

State Officer Candidate Study Materials

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Impromptu Scenario

Candidates could participate in a five-minute impromptu situation they might experience as a State FFA Officer. The candidates will not be informed in advance of the specific scenario they will face. Examples could include: 1) Conversation with a teacher that is having trouble recruiting students. 2) Conversation with an administrator why FFA is important for his/her students. 3) Conversation with a community leader to start an FFA Alumni Chapter or other as determined by screening committee.

Impromptu Exercise Sample: A screening committee member is to serve as a teacher. You are struggling to recruit students to get active in your FFA chapter. Ask the state officer candidate advice in getting more students active in your chapter.

Media Interviews

Candidates may have a radio/video interview asking general questions about their FFA experience and the State FFA Convention.

Media Interview Sample: One screening committee member is to serve as the interviewer. A reporter stops you right after you are elected to a ND FFA State Officer. The reporter wants to know how you plan to impact ND FFA in the upcoming year as an officer.

Group Activity

A group of 3-6 candidates will work together in planning and presenting a workshop or other activity. The activity will be based on an event or activity a State FFA Officer will be expected to perform during their year. (Examples: 101 Conference, Chapter Visit workshop, School Board Presentation, Reflections, etc.)

*Group Activity Sample: *See next page*

Candidate Instructions: You have thirty minutes to read your scenario, plan, organize, and prepare a 10-minute segment of a workshop.

Topic: Active Involvement

<p>Scenario</p>	<p>You have been asked to facilitate a workshop to a group of local members about the importance active involvement. Over the past few years, the advisor has noticed a growing lack of involvement by FFA members and is concerned about this development. He would like you to facilitate a workshop that will encourage students to realize that being an active FFA member is the only way to ensure future success as an individual and as a chapter.</p>
<p>Preparation</p>	<p>Review the following cornerstones that are used in workshop development:</p> <p>Objective: A statement that identifies the student learning outcome. This statement is meant to guide the facilitator only.</p> <p>Support: The activity that helps students experience the content or topic in an engaging way.</p> <p>Point: A statement that helps students find relevancy in the content or topic to their lives. This statement expresses the same outcome as what is found in the objective, only rephrased. It is intended to be shared with students.</p> <p>Application: The method by which students apply what was learned.</p>
<p>Assignment</p>	<p>Review the section “Workshop Content” below.</p> <p>You will need to create the support that bridges the point to the application. The point and application are provided for you; these two items MUST also appear in the delivery of this content.</p> <p>Be prepared to facilitate this segment at the end of your preparation time.</p>
<p>Workshop Content</p>	<p>Objective: Identify what “active involvement” means</p> <p>Support: Create an activity that meets the objective, is both appropriate and engaging for the audience.</p> <p>Point: Active Involvement means participation in multiple activities.</p> <p>Application: Students will identify two FFA activities which they would like to participate in this year</p>