



NEW HORIZONS

SPRING 2017 TEACHING GUIDE



IN THIS GUIDE, YOU WILL FIND SEVERAL ACTIVITIES THAT ACCOMPANY ARTICLES FROM THE SPRING 2017 ISSUE OF FFA NEW HORIZONS. ADDITIONALLY, THE PURPOSE OF THE FIRST PAGE IS TO SHOWCASE WAYS IN WHICH AGRICULTURE EDUCATORS CAN ENHANCE LITERACY AND TECHNOLOGY INTEGRATION WITHIN THE AGRICULTURAL EDUCATION CLASSROOM.

CONTENT WITHIN THIS GUIDE IS ALIGNED WITH THE FOLLOWING:

- FFA Precepts
- Agriculture Food and Natural Resources (AFNR)
- Common Career Technical Core
- National Association of State Directors of Career Technical Education Consortium (NASDCTEc)
- Common Core - Reading: Informational Text
- Common Core - Writing
- Common Core - Language
- Common Core - Speaking and Listening
- Common Core - Science & Technical Subjects
- Common Core - Literacy in Science & Technical Subjects: Writing
- Common Core - History/Social Studies
- Common Core - Math Practices
- Common Core - Math (Specific)
- Next Generation Science Standards (NextGen)
- Green/Sustainability/Knowledge and Skill Statements
- National Standards for Financial Literacy
- AFNR Career Ready Practices
- Partnership for 21st Century Skills (P21 Skills)
- Career Pathways

SCHOLARS SAY...

A compiled list of discipline-specific or academic vocabulary found throughout this issue of *FFA New Horizons*:

precision agriculture	serendipitous
integrated technology	legacy
photosynthesis	magnet school
innovative	LinkedIn
drone	hyperlink
agBOT	blog
garner	transcend

VOCABULARY ACTIVITY: 10 IMPORTANT WORDS

What You Need:
10 sticky notes for each group
Class reading assignment

What You Do:
Use this activity to help students put vocabulary words into context. Place students in teams of four and give each group 10 sticky notes. Have teams read an assigned text together and place sticky notes near the 10 words they think are most important. Encourage students to move the notes as they narrow their choices and discuss which words are most crucial to the text.

Ask teams to share their final 10 words with the class. Tally how many other groups selected each word. Then focus on the 10 words with the most tallies as you analyze the selected text.

Adapted From Yopp, R. H., & Yopp, H. K. (2007). "Ten Important Words Plus: A Strategy for Building Word Knowledge." *The Reading Teacher*, 61, 157-60. <https://www.scholastic.com/teachers/articles/teaching-content/vocabulary-activities/>

STANDARDS COVERED

L.9-10.4, L.11.12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.9-10.6, L.11.12.6
Acquire and use accurately a range of general academic and domain-specific words and phrases.

TECHNOLOGY INTEGRATION HOW TO INTEGRATE TECHNOLOGY

Read this article from Edutopia on how to integrate technology into your classroom. The article is divided into sections, such as how to get started, integrating technology across the access spectrum, using technology for feedback and assessment, and more. For example, in the section that discusses using technology for feedback and assessment, it mentions the use of course-management tools such as Edmodo, Schoology, or Moodle as a way to provide personalized feedback quickly to students.

<https://www.edutopia.org/technology-integration-guide-implementation#assessment>

LITERACY TIP HOW TO DO A CLOSE READING

Another type of literacy activity to incorporate into your classroom is close reading. The article, "How to Do a Close Reading," from the Harvard College Writing Center details how to integrate close reading to enhance literacy. The first step is to read with a pencil in hand and annotate the text.

<http://writingcenter.fas.harvard.edu/pages/how-do-close-reading>

COMMON CORE TIP

Having trouble with Common Core in the classroom? You can visit [teachthought.com](http://www.teachthought.com) for resources such as the Teaching Channel, which offers over 100 videos on Common Core lessons, ideas and more.

<http://www.teachthought.com/pedagogy/50-common-core-resources-for-teachers/>

LITERACY QUOTES

"A book is a gift you can open again and again." – Garrison Keillor

"There is more treasure in books than in all the pirate's loot on Treasure Island." – Walt Disney

WE ARE FFA

Have students answer in pairs or individually the following questions:

1. When I grow up, I want to be...?
2. I am welcoming to others by..."

Once ample time has been given for the students to respond, discuss their answers as a class.

