



LIVESTOCK EVALUATION

2017-2021



NATIONAL FFA
CAREER AND LEADERSHIP
DEVELOPMENT EVENTS

IMPORTANT NOTE

Please thoroughly read the introduction section located on FFA.org/cdeintro for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.

Purpose

The livestock evaluation career development event provides the opportunity to learn and apply livestock industry and production priorities through evaluation and selection of beef cattle, swine, sheep and meat goats.

Objectives

Participants in the National FFA Livestock Evaluation Career Development Event will be able to

- Make accurate observations of livestock.
- Determine the desirable traits in market and breeding livestock.
- Make logical decisions based on these observations.
- Discuss and defend their decisions for their placings.
- Understand desirable selection, production, management and marketing techniques for livestock.
- Understand and interpret the value of performance data based on industry standards.
- Select and market livestock that will satisfy consumer demands and provide increased economic returns to producers while meeting the needs of the industry.
- Proficiently communicate using the terminology of the industry and the consumer.
- Associate with professionals in the industry.
- Utilize current technology as it relates to the livestock industry.
- Develop employability skills for future agricultural career choices.

Event Rules

- Each team will be comprised of four members. All four scores will be used to determine the total team score.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Event information may be added or deleted as changes occur in the livestock industry. When new criteria are adopted, the information will be forwarded to all states by Jan. 1 of the event year by the national FFA program manager responsible for career development events.
- Participants will report to the event superintendent or designee for instructions at the time and place shown in the current year's team orientation packet.
- Any participant in possession of an electronic device in the event area is subject to disqualification.

Event Format

EQUIPMENT

Materials students must provide:

- Two No. 2 pencils.
- Two laptops with wireless internet access (need for the laptops depends on each year's activities). The announcement regarding laptops will be included in the team orientation packet provided to each certified team.

Equipment provided by national FFA:

- All paper and support boards will be provided. Participants are not to bring any paper or clipboards.
- All other necessary materials will be provided by the event committee.

Day 1

INDIVIDUAL ACTIVITIES (200 POINTS)

Keep Cull (50 points each with 150 points total)

Keep/cull classes: There will be three selection classes, each made up of eight breeding animals, that may be beef, swine, sheep or meat goats. Participants will be required to select the four best animals from the eight using visual appraisal and performance data. Performance data will be provided. Production/performance data (including EPDs) may be used in the keep/cull classes of beef, swine, sheep or meat goats. Performance criteria, when used, shall be based on current industry standards.

Written Exam (25 questions – two points each, 50 points total)

The objective, multiple-choice exam is designed to determine team members understanding of the livestock industry. The exam will consist of 25 multiple-choice questions (two points each). Thirty minutes will be given for the exam.

TEAM ACTIVITIES (370 POINTS)

Assessment and Solutions (questions class) (50 points)

Team members, working collaboratively, will answer 10 questions drawn from a live animal class with a scenario and performance data.

Team Process (20 points)

Teams will be evaluated based on the Team Activity Preparation Rubric.

The team activity portion of the livestock evaluation CDE will be separated into two sections. The sections will focus on a market activity and a breeding activity. Teams will be split into two pairs to work on the two activities. This will be decided randomly by the committee and announced at the event; therefore, all team members should be prepared for each section.

Market activity (150 points)

Two team members will be assigned to participate in the market activity. Students will work collaboratively to provide a response to the scenario provided by event officials. Team members will view a video auction (Western Video Markets, Superior, etc.) and purchase a group of animals (steers, heifers, market hogs, etc.). They will use a laptop and determine mileage and transportation cost. Predetermined animal pick-up and delivery locations will be provided. Participants will be required to calculate several expenses possibly based on weight, quantity, processing cost per head and transportation cost. Value will be determined by final sale price. Teams' final answers will be derived from several steps (including calculation of cost and income), which can lead to the accumulation of partial points. Examples of costs and income are animal cost, transportation, labor expense, feed consumption, feed conversion rate, feed cost and market value. The marketing scenario may address terminal and/or seedstock emphasis.

