4.0</td>
</tr>
</tbody>
</table>

*Note. Scale: 5 = strongly agree; 4 = agree, 3 = neutral 2 = disagree, 1 = strongly disagree. *n differs due to missing data*

students retaking an agriculture class due to limited options could fulfill the student enrollment requirements for the agriculture leadership course.

Results from Table 5 point out that 58.76% of the students surveyed strongly agreed or agreed that there was a need for an agriculture leadership class at their high school, and almost 66% of students strongly agree or agreed that offering an agriculture leadership class for the program was important. Almost one third of respondents selected neutral could be due to the fact they may have not understood the question or did not care if the class was added or not. The data reveals (see Table 5) that 58.76% of the students surveyed strongly agreed or agreed that there was a need for an agriculture leadership class at their high school, and 32.99% were neutral on the questions. On the other hand, 8.25% disagreed. The statement asking students if they believed there was a wide variety of classes offered at Lodi High had an overwhelming positive response rate of 81.44% agreeing, average mean of 2.01, that adding a leadership program is a need at Lodi High.
Objective Three

The purpose of objective three was to provide physical documentation (see Appendices B-E) of the course curriculum (course syllabus, unit organization, sample lesson plans) as well as the needed support of the course to the site administration, curriculum council and school district personnel. This was met by collecting course outlines and curriculum material from the agriculture programs of Galt High School, Liberty Ranch High School and Linden High School, and professional agriculture education websites. The three course outlines and curriculum material were collected and evaluated based on their common leadership principles course design. The agriculture leadership literature was used to develop the physical documentation that allowed objective three to be met.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The needs assessment survey clearly shows that over half of the students surveyed felt there was a strong need for the class, with over 70% stating they would enroll in the class if it was offered. The survey also showed a slight need for the addition of the agriculture leadership class (see Table 4), as the number of times a student repeats an agriculture class would decrease. Additionally, it would allow students to learn and challenge themselves with a broader understanding of the agriculture industry. The greatest challenge ahead is determining the funding for the textbooks as well as availability of the teacher. If funding is limited, then finding a funding source to pay the teacher is essential. Currently, all teachers at Lodi High have classes over the 34:1 district student to teacher ratio. To solve funding on textbooks, proper budgeting could come from the Agriculture incentive Grant, if available, or the Lodi FFA Ag Boosters. Each year they allocate money for curriculum enhancement. A proposal should be written and submitted for their support. In regards to solving a possible teacher funding issue, it is believed that if the class is added, the number of students retaking classes would be equal to enrollment needed for an agriculture leadership class. This would create more of a balance amongst the agriculture students.
Conclusion

In conclusion, there is statistical support for adding an agriculture leadership course to the agriculture program and course offerings at Lodi High School. There are obvious needs from the students, and their needs should be met. This course will provide students the opportunity to expand their communication and leadership skills as well as gain confidence that will benefit them in college and future careers. Additionally, this would reduce the number of students retaking classes. The data revealed that only 29% (see Table 4) had retaken a class. Although the number is not considerably high, it is still almost one third of the students in the agriculture program that could be gaining valuable leadership skills and agricultural knowledge by taking this class and reduce the number of students repeating courses. Research has shown benefits from an agriculture leadership curriculum are immeasurable. Adding this class at Lodi High School will provide students more opportunities to engage in the three-ring model of agriculture education. Additionally, based on current trends discussed, there may be a need for a fourth teacher at Lodi High School.

Recommendations

Further testing of graduates who are program completers could strengthen the data and need for adding a course in agriculture leadership. Furthermore, adding the class to the course selection sheet for the upperclassmen could determine the enrollment numbers and added justification for the addition of agriculture leadership to the agriculture program. With the addition of this course, it can serve as the capstone class for all of the agriculture pathways offered in the program.
REFERENCES
REFERENCES


APPENDIX A
The Need for Ag Leadership Survey

Please complete the following survey. Your input will be used in determining the needs of adding an Ag Leadership course.