REFERENCES

<https://www.scholastic.com/teachers/articles/teaching-content/vocabulary-activities/>

<https://www.edutopia.org/technology-integration-guide-implementation#assessment>

<http://writingcenter.fas.harvard.edu/pages/how-do-close-reading>

<http://www.teachthought.com/pedagogy/50-common-core-resources-for-teachers/>

APPENDICES:

- 1 Take Off!
- 1 KEY Take Off!
- 2 What Is Your Plan?
- 3 All in This Together
- 4 Let's Create It!
- 4 KEY Let's Create It!
- 5 Resume Review



NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

TAKE OFF!

This article features two Indiana high school agriculture programs that have incorporated cutting-edge precision agriculture technology into their classrooms, provided by a public-private grant.

DISCUSSION QUESTIONS

1. How are drones used in agriculture?
2. What careers are associated with drones?
3. How can you apply this story to your chapter and community?

ACTIVITY

Activity 1: Students will use information from the article, "Take Off," to complete the worksheet, "Take Off!" (Appendix #1). *Internet access is required to complete this activity.*

FFA TIP

Invite a local farmer or person in the agricultural community who uses drones as part of their daily job to speak during a chapter meeting or to a class.

SAE TIP

Identify a local farmer or person in the agricultural community who uses drones as part of their daily job and have a student shadow them for a period of time.

VOCABULARY

precision agriculture
integrated technology
photosynthesis
innovative
drone
agBOT

CAREER PATHWAY

Environmental Service Systems
Power, Structural and Technical Systems

RELATABLE ARTICLES

"Drones May Provide Big Lift to Agriculture When FAA Allows Their Use"
<http://www.latimes.com/business/la-fi-drones-agriculture-20140913-story.html>

"Growing Use of Drones Poised to Transform Agriculture"
<http://www.usatoday.com/story/money/business/2014/03/23/drones-agriculture-growth/6665561/>

APPENDICIES

Appendix 1 – Take Off!

Appendix 1 KEY – Take Off!

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PLA.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
FFA.PLC.Vision: Visualize the future and how to get there.
FFA.PL.D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
FFA.PLE.Awareness: Understand personal vision, mission and goals.
FFA.PL.F.Continuous Improvement: Accept responsibility for learning and personal growth.
FFA.PG.I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
FFA.CS.M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS.N.Decision Making: Analyze a situation and execute an appropriate course of action.

AFNR

CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

COMMON CAREER TECHNICAL CORE

AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

COMMON CORE - WRITING

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

COMMON CORE - LITERACY IN SCIENCE & TECHNICAL

SUBJECTS: WRITING

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - MATH PRACTICES

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
CCSS.MATH.PRACTICE.MP6 Attend to precision.

AFNR CAREER READY PRACTICES

CRP02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
CRP04. Communicate clearly, effectively, and

with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
CRP06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
CRP08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Flexibility and Adaptability
Information, Communications, and Technology Literacy
Initiative and Self-direction
Leadership and Responsibility

NAME: _____

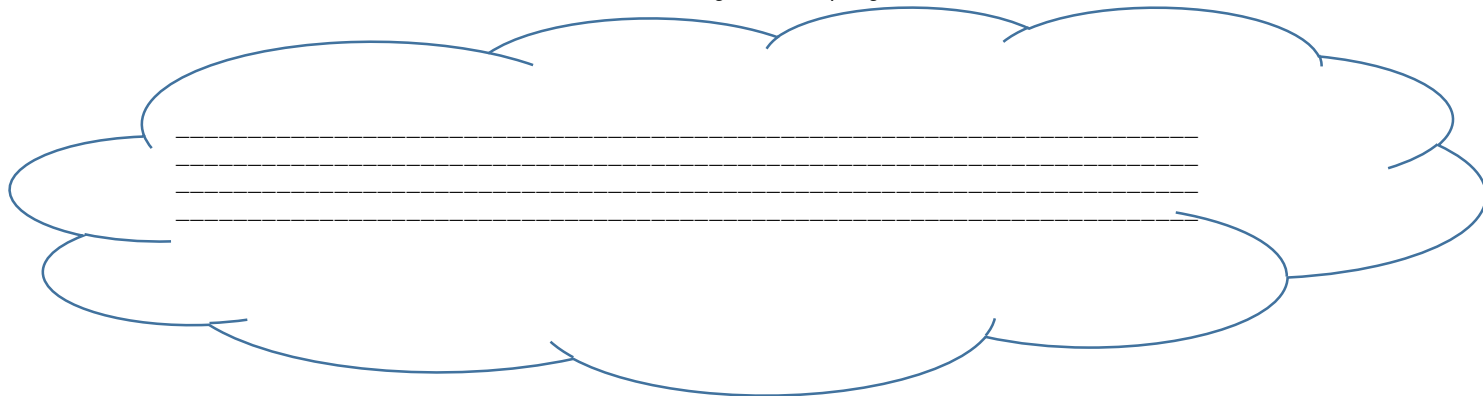
Take Off!