Breeding activity (150 points)

Two team members will be assigned to participate in the genetics activity. Students will work collaboratively to provide a response to the scenario provided by event officials. Teams will be given a group of females (heifers, gilts, ewes, etc.) with performance data, ultrasound data, etc. A group of four or five males (bulls, boars, rams, etc.) with performance data and genetic background will be used to determine mating decisions. Mating decisions will need to correlate with a given outcome scenario (replacements, market cattle, show cattle, bulls) and an environmental scenario (labor availability, weather, terrain, feed availability, etc.) provided by the committee. Teams' final answers will be derived from several areas, which can lead to the accumulation of partial points. These areas are mating methods (artificial insemination or natural), cost of mating methods, sire selections for environmental conditions and specific pairings (more than one sire that can earn points with some of greater value than others).

Day 2

LIVESTOCK EVALUATION/PLACING CLASSES (50 POINTS/CLASS, 400 POINTS TOTAL)

Eight classes of four animals each will be placed using a computerized scorecard. Classes may be breeding or market animals from beef, swine, sheep or meat goat species. At least one class will include the use of production/performance data.

ORAL REASONS (50 POINTS/CLASS, 200 POINTS TOTAL)

Four sets of oral reasons will be designated by the event superintendent at the beginning of the event. One set of reasons will be given on the production data class. Reasons will be given after all classes have been placed. Participants will be provided paper to take notes on each reason class for preparation. Use of notes during the reason presentation is strongly discouraged.

Scoring

All team member scores will be used to determine final team placing.

	Individual Points	Team Points
Team		
Process (ability of team to work together)		20
Market activity		150
Breeding activity		150
Assessment and solutions (questions class)		50
Individuals		
Classes – 8 at 50 points each	400	1,600
Reasons – 4 at 50 points each	200	800
Keep/cull – 3 at 50 points each	150	600
Written exam – 25 questions at 2 points each	50	200
TOTALS	800	3,570

TIEBREAKERS

If ties occur, the following events, in order, will be used to determine individual and team outcomes:

1. Total of oral reasons.
2. Total of placing classes.
3. Total of keep/cull classes.

Awards

Awards will be presented at the awards ceremony to individuals and teams based upon their rankings. The individual and the team scoring the highest in each species of livestock, in oral reasons and on the written exam will receive special recognition. The top five team scores in the team activity will receive a certificate.

Awards are sponsored by cooperating industry sponsors as a special project and/or by the general fund of the National FFA Foundation.

References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA CDE Question and answers, FFA.org past exams and team activities
- Beef Improvement Federation, www.beefimprovement.org - resource center
- National Swine Registry, <http://www.nationalswine.com/>
- Certified Pedigreed Swine, <http://cpsswine.com/>
- National Pork Board, <http://www.pork.org/>
- Gillispie, James R. Modern Livestock and Poultry Production. (most current edition.) Albany, NY: Delmar Publishers, Inc. 2015.
- Instructional Material Services, <https://www.myimsservices.com>
- Goat Handbook, www.texasgoat.com/Goat_Handbook/
- www.judgingconnection.com
- www.judging101.com
- www.livestockjudging.com
- Cyber livestock judging, <http://extension.usu.edu/cyberlivestock/htm/livestock-judging>
- Evaluating meat goats, <https://www.four-h.purdue.edu/downloads/cde/meat%20goat%20selection2.pdf>
- <http://judgingpro.com/>
- Rayfield, John S., Smith, Kasee L., Park, Travis and Croom, D. Barry. Principles of Agriculture, Food, and Natural Resources. (most current edition.) Tinley Park, IL; Goodheart-Willcox Publisher, 2015.