1. What grade are you in?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Graduate

2. What agriculture classes have you taken at Lodi High? Circle all that apply.
   a. Ag Earth Science
   b. Ag Biology
   c. Floral Design
   d. Ornamental Horticulture
   e. EAST
   f. Ag Mechanics
   g. Ag Mechanics Advanced
   h. Ag Welding

3. Select the number of times you have taken each agriculture class.

   Ag Earth Science 1 2 3 4
   Ag Biology 1 2 3 4
   Floral Design 1 2 3 4
   Ornamental Horticulture 1 2 3 4
   EAST 1 2 3 4
4. Would you take an Agriculture Leadership class if it were offered at Lodi High?
   a. Yes
   b. No

Using the following scale, lease select the number that best describes your opinion of the following statement.

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<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
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</table>

5. There is a wide selection of Agriculture classes offered at Lodi High.
   1 2 3 4 5

6. There is a need for an Agriculture Leadership class at Lodi High.
   1 2 3 4 5

7. The development of an Agriculture Leadership class should be added to the agriculture program.
   1 2 3 4 5
APPENDIX B
# Curriculum and Instruction

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study: Agriculture Leadership

Course Number: (Assigned by Curriculum Department)

## 9-12 Course of Study Adoption Process

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**Note: Please complete all sections. Enter “none” or “n/a” as appropriate.**

I. Course Title: Agriculture Leadership

II. Department/Subject Area:

- ALG - Algebra
- DRV - Driver Education
- ECO - Economics
- ELC - Electives
- F/G Family Living/World Geography
- FAL - Fine Arts/Performing Arts/Foreign Language
- GOV - Government
- HLT - Health Safety
- LIF - Life Science
- Math - Mathematics
- PE - Physical Education
- PHY - Physical Science
- USH - US History
- WH - World History
III. Length of Course: 2 semesters (one year)    Credit Value: 10

☒ Meets high school graduation requirement credits

☒ Elective course credit

☐ No credit

IV. Grade:

☐ 9th
☒ 10th
☒ 11th
☒ 12th

V. Course Level: ☐ Pre-AP ☐ AP ☐ Honors

VI. Is this an Internet-based course? ☐ Yes ☒ No

If so, who is the course provider?

VII. UC/CSU Approved Course: ☒ No

Is this course modeled after an UC-approved course from another district?

☑ Yes ☒ No If so, which school/district? 

UC/CSU Language (if applicable): 

Course Section Program: Agriculture

VIII. Recommended pathway:

Completion of Ag Earth/Physical Science and Agriculture Biology. This class is designed for the third and/or fourth year agriculture student, with the exception of FFA chapter officers.

IX. Brief course description:

The purpose of this course is to develop professional and personal leadership skills as they relate to the individual, agriculture, and the FFA. Students will be involved in personal growth through activities such as public speaking, team building, and the organization of various FFA Activities. In addition, students will assist with the completion of FFA Award Applications and two newsletters to enhance student's writing and computer skills. The curriculum will revolve around five central themes: Foundations, Attitude, Self-Image, Relationships, and Goal Setting. Each student should participate in a minimum of 3 FFA sponsored activities per semester.
X. **Course goals and/or major student outcomes as aligned to Standards:**

The goals and major outcomes of this course:

9.0 Leadership and Teamwork

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

7.0 Responsibility and Flexibility

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community and workplace roles.

2.0 Communications

2.1 Generate relevant questions about readings on issues that can be researched. (2.3)

2.2 Write expository compositions, including analytical essays and research reports. (2.3)

2.3 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.1)

XI. **Course objectives:**

The objective of the course is to provide our students with a basis for understanding the importance of leadership while developing an appreciation for agriculture. This course will provide students with the principles of understanding and developing the skills of a leader, team building, working within committees, meeting deadlines, and speaking confidently in front of small or large groups. Additionally, students will learn and develop the key foundation components of character, attitude, self-image, developing relationships and setting goals.