DIRECTIONS:

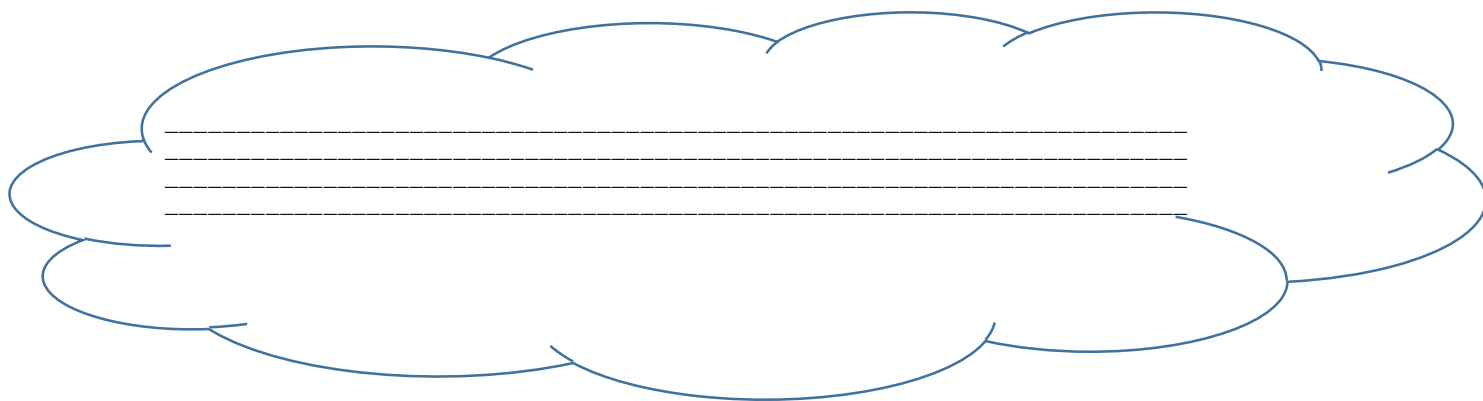
Part 1:

Internet access is required. Students should log on to My Journey, FFA.org/my-journey/student. Once logged on to My Journey, students should access AgExplorer on the Explore page. Once in AgExplorer, answer the following questions:

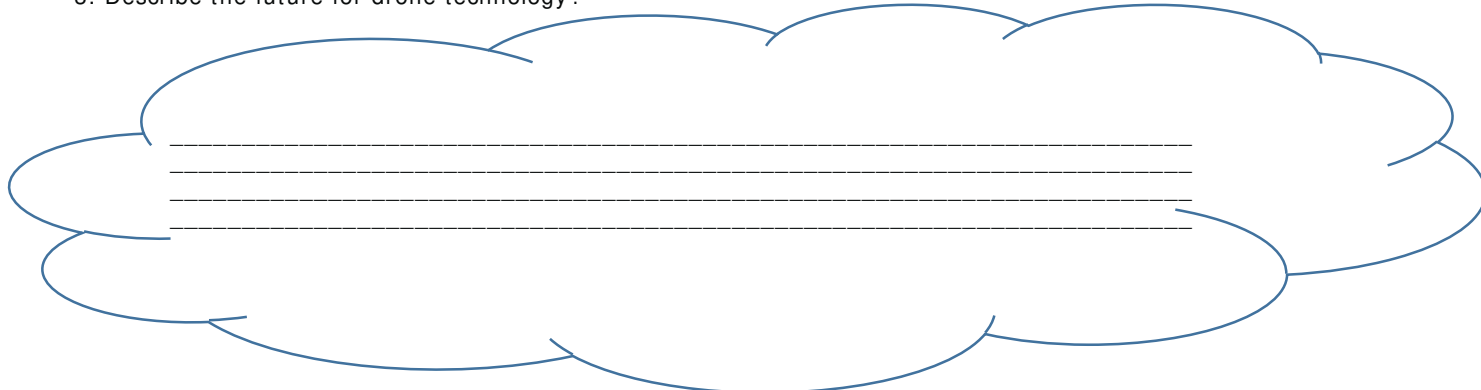
1. What are the uses of the drones in the North Newton agriculture program?