Animal Science Related Careers

- Agricultural lender
- Agricultural policy professional
- Agriculture teacher
- Animal science technician
- Attorney
- Breed representative
- Collegiate educator
- Commodity broker
- Commodity professional
- Consultant
- Extension agent
- Farm/ranch manager
- Geneticist
- Herdsman
- Livestock auctioneer
- Livestock buyer
- Livestock judging coach
- Nutritionist
- Producer
- Researcher
- Sales and/or marketing representative
- Transportation logistics
- Veterinarian

Team Activity Preparation Rubric

20 POINTS

Indicator	Very strong evidence of skill 4 points	Strong evidence of skill 3 points	Moderate evidence of skill 2 points	Weak evidence of skill 1 point	Team Score
Problem-solving technique	All members make a serious effort to determine solution.	Most members make a serious effort to determine solution.	Some members make a serious effort to determine solution.	Few make a serious effort to determine solution.	
Oral communication	All members' communications are purposeful with recommendations for improvement, clarity, logic and purpose.	Most members' communications are purposeful with recommendations for improvement, clarity, logic and purpose.	Some members' communications are purposeful with recommendations for improvement, clarity, logic and purpose.	Few members' communications are purposeful with recommendations for improvement, clarity, logic and purpose.	
Active listening	All members are listening to others input.	Most members are listening to others input.	Some members are listening to others input.	Few members are listening to others input.	
Team contribution	Everyone on the team contributes to the mission of the team.	Most on the team contributes to the mission of the team.	Some on the team contributes to the mission of the team.	Few on the team contributes to the mission of the team.	
Task completion	Task is fully completed.	Most of the task is completed.	Some of the task is completed.	Little of the task is completed.	
TOTAL POINTS EARNED OUT OF 20 POSSIBLE					

Use only whole numbers.

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.		
AS.01.01.01.c. Evaluate the implications of animal adaptations on production practices and the environment.	Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity Written exam	HS-LS4-3
AS.01.01.02.c. Predict trends and implications of future developments within different animal industries on production practices and the environment.	Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity Written exam	HS-LS4-3
AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.		
AS.01.02.01.c. Evaluate the effectiveness of different production methods and defend the use of selected methods using data and evidence.	Livestock evaluation and placing Oral reasons Team activity – breeding activity Team activity – marketing activity Written exam	AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 STEM Career Cluster, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 3
AS.01.02.02.b. Calculate costs of marketing versus predicted increases in sales.	Team activity – marketing activity	AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 STEM Career Cluster, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 3
AS.01.02.02.c. Devise and evaluate marketing plans for an animal agriculture product or service.	Team activity – breeding activity	AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 STEM Career Cluster, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 1 Buying Goods and Services, Benchmarks: Grade 12, Statement 3

AS.01.03. Performance Indicator: Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.

AS.01.03.01.c. Evaluate the impact of laws pertaining to animal agriculture (e.g., pros, cons, effect on individuals, effect on businesses, etc.) and assess the compliance of production practices with established regulations.	Written exam	AFNR Career Cluster, Statement 2 AFNR Career Cluster – Animal Systems Pathway, Statement 1 STEM Career Cluster, Statement 1, 4 CCSS.ELA-Literacy.W.9-10.9b CCSS.ELA-Literacy.W.11-12.9b CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.11-12.1 HS-ETS1-1
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AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.

AS.02.01.02.b. Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals.	Written exam	HS-ETS1-2
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AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption.

AS.02.01.02.b. Analyze and document animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals.	Written exam	HS-ETS1-2
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AS.02.02.01.b. Utilize tools, technology and equipment to perform animal husbandry and welfare tasks.	Keep/cull classes	HS-ETS1-2
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AS.02.02.01.c. Select, evaluate and defend the use of specific tools, technology or equipment used to perform animal husbandry and welfare tasks.	Livestock evaluation and placing Oral reasons	HS-ETS1-2
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AS.02.02.02.b. Analyze consumer concerns with animal production practices relative to human health.	Team activity – marketing activity Written exam	HS-ETS1-2
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AS.03.01. Performance Indicator: Analyze the nutritional needs of animals.

AS.03.01.01.c. Assess nutritional needs for an individual animal based on its growth stage and production system.	Written exam	
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AS.03.01.02.a. Differentiate between nutritional needs of animal species.	Written exam	
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AS.03.02 Performance Indicator: Analyze feed rations and assess if they meet the nutritional needs of animals.

AS.03.02.01.a. Compare and contrast common types of feedstuffs and the roles they play in the diets of animals.

Written exam

AS.03.02.02.a. Examine the importance of a balanced ration for animals based on the animal's growth stage (e.g., maintenance, newborn, gestation, lactation, etc.).