XII. **Course outline:**

A. FFA Activity Organization & Committee Operations (ongoing)
   1. Lodi FFA Meetings & Recreation Activities; Greenhand & Chapter Degree Social; FFA Week; Chapter Awards Banquet; Chapter Newsletter; Career Development Events
      a. Assessment: Participation; Cooperative Group Work; Class & Homework Assignments; Project Completion

B. Understanding Leadership
   1. Leadership Categories and Styles
   2. Personality Types and Their Relationship to Leadership and Human Behavior.
3. Learning Styles and Leadership
4. Developing Leaders
5. Leading Teams and Groups
   a. Assessment: Participation; Sharing; Cooperative Group Work/Projects; Class notes & Readings; Class Assignments; Activity Selection & Implementation; Notebook Maintenance

C. Communication and Speaking to Groups
   1. Communication Skills
   2. Prepared Public Speaking
   3. Extemporaneous Speaking
      a. Assessment: Daily Participation; Group and Individual Presentations and Speech Writing; Researching.

D. Leading Individuals and Groups
   1. Conducting Successful Meetings
   2. Basic Parliamentary Procedures
      a. Assessment: Participation; Class & Homework Assignments; Project Completion; Class Notes & Readings; Cooperative Group Work & Presentations

E. Managerial Leadership Skills
   1. Problem Solving and Decision Making
   2. Goal Setting
   3. Time Management
   4. Motivating Others
   5. Conflict Resolution
      a. Assessment: Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations

F. Personal Development
   1. Self-Concept and Image
   2. Attitudes
   3. Relationships
      a. Assessment: Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations

XIII. Texts and Supplemental Instructional materials:
Please supply ISBN #’s for all texts.

Title: Leadership: Personal Development and Career Success, 3rd Edition

Author: Cliff Ricketts and John C. Ricketts

Publisher: Delmar Publishing


Board Approval Date: ________________

Supplemental: Official FFA Manual, Local and National Newspapers
XIV. **Key Assignments:**
1. Writing speeches
2. Developing newsletters
3. Assisting, organizing and implementing of chapter activities
4. Interactive Journal
5. Final Portfolio Project

XV. **Instructional methods and/or strategies:**
1. Discussion
2. Demonstration
3. Lecture
4. Written & Practical Examinations
5. Reading Assignments
6. Guest Speakers
7. Laboratory Exercises

XVI. **Assessment methods and/or tools:** Daily Evaluation (participation, prepared for class, etc.), Student Planner/Journal Maintenance, General Class and Homework Assignments, Projects, Presentations, FFA Activity (Greenhand/Chapter Degree Banquet, FFA Week, Awards Banquet) Participation (instructor and/or self-evaluation), Evaluations (tests, quizzes, etc.), Semester Final Exam/Project/Presentation.

XVII. **Context for Course: (optional)**
With the addition of an Agriculture Leadership course, it will allow students to maintain a four-year standing in the agriculture pathways. This course is designed for 11th and 12th grade seniors, and for FFA chapter officers. It allows students to maintain their FFA and agriculture SAE (projects) eligibility at the school and state level. Through this process, we are able to provide students with the opportunity for personal growth, academic success, and career exploration and meet the desired four-year agriculture career/academic pathway. It will also allow students to remain in the agriculture education program and take part in the FFA/leadership activities. It is as an opportunity that will benefit students, the agriculture program, the school, and community.

XVIII. **History of Course Development: (optional)**
The information below is required by Technology Services to enter the course title and number in the system. Consult your site Registrar for help in completing this section, if necessary.

**Issue Marks:**  *(Check all that apply)*

* Quarter Mark Report  * Semester Mark Report

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Include in Extract:  √ Yes  □ No

State Course Code: __________________________

NCES Course Classification *(if applicable)*: __________________________

Course Type: __________________ Agriculture Elective

NCLB Course: __________________________

CTE Technical Preparation: □ *(check for Yes)*

Education Service: __________________________

Independent Study Indicator: □ *(check for Yes)*

Distance Learning: □ *(check for Yes)*

Education Program Funding: __________________ Agriculture
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<td>Assistant Superintendent, Secondary Education</td>
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Adapted from:


APPENDIX C
Course Outline:
The course is designed to acquaint the student with the theories and principles of personal and servant leadership development and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements of group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, etiquette, and gratitude. Because of the nature of this class, student time is not limited to only classroom experiences. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