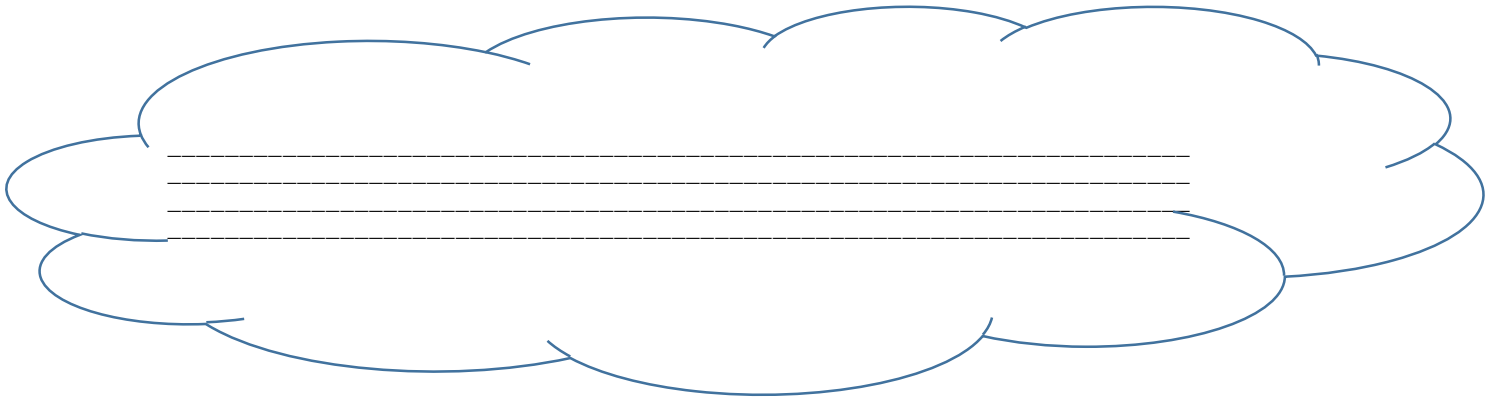
2. How are students able to take what they have learned and apply it in a real-world setting?



3. Describe the future for drone technology .



4. Explain how the agriculture program received the drones?



Part 2:

Log on to AgExplorer.com and search "precision agriculture" in the search bar at the top of the page. Select three of the careers from the search results. For each career, give a **brief description, five of the responsibilities associated with this career, the future job market outlook, education required and the average annual full-time salary.**

Career Choice: _____

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: _____

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: _____

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: _____

Brief Description: _____

Five of the responsibilities associated with the career:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Career Choice: _____

Brief Description: _____

Five of the responsibilities associated with the career:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

NAME: _____

KEY - Take Off!

DIRECTIONS:

Part 1:

Internet access is required. Students should log on to My Journey, FFA.org/my-journey/student. Once logged on to My Journey, students should access AgExplorer on the Explore page. Once in AgExplorer, answer the following questions:

1. What are the uses of the drones in the North Newton agriculture program?

The bigger drone is used to map out fertility rates in the field. The other drones are used to fly over the field throughout the growing season to monitor growth and to look for wet spots in the field. They also check on photosynthesis rates.

2. How are students able to take what they have learned and apply it in a real-world setting?

Students are able to take what they learn in the class and apply it in a real-world setting. For example, one student can help his grandfather right away because of the things he is learning in class. They are able to help their families farm better.

3. Describe the future for drone technology .

It is a rapidly expanding technology and is a necessary tool. Multiple maps can be made from one drone flight. Students receiving this unique learning tool in the classroom will benefit as the technology continues to grow.

