

## 2025 State Officer Candidates' School

### FACILITATION

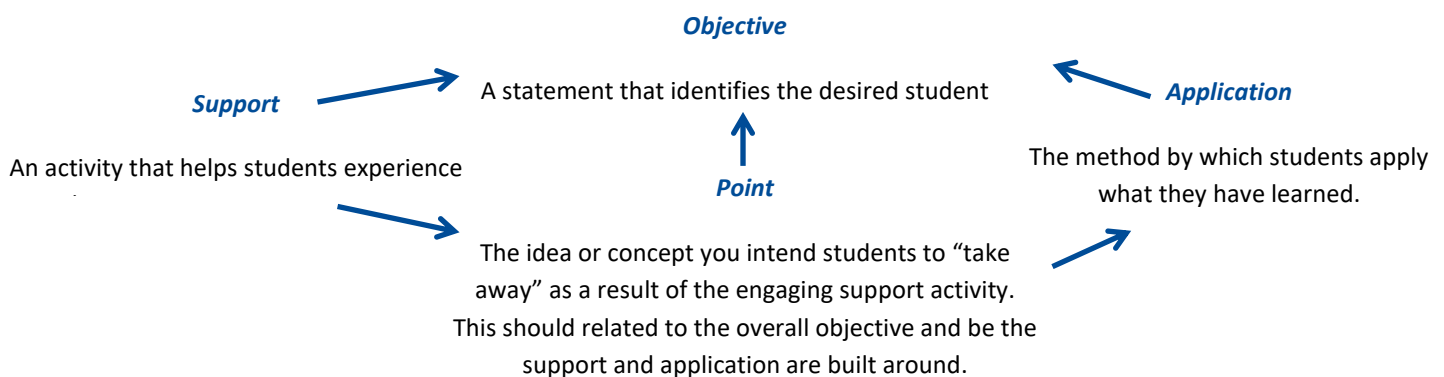
*Instructions: Candidates will have twenty (20) minutes to plan, prepare, and organize their workshop with the materials provided. In addition to materials, candidates will also be provided with instructions that provide specific content objectives for their workshop. Following their preparation time, candidates will have ten (10) minutes to present their workshop portion to an audience of 5-10 live students, with the nominating committee observing. This round is strictly observation only and no questions will be asked.*

### Diversity & Inclusion: "Asking them to dance."

*"Diversity is being invited to the party. Inclusion is being asked to dance." In today's culture, it is becoming increasingly important to ensure that we are conducting ourselves in a way that provides inclusiveness for students from different backgrounds and walks of life. State Officers will encounter students who look, act, and live their lives in different ways and it's important to understand how to engage all of our members equally.*

### WORKSHOP PREPARATION

When developing or delivering a workshop, these are critical pieces to effectiveness and success:



## YOUR SCENARIO

### Diversity & Inclusion: “Asking them to dance.”

As a state officer, a teacher has asked you to present a workshop to his class regarding inclusiveness. He feels his students have not had a large amount of exposure to what it means to be inclusive, and the difference between diversity and inclusion. Knowing this is an area of focus as FFA moves into the future, he feels it’s important to begin getting his students thinking about the idea now so that as FFA members, they can do their part in making others feel included and accepted. You’ve been tasked with creating a workshop that opens his student’s minds to the idea of inclusion, how it differs from diversity, and how as FFA members, we can lead the charge to a more inclusive organization.

## YOUR WORKSHOP CONTENT

This is the workshop content for this specific scenario. All pieces are already created **except** the support activity.

### *Overall Objective*

Students will discover what part they can play in acceptance of diversity and encouraging inclusion in their chapters.

### *Support*

Create an engaging activity that meets the objective and provides experiential learning for the audience.

### *Main Point*

Diversity and Inclusion are different but related concepts that make up two parts of a whole and are equally important for creating a safe and comfortable environment for everyone.

### *Application*

Students will write “manifestos,” statements that summarize how they will make a difference with diversity and inclusion in their chapter this year.

## YOUR ASSIGNMENT

You will have 20 minutes to prepare for your facilitation, and you will have fifteen (15) minutes to deliver.

- You must create a support activity that meets the objectives and can effectively enable students to understand the main point.
- You are expected to manage your delivery time in a way that your support, point and application are all delivered. You will be cut off at exactly fifteen minutes regardless of where you are in your delivery.
- The materials provided are at your disposal. Your supplies will be limited.