

***AGRICULTURE EDUCATION  
CAREER DEVELOPMENT EVENT  
INDIVIDUAL COMPETITION  
Rules and Regulations Booklet***



Alabama FFA Association

# TABLE OF CONTENTS

<b>Purpose .....</b>	<b>3</b>
<b>Eligibility and Regulations .....</b>	<b>3</b>
<b>Event Format .....</b>	<b>4</b>
<b>District Lesson Plan Submission.....</b>	<b>4</b>
<b>District and State Event Scoring.....</b>	<b>4</b>
<b>Time Limit.....</b>	<b>6</b>
<b>Event Rules .....</b>	<b>6</b>
<b>Tie Breaker .....</b>	<b>6</b>
<b>References .....</b>	<b>6</b>
<b>Lesson Delivery Rubric .....</b>	<b>7</b>
<b>Judges Question Rubric .....</b>	<b>8</b>
<b>Lesson Plan Scoring Rubric .....</b>	<b>9</b>
<b>Judges Summary Scoresheet .....</b>	<b>11</b>
<b>Lesson Plan Template.....</b>	<b>12</b>

Alabama State Department of Education, Dr. Eric G. Mackey, State Superintendent of Education

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Elements of the agriculture education career development event have been derived from the Florida FFA Association’s Agriculture Education Career Development event. The Florida FFA Association has approved the usage for the Alabama FFA Association.

**Revised December 2025**

# AGRICULTURE EDUCATION CDE

## PURPOSE

The Agriculture Education Career Development Event is designed to develop an interest in an agriculture education career for students by providing real-life scenarios that an educator will encounter.

## ELIGIBILITY AND REGULATIONS

- For specific eligibility of participants, refer to the Contest and Awards Booklet.
- The top four winners in the North, Central and South Districts will compete in the state finals.
- There is a national invitation for this CDE. There is a chance that the winner could participate at nationals if interested. A student may not participate more than once in the same official National FFA Career and/or Leadership Development Event. No student may participate in more than one National FFA Career and/or Leadership Development Event each year. Once a student has competed at a National FFA Career and/or Leadership Development Event, they may not compete in that particular district or state event. (This includes all team and individual career and leadership development events.)

## DISCLAIMER

In the event that contests (CDE, LDE, TDE's) cannot be held in person, a virtual option may be conducted. Contest rules and guidelines are subject to change to meet the needs of a virtual experience.

## OFFICIAL DRESS

Official Dress for an FFA member includes:

- An official FFA jacket zipped to the top.
- Black slacks and black socks/nylons or black skirt and black nylons.
- White collared blouse or white collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

*\*Cowboy boots may be considered as dress shoes when wore with dress pants. Members should use good judgment to ensure boots and shoes are clean.*

## **USE OF ARTIFICIAL INTELLIGENCE (AI) FOR NATIONAL PROGRAMS AND EVENTS**

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the Standard Operating Procedures on the Use of Artificial Intelligence (AI) for National Programs and Events document.

## **AWARDS**

The top four placing members will receive a chapter banner at district and the top 4 winners from each district will move to State. At State the top 4 winners will receive a banner.

## **EVENT FORMAT**

### **District Level: Lesson Plan**

1. Chapters may submit one student's lesson plan to their District Specialist by February 1. This is listed on the state calendar, which may be found at [www.alabamaffa.org](http://www.alabamaffa.org).
2. If more than six lesson plans are submitted to a district, the students with the top six scores on the lesson plan from each district will advance to the in-person, district level contest. Results of the top six lesson plans should be given back to participants' advisors by March 1.
3. The lesson plan must focus on one or more standards from the current Alabama Course of Study for Agriculture, Food, and Natural Resources.
4. Each year a new agricultural content area will be chosen from the rotating list below.  
*\*\*The 2025-26 year will be a repeating year of the same topic. We recommend that you do not use the same lesson plan. By repeating this topic it will allow us to align with the national invitation for Ag Education.*

<b>Topic</b>	<b>School Year</b>
Agribusiness Systems	25-26
Biotechnology Systems	26-27
Education, Communication and Leadership	27-28
Environmental Service Systems	28-29
Food Products and Processing Systems	29-30
Natural Resource Systems	30-31