4. Explain how the agriculture program received the drones?

The agriculture program received a grant to fund the drones. The grant was a public-private grant and is part of a program implemented by the Indiana Works Councils.

Part 2:

Log on to AgExplorer.com and search "precision agriculture" in the search bar at the top of the page. Select three of the careers from the search results. For each career, give a **brief description, five of the responsibilities associated with this career, the future job market outlook, education required and the average annual full-time salary.**

Career Choice: ____ Answers will vary.

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: ____ Answers will vary.

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: ____ Answers will vary.

Brief Description: _____

Five of the responsibilities associated with the career:

1. _____
2. _____
3. _____
4. _____
5. _____

Career Choice: _____Answers will vary.

Brief Description: _____

Five of the responsibilities associated with the career:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Career Choice: _____Answers will vary.

Brief Description: _____

Five of the responsibilities associated with the career:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



**STUDENTS AT NORTH
NEWTON HIGH SCHOOL
IN MOROCCO, IND., USE
DRONES TO LEARN
ABOUT PRECISION
AGRICULTURE.**

TAKE *Off!*

Farming isn't what it used to be and neither is agricultural education. Pop your head into an Integrated Technology in Agriculture Systems course, for example, and you'll hear teachers and students engaged in conversations about field and fertility maps, photosynthesis rates from their drone scouting or ways to program a precision planter for optimal planting rates. Students get hands-on experience with the latest in precision farming technologies — lessons that help guide their future and allow them to contribute on their farms.

Innovative agricultural curriculum like this is a reality for North Newton and South Newton high schools in Indiana. Fueled by a public-private grant of more than \$454,000, eager agriculture students have cutting-edge precision agriculture technology at their fingertips.

This is exciting stuff! Especially for students who prefer to get their noses out of a textbook and get their hands on their coursework. And it's all hands when the day's lesson involves going outside to pilot a drone. Can you imagine? *A class that lets you go outside and fly a drone!*

MORE THAN JUST DRONES

Of course, drones garner a lot of attention wherever they go. So any class that offers the opportunity to fly drones is certain to turn a lot of heads.

These high-flying Indiana high schools bring cutting-edge precision technologies to the classroom.

Story and Photography by Mark Moore

The students enjoy learning with them, too. But Justin DeYoung and Jacob Kessler, seniors at North Newton High School and members of the North Newton FFA, say the program is much more. "I get a lot of questions about flying the drone," DeYoung says. "You quickly learn that it's only a tool that's part of a bigger precision agriculture program."

In addition to several drones added to the program, the schools have purchased two utility vehicles, as well as many components for site-specific farming. "We are using the bigger drone to map out fertility rates in the field," Kessler says. "We can fly the other drone over the field throughout the growing season to monitor growth and to look for wet spots in the field, or even to look at photosynthesis rates."

Yet, that's only a small part of the program. There's also the data gener-

ated throughout the growing season. Not unlike what some of their parents or grandparents are doing on their own fields, students are making decisions to help them farm better.

"I get a lot of questions from my grandpa about what we're learning in class," DeYoung says. "I can contribute right away because of what I'm learning."

The program is also steering students into future careers in precision agriculture. Students from South Newton are involved in internships with a dealership and cooperative, and they're putting what they learn to work.

"I go from the classroom to my internship at Peterson Ag Service where I'm using the exact same skills," says Madelyn Cobb, a senior and South Newton FFA member.

John McGraw, also a senior and South Newton FFA member, says the

CHAPTER *focus*



Ag instructor and FFA advisor Ron DeYoung works with students at North Newton High School. A grant allowed their curriculum to grow in an entirely new direction, he says.

hands-on learning experience is invaluable. “We’re not just reading about these new technologies. We get to use them every day, and that is giving me experience I can’t really get anywhere else,” he says.

Participating students also use the program as a springboard for their future education. “Precision agriculture is definitely a part of my future educational plans,” says senior Evan Stiltz from South Newton.

For FFA Alumni member Noah Poynter, drone technology is a fact of everyday farm life. A freshman at Purdue University, Poynter uses drone technology on the family farm in Putnam County, Ind. “Information we collect from drones is very valuable to a farming operation,” he says.