Major Goals & Objectives:
1. Develop the values of leadership and identify the benefits.
2. Experience and practice roles of responsibility, initiative, creativity, leadership, and program pride.
3. Formulate and work effectively on projects within committee groups.
4. Engage in activities involving the campus and community at large.
5. Master skills in manner and etiquette.
6. Experience prepared speaking and/or job interview at local competitive level.
7. Demonstrate parliamentary procedures for running efficient meetings.
8. Participate in and facilitate activities at FFA activities.
9. Participate in SAEP projects employing skills learned in the classroom.
10. Maintain an on-going record book

Class Rules:
1. A positive attitude😊
2. Respect for yourself and the ideas of others.
3. Every student has the right to learn.
4. The teacher has the right to teach.
5. Anything that prevents numbers 1-4 from happening is not tolerated.
**Class Structure**
- Students grades 10-12
- Must be congruently enrolled in another agriculture course
- Every student is a member of a chapter committee
- All students must be involved in the planning and execution of FFA Meetings

**Class Format**
- 2 day per week: Committee Workdays (Usually Monday and Tuesday)
- 1 day per week: Agriculture Issue Analysis (Usually Wednesday)
- 2 days per week: Leadership Lesson/Speaking Events (Usually Thursday and Friday)

**Class Projects**
- FFA Meeting Activities         Leadership Research Projects
- Recruitment (LHS and middle schools)  Fall & Spring Banquets
- Program of Activities          FFA Week Activities
- Monday Update                  Leadership Case Studies
- Monthly Video Bulletin         Welcome Back Social

**Grading**
- 40% Weekly Class Participation
- 20% Class Assignments
- 15% Committee Work/Report
- 10% FFA Participation 3 Activities per semester
- 10% SAEP maintenance and completed record books
- 5% Local Job Interview / Prepared Public Speaking/ Project Competition Participation

**Attendance/Tardy Policy:**
It is critical that students attend class regularly to successfully complete it. This course is taught by means of in-class instruction/lecture and group discussion, which will be nearly impossible to repeat for students who have not been in attendance during regular class session. Unexcused absences and tardiness will result in a loss of daily participation points. Students must consult with instructor immediately upon return to class to make up work.

---

Student Name __________________________________

Student Signature _______________________________   Date_____________

Parent Signature   _______________________________   Date _____________
Adapted from:


Ag Leadership Course Information

**Leadership Lesson Units of Study:**
- What is Leadership?
- Leadership Styles
- Etiquette/Manners
- Speaking/Giving Directions/Communication
- Commitment & Accountability
- Diversity
- Oral & Written Communication
- Effective Meeting
- Delegation/Committees
- Time management/Organization/Reducing Stress
- Achieving
- Goal Setting
- Creativity
- Problem Solving
- Work Related Ethics
- Inspiration & Reflection
- Self-Awareness
- Motivation
- Career Exploration/Planning

**Committees**
- Budget & Fundraising- plans all chapter fundraising events (Drive-Thru BBQ, Poinsettia and Easter Lily Sales, Stockton Thunder, FFA Wear, etc.)
- Newsletter- writes, edits, and distributes monthly newsletter
- Monthly Bulletin & Technology- creates monthly bulletin promoting chapter activities
- Community Service- Day of Service, Adopt-A-Family, Troops Drive, Food Drive, Blood Drives
- Publicity & Outreach- Bulletin Boards, Newspaper Articles, School Announcements, Posters
- PALS- creates lessons, holds meetings for committee, trains chapter members to teach lessons
- Scrapbook- takes pictures, develops pictures, creates scrapbook pages
- Awards & Applications- completes chapter awards, creates local awards for FFA members, creates and handles local chapter applications for conferences, officer positions, and proficiencies
**Ag Issues Topics**

Food Safety  Biotechnology  The Farm Bill  Immigrants
Global Dependency  Sustainability  Immigration  Subsidies
Trade/International Relations  Animal Welfare  Subsidies  Biofuels
Animal Rights  Water  Immigration
Environmental Regulation  Food Labeling
Feeding the World’s Population
APPENDIX E
Sample Assignments

Leader in History

Research a significant leader in our history. Identify:

- Their greatest leadership qualities
- Their upbringing and how they became a leader
- People they admired or were influenced by
- What they stood for and their contributions/ways they led people
- Why you think they are a good leader

Write a one-page essay individually, create a power point presentation in partners, or create a video as a group of 3-4 addressing the ideas above. This project will be presented on ____________.