Topic	School Year
Plant Systems	31-32
Power, Structural and Technical Systems	32-33

5. Lesson plans must reflect the content area chosen for that year by the state coordinator. If a student submits a lesson plan that does not reflect the content area for that chosen year, the student will be disqualified.
6. All lesson plans submitted must follow the template provided. Please remove instructions located in parenthesis from the template before submitting. There should not be any additional lesson resources submitted with the lesson plan (i.e. PowerPoints, handouts, etc.).
7. Lesson plans should be the original work of the student. The use of pre-made websites, Artificial Intelligence software, or similar technologies should not be used. Lesson plans will be checked for plagiarism using an online program.

### **District and State Level: Lesson Plan Demonstration (200 points)**

1. Each student will have 10 to 12 minutes to give a demonstration from part of the lesson plan to the judges. It is recommended that the presenter use the following times to present their lesson. 1 minute for introduction, 5 minutes for lesson, 5 minutes for activity and 1 minute for conclusion.
2. The timekeeper will raise their hand at 10 and 12 minutes as a warning. The timekeeper will be identified to the contestant prior to the beginning of the demonstration.
3. Participants will be docked 1 point per second for going over or under time, up to 100 points maximum deduction.
4. Participants will have 3 minutes to prepare for the demonstration.
5. Each contestant must bring his or her own instructional tools and materials (i.e. handouts, visual aids.) Only a laptop, with PowerPoint, projector, and whiteboard will be provided in the presentation room.  
**\*Students should not assume there will be internet connectivity at the event site. If the contestant plans to use internet resources, it is recommended that they be embedded into the media presentation. It is the responsibility of the contestant to provide any additional equipment, including computer adapters.**
6. Participants must be in Official Dress. Proper Official Dress can be referred to the Official FFA Manual produced by the National FFA Organization. If the student is not in official dress, they will be disqualified.
7. If judges give feedback on lesson plans, participants will be able to take their feedback home, once the district and state contest is completed. After the district contest, if the participant is one who advances to the state contest, they can change anything from their lesson plan after giving feedback. Feedback is just provided to know where the participant can improve and where they excelled.

### **District and State- Responses to Judges Questions (25 points)**

1. Participants will answer questions from judges that are developed from the participant's lesson plan and performance. Each judge will be permitted to ask only one question. Questioning will take place once the contestant is done presenting.

### **DISTRICT AND STATE SCORING**

Activity	Individual
Lesson Plan	84
Lesson Plan Demonstration	76
Judges Questions	40
Total	200

Prior to the event, content and composition of lesson plans MUST be scored.

### **TIME LIMIT**

Each presentation must be completed in no longer than 12 minutes, and no less than 10 minutes. Any student that goes over 12 minutes or under 10 minutes will be docked in points. A time warning will be given at 10 and 12 minutes. Every second after 12 minutes and under 10 minutes will result in a 1-point penalty up to a 100 maximum deduction.

### **EVENT RULES**

Event officials will randomly determine the order. The program chairman shall introduce each participant by name in order of the drawing.

1. A timekeeper(s) shall be designated who will record the time used by each member and will announce when time will begin. This should be one of the advisors who are helping run the contest.
2. At the time of the event, the judges will be seated in different sections of the room in which the event is held. They will score each participant on presentation and FFA Official Dress, using the score sheet provided. Mock students may be present. At district contests, contest officials need to attempt and retrieve willing student participants to participate as mock students. At the state contest, there will be 6-10 mock students in the room. The student participants who are mock students, may not be from the same chapter as one of the contestants.
3. Lesson plans will be submitted to the District Specialist by February 1 for the first round of preliminary district judging. Due dates can also be found at [www.alabamaffa.org](http://www.alabamaffa.org) on the calendar page.
4. Refer the Official FFA Manual for proper Official Dress for indoor events. Skirts and slacks should be dress. No denim. Ties (excluding bowties) and scarves should be secured to the neck.
5. When the participant has finished speaking, each judge will total the errors for the participant, based on the score sheet.

6. Cell phones will only be permitted if used as a pertinent tool to the student's lesson. If a cell phone is seen or heard in the possession of a competitor outside of this exception, that individual student will be disqualified from competition and receive a score of zero.