The rapidly expanding technology, Poynter says, will only continue to grow as a necessary tool. “Multiple types of maps can be made from one

drone flight, two of the most popular being NDVI (normalized difference vegetation index) and topography maps,” he says. “Drones are showing their value in nearly every aspect of

“Drones are showing their value in nearly every aspect of today’s agriculture.”

– Noah Poynter

today’s agriculture. This unique experience provided to these students will be very beneficial as the technology becomes even more powerful.”

FUNDING THE FUTURE

The grant that Newton schools received is part of a program implemented by the Indiana Works Councils, which allocated \$4.3 million to schools throughout the state for its innovative career and technical education (CTE) curriculums. Grants are designed to encourage innovative and collaborative career and technical training opportunities to the state’s high school students.

Once Newton school administrators learned about the program, the brainstorming began. “We started to think about how we could leverage our agricultural education program and design something that would allow us to benefit from the grant,” says Darrell Allen, ag instructor at South

DRONE OPERATOR? DATA ANALYST? PRECISION AG SPECIALIST?

NO MATTER WHAT YOUR TALENTS ARE, THERE'S LIKELY A CAREER OPPORTUNITY WITH SKILLS ROOTED IN PRECISION AG EDUCATION. FIND YOUR FUTURE IN AGRICULTURE AT



Newton High School in Kentland. "The idea of making drones a part of our program came up, and we went to work." Together, the two schools developed a comprehensive program that incorporated the latest in precision agriculture technology.

Once they developed the program's framework, the real work began: securing the grant. The grant matched local funds up to three to one, but first the schools needed to secure initial local investments. So they approached their county administrators. "That's not an easy task, given the tight budgets," Allen says. "We expected a few thousand dollars to help us move forward with the grant process. But when the county administrators heard our proposal, they provided us with \$115,000 to move ahead. We were floored."

Their dedication paid off. The schools were awarded the full grant match in 2015, turning that initial seed money into a full \$445,000 that is being shared equally between the two schools. In addition to the precision agricultural program, future curricula will include agritourism and aquaponics.

"The grant has allowed our program to grow in an entirely new direction," explains Ron DeYoung, ag instructor at North Newton High School in Morocco. "It's exciting to be able to offer our students the latest in agricultural technology that will provide them educational experiences and will benefit them far into the future."

The first year of the program got off to a fast start when three students from

South Newton participated in the agBOT Challenge, a yearly competition aimed at students to help develop the software and machinery that is in agriculture's future. The students used information gathered from the new curriculum to fabricate an unmanned crop seeder. That same seeder now sits at South Newton and is instrumental as students further incorporate its functions into their studies.

EXPANDING THE PROGRAM

When the staff and administrators first met to develop the program, they focused on how it could be devised so other schools could replicate it, even with a smaller budget. "Our original idea had us purchasing a larger tractor to use in the program," Allen says. "But then we thought that, to reach a broader audience, we needed to ensure the program could be repeated." So, the schools purchased smaller equipment that would likely fit into more budgets.

"We've received calls from around the country asking about the program," Allen says. "We hope the success we've seen will continue in other schools." •

FOLLOW THE FAA RULES

It's important to point out that drones aren't toys that you fly around in your living room. They are complex vehicles that come with their own set of rules and regulations from the Federal Aviation Administration (FAA). A great resource is knowbeforeyoufly.org, a website that provides detailed information on drone use. Full FAA rules and regulations are available at faa.gov. Here are four items that are particularly important to know.

1 You don't have to be a pilot to fly a drone recreationally, but you do need a remote pilot airman certificate for commercial use. (Part 107 of the FAA Small Unmanned Aircraft Regulations outlines additional rules for commercial drone use.)

2 You may not fly a drone higher than 400 feet, and it must remain below any surrounding obstacles when possible.

3 You must keep the drone away from manned aircraft.

4 You must keep the drone in your line of sight.

WATCH ONLINE!

To learn more about the education North Newton and South Newton's grant is providing, as well career opportunities in the industry, check out our video at <http://bit.ly/takeoffnewton>.



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ARTICLE SUMMARY

Serendipitous Success

This article features the story of Corey Flournoy, a past national officer and lifetime alumni member, and how he started out with no agricultural experience but became successful in FFA and in his career.