Project point value: 50 points. Graded on creativity, reflection, accuracy, and originality. Please site your sources and turn in an electronic version.
Committee Daily Report Form

Workgroup Name:
Date:
Members and tasks accomplished:

Self score out of 10:
THE INTERVIEW

Ag Leadership Final Exam – Spring Semester

**Desired Outcome:** To discover the belief system that is valued by your role models. To clearly identify and define your own personal belief system.

**Due Date:**

**Time Limit of Presentation:** 8 – 10 Minutes

**Materials:** Poster Board, Markers & Colored Pencils, Pictures, Glue, and CD with Song of Choice.

**Directions:**

1. Answer the following three questions before conducting any of the interviews:
   a. What five characteristics do you feel are most important to become successful and satisfied with your life? (A characteristic is a distinguishing trait, feature, or quality that describes the way you act and feel on the inside).
   b. What beliefs do you feel are important to become successful and satisfied with your life? (A belief is a creed, doctrine, or tenet by which you try to uphold in your day-to-day life).
   c. What goals would you set for your future in order to live a successful life? (A goal is the end or aim that you strive to attain).

2. Now choose three people you would classify as role models. Who are those people in your life whom you respect and admire? Ask them the same three questions. Take notes on their responses.

3. Reflect on your original responses. Feel free to change your answers to incorporate any of the insights and thoughts you have now learned.

4. Select one to three songs that summarize your characteristics, beliefs, and goals. Bring in your selection(s), on a CD, on your presentation date to share.

5. Presentation:
   a. Play your music before and/or after your presentation.
   b. Create a display board with four sections, one for each of the three interviews you conducted and one for your own self-reflection. Be creative in presenting the ideas learned from the interviews.
   c. Share your poster with the class by explaining all of the thoughts you have learned. Explain how your original answers may have changed after completing the interviews.
   d. Share your thoughts as to how this project has affected you. What have you learned about yourself or the others whom you admire? Be creative. Be reflective. Be real.
Scoring Rubric:

Speech skills (eye contact, posture, voice quality)  
Poster is neatly presented and divided into four clear sections.  
Interview responses of three role models are clearly presented.  
Self-reflections are shared of responses from before and after the interviews.  
Music played as part of presentation explaining why each song was selected.  
Thoughts of what was learned from this project are shared. 

15 points 
20 points 
25 points 
10 points 
10 points 
10 points

Presentation time requirement

TOTAL 100 points

Additional Guidelines:

• Ideas for role models include (only one of each type): Teacher/Administrator, Coach, Family Member (over the age of 25), Employer, Community Member, etc.

• Please edit song selections so that they only include the portions that pertain to your presentation.

• During the week prior to the “due date,” a drawing (by the student) will be held to determine your exact due date (it may be the date above or a later date) of when you will give your presentation. It is your responsibility to be ready at the proper time! If you determine that you cannot be present or are not ready to present at your scheduled time, you must find another student to switch presentation dates with you! Being absent will not excuse you from your “presentation date” and may have an impact on your final score.

• Role Model Contact List:

Name: 
Phone Number: 

e-mail address:

Name: 
Phone Number: 

e-mail address:

Name: 
Phone Number: 

e-mail address:
Ag Leadership - Fall Semester Final Exam
The Reflection Box

Desired Outcome
To self-reflect on whom you truly are on “the inside” and the significant things in your life and allow the class to get to know you better.

Due Date:
Time Limit of Presentation:

Materials
Container (ie. shoe box, etc.), pictures, words, illustrations, significant objects, paper, glue, markers, paint, fabric, etc.

Directions
1. Find a container. It may be a box or anything that can hold things.
2. You may decorate the box with paint, paper, fabric, etc.
3. Find five symbols to represent the “real you.” Utilize pictures or objects to represent the things most significant in your life. Place these keepsakes inside your box or container.
4. Be ready to share your box, including the contents, with the class on the due date.
Invent a Leadership Product

*Desired Outcome:* Working as a small group, to contemplate qualities that make an effective leader and to present them in a creative idea for a new leadership product.

Due Date:

Company Name:

Team Members:

*Materials:*
Supplies to create the product such as poster board, paper, markers, etc.