## **TIEBREAKERS**

Ties will be broken based on the greatest number of low ranks. Individual contestant's low rankings will be determined and the contestant with the greatest number of low rankings will be declared the winner.

## **LEVELS OF COMPETITION**

One member's lesson plan per chapter may be submitted to the District Specialist by February 1. Six members from each district will be chosen to compete at the district level contest. The top three participants in each district will advance to the state contest in June.

## **REFERENCES**

Alabama Course of Study for Agriculture, Food, and Natural Resources <https://alabamaffa.org/wp-content/uploads/2020/08/Final-2020-ACOS-AFNR-8-17-2020.pdf>

Ag Education Invitational [Designated Events and Endorsed Activities | National FFA Organization](#)

# **Alabama FFA Association**

## **Agriculture Education CDE**

**Name:**

**Chapter:**

**Advisor:**

**School:**

**Chapter Number:**

**Membership Number:**

**School Address:**

**Title of Lesson:**

**Description of Lesson:**

**National Agricultural Education Invitational Contest Lesson Plan Template**

**Student Name(s):**

**Chapter:**

<b><u>Lesson Title:</u></b>	<b><u>Unit Title:</u></b>	<b><u>Time:</u> 50 minutes</b> <b>Grade Level(s):</b>
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**Instructional Objectives: (Students will...)**

- 1.
- 2.
- 3.

**Content Standards Met:**

**Materials/Supplies Needed:**

**Interest Approach:**

**Lesson Content:**

**Objective 1:**

**Teaching Method:**

**(Include all content, activities, directions, scripting, etc. Use as much space as needed.)**

**Notes:**

**Checking for Understanding:**

**Objective 2:**

**Teaching Method:**

**(Include all content, activities, directions, scripting, etc. Use as much space as needed.)**

**Notes:**

**Checking for Understanding:**

<b>Objective 3:</b>	<b><u>Teaching Method:</u></b>
<b>(Include all content, activities, directions, scripting, etc. Use as much space as needed.)</b>	
	<b><u>Notes:</u></b>
<b><u>Checking for Understanding:</u></b>	

<b><u>Conclusion:</u></b>
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<b><u>Assessment:</u></b>
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<b><u>References:</u></b>
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**Agricultural Education CDE Lesson Plan Scoring Rubric**  
**Performance Scale**

1- Not Acceptable

2- Needs Improvement

3- Acceptable

4 - Exceptional

**Student Name:**

**Chapter:**

**Judge:**

Performance Criteria	Rating	Suggestions/Comments	Total
<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>● Includes the desired behavior to be learned.</li> <li>● Includes any important conditions under which the behavior is to occur</li> <li>● Identifies a degree of acceptable performance.</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p>		/12
<p><b>Interest Approach:</b></p> <ul style="list-style-type: none"> <li>● Links to prior knowledge and/or experiences</li> <li>● Establishes motivation and addresses why the lesson should be learned and is appropriate for the age and grade of the particular student</li> <li>● The interest approach includes an overview of the lesson (i.e., objectives are written and communicated verbally)</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p>		/12
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Content materials are appropriate for the age and grade of the particular students</li> <li>● Content is engaging, applicable to the real world and meaningful to the students.</li> <li>● Worksheets, materials, demonstrations and other learning tools facilitate learning the objectives and have clear directions.</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p>		/12
<p><b>Content Questions:</b></p> <ul style="list-style-type: none"> <li>● For each objective, a question is prepared in advance to provoke thought within the content and/or check for comprehension.</li> </ul>	<p>1   2   3   4</p>		/8

<ul style="list-style-type: none"> <li>● Follow up questions are prepared based on probable student answers to initial question.</li> </ul>	1	2	3	4		
<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>● The teaching strategy effectively leads to achieving objectives.</li> <li>● Learning techniques actively engage students.</li> <li>● Procedures are specific, organized and easy to follow.</li> <li>● Procedures are appropriate for the lesson.</li> </ul>	1	2	3	4		/16
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>● Closure is clear and reviews learning.</li> <li>● Closure indicates application to the real world.</li> <li>● Closure sets the stage for new learning (next lesson).</li> </ul>	1	2	3	4		/12
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Assessment appropriately measures the objectives.</li> <li>● An informal check for comprehension activity is included for each of the lesson objectives.</li> <li>● Students are given clear directions to how they are evaluated.</li> </ul>	1	2	3	4		/12
<b>Total</b>						/84