Written exam

AS.04.01. Performance Indicator: Evaluate animals for breeding readiness and soundness.

AS.04.01.01.c. Select breeding animals based on characteristics of the reproductive organs.

Keep/cull classes
Livestock evaluation and placing
Oral reasons
Team activity – breeding activity
Team activity – marketing activity
Written exam

AS.04.01.02.c. Evaluate and select animals for reproductive readiness.

Keep/cull classes
Livestock evaluation and placing
Oral reasons
Team activity – breeding activity
Team activity – marketing activity
Written exam

CCSS.MATH.CONTENT.HSS.MD.A.3
HS-LS3-2
HS-LS3-3

AS.04.01.03.c. Treat or cull animals with reproductive problems.

Keep/cull classes
Livestock evaluation and placing
Oral reasons
Team activity – breeding activity
Team activity – marketing activity
Written exam

CCSS.MATH.CONTENT.HSS.MD.A.3
HS-LS3-2
HS-LS3-3

AS.04.02. Performance Indicator: Apply scientific principles to select and care for breeding animals.

AS.04.02.01.c. Select and evaluate a breeding system based on the principles of genetics.

Keep/cull classes
Livestock evaluation and placing
Oral reasons
Team activity – breeding activity
Team activity – marketing activity
Written exam

CCSS.MATH.CONTENT.HSS.MD.A.3
HS-LS3-2
HS-LS3-3

AS.04.02.02.c. Select and evaluate breeding animals and determine the probability of a given trait in their offspring.

Keep/cull classes
Livestock evaluation and placing
Oral reasons
Team activity – breeding activity
Team activity – marketing activity
Written exam

CCSS.MATH.CONTENT.HSS.MD.A.3
HS-LS3-2
HS-LS3-3

AS.04.02.03.b. Analyze how DNA analysis can detect genetic defects in breeding stock.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity Written exam	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.02.04.a. Identify and summarize different needs of breeding animals based on their growth stages (e.g., newborn, parturition, gestation, gestation lengths, etc.).	Written exam	CCSS.MATH.CONTENT.HSS.MD.A.3 HS-LS3-2 HS-LS3-3
AS.04.03 Performance Indicator: Apply scientific principles to breed animals.		
AS.04.03.01.c. Select animal breeding methods based on reproductive and economic efficiency.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity	
AS.04.03.02.a. Analyze the materials, methods and processes of artificial insemination.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity	
AS.04.03.03.b. Analyze the processes of major reproductive management practices, including estrous synchronization, superovulation, flushing and embryo transfer.	Written exam	
AS.04.03.04.c. Select and assess animal performance based on quantitative breeding values for specific characteristics.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity	
AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.		
AS.05.01.02.a. Identify and summarize equipment, technology and handling facility procedures used in modern animal production (e.g., climate control devices, sensors, automation, etc.).	Written exam	AFNR Career Cluster – Animal Systems Pathway, Statement 2 STEM Career Cluster, Statement 4 STEM Career Cluster, Statement 5
AS.06.01. Performance Indicator: Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).		
AS.06.01.01.c. Assess taxonomic characteristics and classify animals according to the taxonomic classification system.	Written exam	

AS.06.01.02.c. Recommend different uses for an animal species based upon an analysis of local market needs.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity	
AS.06.01.03.c. Apply knowledge of classification terms to communicate with others about animal systems in an effective and accurate manner.	Team activity – breeding activity Team activity – marketing activity	
AS.06.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.		
AS.06.02.03.c. Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions.	Keep/cull classes Livestock evaluation and placing Oral reasons Team activity – breeding activity Team activity – marketing activity Written exam	HS-LS1-2
AS.06.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.		
AS.06.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction.	Keep/cull classes Livestock evaluation and placing Oral reasons Team activity – breeding activity Team activity – marketing activity Written exam	STEM Career Cluster, Statement 5
AS.06.03.02.a. Evaluate an animal against its optimal anatomical and physiological characteristics.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	STEM Career Cluster, Statement 5
AS.06.03.03.c. Evaluate and select animals to produce superior animal products based on industry standards.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	STEM Career Cluster, Statement 5
AS.07.01. Performance Indicator: Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.		
AS.07.01.01.a. Identify and summarize specific tools and technology used in animal health management.	Written exam	CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
AS.07.01.02.a. Explain methods of determining animal health and disorders.	Written exam	CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3