Name of Product:

Explain how the use of this product will create more effective leaders:

*Directions:*
1. Create an idea for a new leadership product to hit the market.

2. Make an actual prototype of this product. Product must include a label with all applicable information.

3. Design an advertising campaign for your product. Create an advertising flyer, which includes a slogan, a picture and a description of your project. Review advertising ads in magazines to get ideas for an effective campaign. Advertising and product must include (if applicable): product name, ingredients, product slogan, label, nutritional facts, net weight, and cost of product. Review labels on food products and consumer merchandise to prepare.

4. Create a poster as your visual aid, which includes the minimum of: the name of the product, the slogan, and a picture of product.

5. Create an advertising flyer of your product.

6. Share your product in an advertising campaign. Explain how your product will create better leaders in society. Your motivation is to try and persuade the audience to purchase your product. Why is your product so wonderful and effective? How will it help us to become better leaders? Sell us.
Example:
Leaders for Life (a cereal)

Slogan: “Combat Daily Strife, Enjoy Leaders for Life”

Campaign: Enjoy Leaders for Life cereal as part of a diet rich in whole grain foods and other plant foods and low in total fat, saturated fat, and cholesterol, which may reduce the risk of leading others without vision or direction. Also reduces heart disease and the desire to gossip and judge others. Leaders for Life cereal has 9 essential vitamins (*) and minerals fortified with calcium and iron and is made from whole grain oats.

Add Nutritional Label:
Serving Size 1 cup
Servings per Container about 13
Calories 120
Calories from fat 15
Net Weight 15 oz
Cost approx. $3.59 per box

Ingredients: Listens well (*), whole oat flour (with oat bran), encourages others (*), sugar, takes risks (*), corn flour, follows through to the end (*), whole wheat flour, proactive (*), rice flour, organized (*), salt, delegates well (*), calcium, accepts all tasks with pride (*), sodium phosphate, efficient with planning and paperwork (*), zinc oxide, BHT (a preservative), yellow 5, yellow 6, thiamin mononitrate, pyridoxine hydrochloride, riboflavin, folic acid.

Scoring Rubric:

Speech skills of eye contact, posture, and voice quality to persuade. /10
Prototype is neatly created with required label. /10
Advertising Poster is neatly organized with required information. /10
Advertising Flyers are prepared with the required criteria. /10
Effective marketing strategies on why product makes effective leaders. /10
Total Points /50
The Tallest Tower

Materials

For this activity you need some building supplies such as:

- Paper Cups, plates, bowls
- Popsicle Sticks or coffee stirrers
- Cheap pens or pencils
- Construction Paper or cardboard
- and you must have some tape (masking tape works best)
- a bag of candy or another similar prize with enough for everyone (alternatively you can just use "bragging rights" as the prize)

Materials

For this activity you need some building supplies such as:

- Paper Cups, plates, bowls
- Popsicle Sticks or coffee stirrers
- Cheap pens or pencils
- Construction Paper or cardboard
- and you must have some tape (masking tape works best)
- a bag of candy or another similar prize with enough for everyone (alternatively you can just use "bragging rights" as the prize)

Set Up

Team Strategy

Before the activity, you need to make a packet of supplies for each group. Divide your class into groups of 4-5. If you have less than 12 people, this is probably not the right activity for you. The key here is to divide the supplies unevenly, but put them in a closed bag or box, so that participants can’t see that each group is getting a different set of supplies. Each group should have a lot of one supply, and only some of the other supplies.

For example:

Packet #1 -

- 1 roll of Masking Tape
- 10 Paper Cups
- 5 Popsicle Sticks
- 4 sheets of construction paper
Packet #2

- a 12" strip of Masking Tape (wound around a pen)
- 25 Paper Cups
- 5 Popsicle Sticks
- 8 sheets of construction paper

Packet #3

- a really small piece of Masking Tape
- 10 Paper Cups
- 35 Popsicle Sticks
- 1 sheets of construction paper

**Directions**

Planning the Team Building Activity

**Big picture:** The participants work to build the tallest free-standing tower they can with the supplies given.

Begin by randomly dividing participants into small groups and organizing the groups in different areas of the room. Ask for a representative from each group to come to a separate space (center of the room or a separate room) to receive instructions and materials. Pass out one bag of supplies to each group representative.