**National Agricultural Education Invitational Contest**  
**Lesson Demonstration Scoring Rubric**

1- Not Acceptable

2- Needs Improvement

3- Acceptable

4 - Exceptional

**Student Name:**

**Chapter:**

**Judge:**

Performance Criteria	Rating	Suggestions/Comments	Total
<p><b>Interest Approach:</b></p> <ul style="list-style-type: none"> <li>• Links to prior knowledge and/or experiences</li> <li>• Establishes motivation for learning</li> <li>• Provides an overview of what is to be learned.</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p>		/12
<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>• States the objectives(s) (verbal and written)</li> <li>• Relates to experiences of students</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p>		/8
<p><b>Provided Input:</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate teaching methods.</li> <li>• Provides appropriate instructional materials</li> <li>• Used instructional materials efficiently</li> <li>• Provides assistance to students as needed.</li> <li>• Displays enthusiasm for the subject and for teaching.</li> </ul>	<p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p> <p>1   2   3   4</p>		/20

<p><b>Checked for Comprehension:</b></p> <ul style="list-style-type: none"> <li>• An informal check for comprehension activity is included for each of the lesson objectives</li> <li>• Distributes questions among students</li> <li>• Provides students with knowledge of their progress (feedback)</li> </ul>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>		/12
<p><b>Modeled Ideal Behavior:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates correct procedures</li> <li>• Illustrates concepts clearly</li> </ul>	<p>1 2 3 4</p> <p>1 2 3 4</p>		/8
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Summarize key points/concepts</li> <li>• Concludes lesson with definite decisions (s) and/or recommendation(s)</li> <li>• Sets the stage for new learning</li> <li>• Includes appropriate evaluation of learning</li> </ul>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>		/16
<b>Total</b>			/76

Response to judges' questions: \_\_\_\_\_/40

Lesson Plan Points: \_\_\_\_\_/84

Deductions for going over or under time: 1pt /sec \_\_\_\_\_

Lesson Plan Demonstration Points: \_\_\_\_\_/76

**Total Points:** \_\_\_\_\_/200

## Student Response to Judges' Questions – 40 Point Rubric

Criteria	10 Points (Excellent)	7–9 Points (Good)	4–6 Points (Fair)	1–3 Points (Needs Improvement)
<b>1. Clarity and Articulation</b>	Response is clear, concise, and well-articulated; no filler or confusion	Mostly clear; minor issues with word choice or clarity	Somewhat confusing or vague; frequent filler words	Unclear, disorganized, or hard to follow
<b>2. Content Accuracy</b>	Fully accurate and aligns with project/lesson facts or research	Mostly accurate with only minor errors or gaps	Contains noticeable inaccuracies or vague information	Response shows misunderstanding or incorrect facts
<b>3. Confidence and Poise</b>	Speaks confidently, maintains eye contact, and handles pressure well	Generally confident with minor signs of nervousness	Appears nervous or unsure, but attempts to answer	Avoids eye contact, visibly uncomfortable, or avoids answering
<b>4. Relevance and Insight</b>	Directly answers question, adds thoughtful or insightful detail	Answers the question, with some relevant elaboration	Answers only part of the question or adds unrelated info	Off-topic, unclear, or avoids answering the question entirely

TOTAL: \_\_\_\_\_ / 40

## Agriculture Education CDE

The Summary Sheet should be checked and double-checked before the winners are announced. The decision announced will be final!

### Summary Sheet – Judges Report Form

List participant and chapter below in order by rank:

Rank	Name and Chapter:	Score:
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
4 <sup>th</sup>		
5 <sup>th</sup>		
6 <sup>th</sup>		
7 <sup>th</sup>		
8 <sup>th</sup>		
9 <sup>th</sup>		
10 <sup>th</sup>		

Please list additional Chapters on the back of this sheet.