AS.07.01.03.a. List and summarize the characteristics of wounds, common diseases, parasites and physiological disorders that affect animals.	Written exam	CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
AS.07.01.04.a. Identify and summarize characteristics of causal agents and vectors of diseases and disorders in animals.	Written exam	CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
AS.07.01.05.a. Explain the clinical significance of common veterinary methods and treatment (e.g., aseptic techniques, antibiotic use, wound management, etc.).	Written exam	CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3
AS.07.02. Performance Indicator: Analyze biosecurity measures utilized to protect the welfare of animals		
AS.07.02.01.a. Summarize the importance of biosecurity to the animal industry.	Written exam	
AS.07.02.02.a. Identify and describe zoonotic diseases including their historical significance and potential future implications.	Written exam	
AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.		
AS.08.02.01.a. Identify and summarize methods for ensuring optimal environmental conditions for animals.	Written exam	HS.LS4-6
CS.01.02. Performance Indicator: Examine technologies and analyze their impact on AFNR systems.		
CS.01.02.01.c. Solve problems in AFNR workplaces or scenarios using technology.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	
CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.		
CS.02.01.01.c. Evaluate geographic data and select necessary data sets to solve problems within AFNR systems.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	
CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	

CS.06.01. Performance Indicator: Explain foundational cycles and systems of AFNR.

CS.06.01.02.c. Evaluate AFNR systems and predict how the systems may change or adapt in the future of food, fiber and fuel production based on current trends and data.

Entire event

CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.

CRP.01.01.01.a. Define personal responsibility and distinguish how it applies in workplace and community (e.g., make educated choices, listen and follow directions, ask for help when needed, meet expected standards, etc.).

Entire event

CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.

CRP.01.02.01.b. Assess the pros and cons of personal decisions based on their anticipated impact on self and others.

Keep/cull classes

CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.

Entire event

CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.

Entire event

CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.

Entire event

CRP.02.02.02.c. Apply technical concepts to solve problems in the community and reflect upon results achieved.

Team activity – breeding activity

CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.

Oral reasons
Team activity process

CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.

Oral reasons
Team activity process

CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.

Keep/cull classes
Team activity – breeding activity
Team activity – marketing activity

CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.

Keep/cull classes
Livestock evaluation and placing
Team activity – breeding activity
Team activity – marketing activity

CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.

Oral reasons

CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas.

Keep/cull classes
Livestock evaluation and placing
Team activity – breeding activity
Team activity – marketing activity

CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information etc.) to challenge common assumptions in workplace and community situations.

Team activity process

CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.

Entire event

CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.

Entire event

CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.

Keep/cull classes
Livestock evaluation and placing
Team activity – breeding activity
Team activity – marketing activity

CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.

Keep/cull classes
Livestock evaluation and placing
Team activity – breeding activity
Team activity – marketing activity

CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.08.03.02.c. Implement and evaluate plans to solve workplace and community problems.

Keep/cull classes
Livestock evaluation and placing
Team activity – breeding activity
Team activity – marketing activity

CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.09.03.02.c. Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).

Team activity process

CRP.10.03. Performance Indicator: Assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.03.01.c. Devise strategies to gather answers and information from career area experts to plan and execute goals.

Entire event

CRP.10.03.02.c. Assimilate input and advice from experts and formulate plans to implement into career and personal goals for chosen career areas.	Entire event	
CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.		
CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Keep/cull classes Livestock evaluation and placing Team activity – breeding activity Team activity – marketing activity	
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Team activity process	
CRP.12.01.02.c. Devise and implement methods to obtain feedback from team members on their experiences after completing workplace and community projects.	Team activity process	
CRP.12.01.03.c. Evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.	Team activity process	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Team activity process	
CRP.12.02.02.c. Evaluate the effectiveness of strategies to engage team members in a variety of workplace and community situations.	Team activity process	