You should then introduce the representatives to the activity by simply saying "This is an activity to work on communication and collaboration, and the goal is to build the tallest free standing tower you can with the supplies in the bags. There will be prizes (or bragging rights) for the winners."

You should be careful to introduce the activity without giving too much context or answering too many questions. Again the key here is that each group will have a different set of supplies but the facilitators should make sure this is not immediately obvious. Once it becomes more obvious, the facilitators should neither discourage or encourage collaboration and sharing. The vast majority of participants when divided into groups, will assume they they should be competing against the other groups but you should not specifically say it is a competition. You will address this in the debrief questions based on the groups’ choice to collaborate or compete.

Answer questions at this point. Try to be very general in answering questions from the representatives. If they have specific process questions, it may be helpful to say something
like, "you have received all the instructions I can give you. You and your group will have to figure out the rest".

Then announce that the representatives will return to the groups, and once they return, the facilitators will not answer any more questions. The facilitators should not answer any questions so that the groups are forced to figure out how they want to build on their own. If the groups decide they want to collaborate, the facilitators should neither encourage or discourage them (this will come up in the debrief).

Announce that they have ~20 min to build, and let the building begin.

Some groups will spend time coming up with a detailed strategy, others will just dive right in. Some may start to notice that they don’t have much tape, or that the other groups have more popsicle sticks.

After a few minutes of building you have a few choices.

- You can ask for representatives to come to the center of the room and report to the other reps one thing they are doing well and one challenge they are having.
- You can have everyone stop building for a moment and walk around and see other teams’ progress so far

Again, the facilitators should not answer any questions, and should not encourage or discourage collaboration! It is important to try to deflect... so if they ask, "How come they have so much more tape?" you might say "Sorry, I can’t really answer any questions at this point, but it looks like you are making good progress."

As they start to see that other groups have different supplies, some will respond by questioning, some will try to beg, barter, or steal supplies, and some will just resign themselves to the fact that it’s not fair and will continue to focus on working with what they have. Make notes of it all, and save it for the debrief.

**Debrief**

The Tallest Tower Team Building Activity

Because of the unequal distribution of supplies, in order to build the tallest tower possible, the groups really have to all merge and share supplies. But because you divided them into groups, and that implies competition to most people, very few participants will try to suggest that the groups collaborate or share supplies. Even if someone in the group suggests it, it is not likely that everyone will agree to it.
The facilitators should ask the following questions of the entire group.

- Raise your hand if you helped build a tower!
- What worked well?
- What challenges did you encounter and how did you overcome them?
- Did you build the tallest tower you could? Why or why not?

Add the following questions if the groups did not collaborate or share supplies:

- Did you assume that you were only supposed to collaborate with those in your small group?
- What would have been possible if you had decided to share resources with the whole group?
- Would you have had a taller tower?
- Why didn’t you?

Add the following questions if the groups collaborate:

- How did you come to the decision to collaborate?
- What became possible once you made the decision to share resources?
- What was challenging?

And then to make the issues really hit home, you need to tie it back to collaboration and communication on your specific team or group:

- How does building the tower in this activity compare to your daily work? or the way our group is organized?
- How does this activity relate to being part of the larger company, organization, or group?
- How can we encourage collaboration, communication, and sharing among the whole group?
Ice Breaker/Team Building Activity Sign-Up for 1st Quarter

Each week, a student will be required to lead the class through an ice-breaker or team building activity. The student will be responsible for obtaining and gathering all of the materials necessary for his/her chosen activity. Students will need to coordinate with Mr. White regarding the specific time necessary to complete their activity. The student's grade/score will be determined by the quality and implementation of the IB/TB Activity.

The following books are available for students to use to select an IB/TB activity: *Encyclopedia of Ice Breakers/Team Building Activities, Team-Building Activities For Every Group, More Team-Building Activities For Every Group, Quicksilver, Silver Bullets, and Cowstails and Cobras II.* Students will need to review the books on their own time, but the books may not leave Room #41 without Mr. White's permission. **ALL** students are expected to write a summary of each day's activity in their Ag Leadership notebook. Please sign-up for one date below:

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