DISCUSSION QUESTIONS

1. What are steps you can take to be successful in high school and after high school graduation?
2. Who is a role model to you and why?

ACTIVITY

Activity 1: Students will use the information from the article, "Serendipitous Success," to complete the worksheet, "What is Your Plan?" (Appendix 2). *Internet access is not required.*

Activity 2: Students will use the information from the article, "Serendipitous Success," to complete the worksheet, "All in This Together!" (Appendix 3). *Internet access is not required.*

FFA TIP

Have FFA members volunteer to serve as school ambassadors when new students enroll. Members can volunteer to be a mentor to the new student and show them around the school.

SAE TIP

Have students share in class and at chapter meetings how they are inclusive and encourage diversity in their SAE projects.

VOCABULARY

garnered
serendipitous
legacy
magnet school

CAREER PATHWAY

Agribusiness Systems

RELATABLE ARTICLES

"Future Farmers Chief Breaks New Ground"

http://articles.latimes.com/1994-12-04/news/mn-4616_1_corey-flournoy

"The Search Is Over! Smithsonian Announces the Five FFA Jacket Donors"

<http://americanhistory.si.edu/blog/2014/07/the-search-is-over-smithsonian-announces-the-five-ffa-jacket-donors.html>

APPENDICIES

Appendix 2 – What Is Your Plan?

Appendix 3 – All in This Together!

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
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AFNR

CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
CS.05. Describe career opportunities and means

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CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

COMMON CORE - WRITING

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

COMMON CORE - LITERACY IN SCIENCE & TECHNICAL

SUBJECTS: WRITING
CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - MATH PRACTICES

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
CCSS.MATH.PRACTICE.MP6 Attend to precision.

AFNR CAREER READY PRACTICES

CRP02. Apply appropriate academic and

technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

CRP06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
CRP08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Flexibility and Adaptability
Information, Communications, and Technology Literacy
Initiative and Self-direction
Leadership and Responsibility

NAME: _____

Aligned to the following standards:
FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CS.05.; AG5; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02.; CRP.04.;

What Is Your Plan?

DIRECTIONS:

After reading the article, “Serendipitous Success,” answer the following questions:

1. What is your plan after high school graduation?

2.How will you achieve that plan after high school graduation?

3. Why do you believe it is important to have a plan to achieve success?

4. What will be your legacy?

NAME: _____

All in This Together!

DIRECTIONS:

Part 1: In the article, "Serendipitous Success," Corey Flournoy discusses how diversity played a role in his year as a national officer. Reflect on the article and answer the following questions:

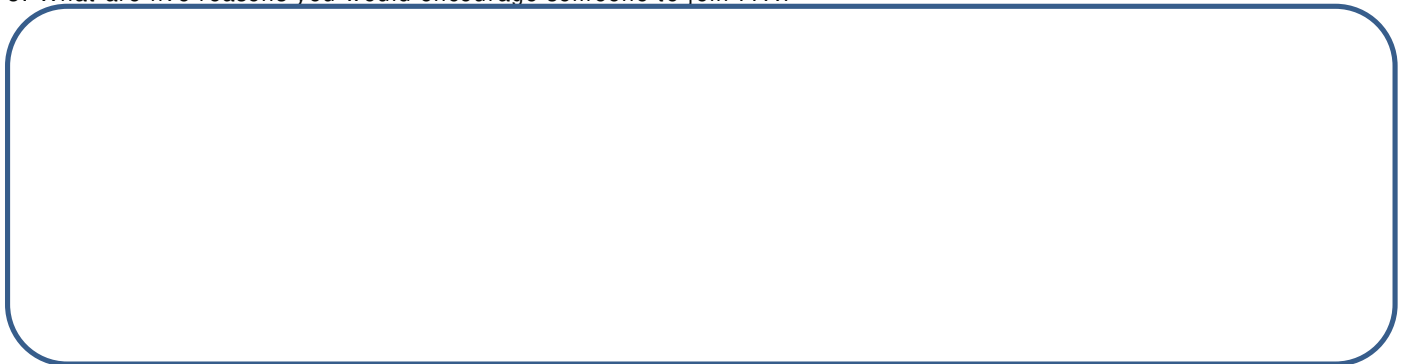
1. How can you as an FFA member make a new student in the agricultural classroom feel welcome? *Provide an in-depth answer.*



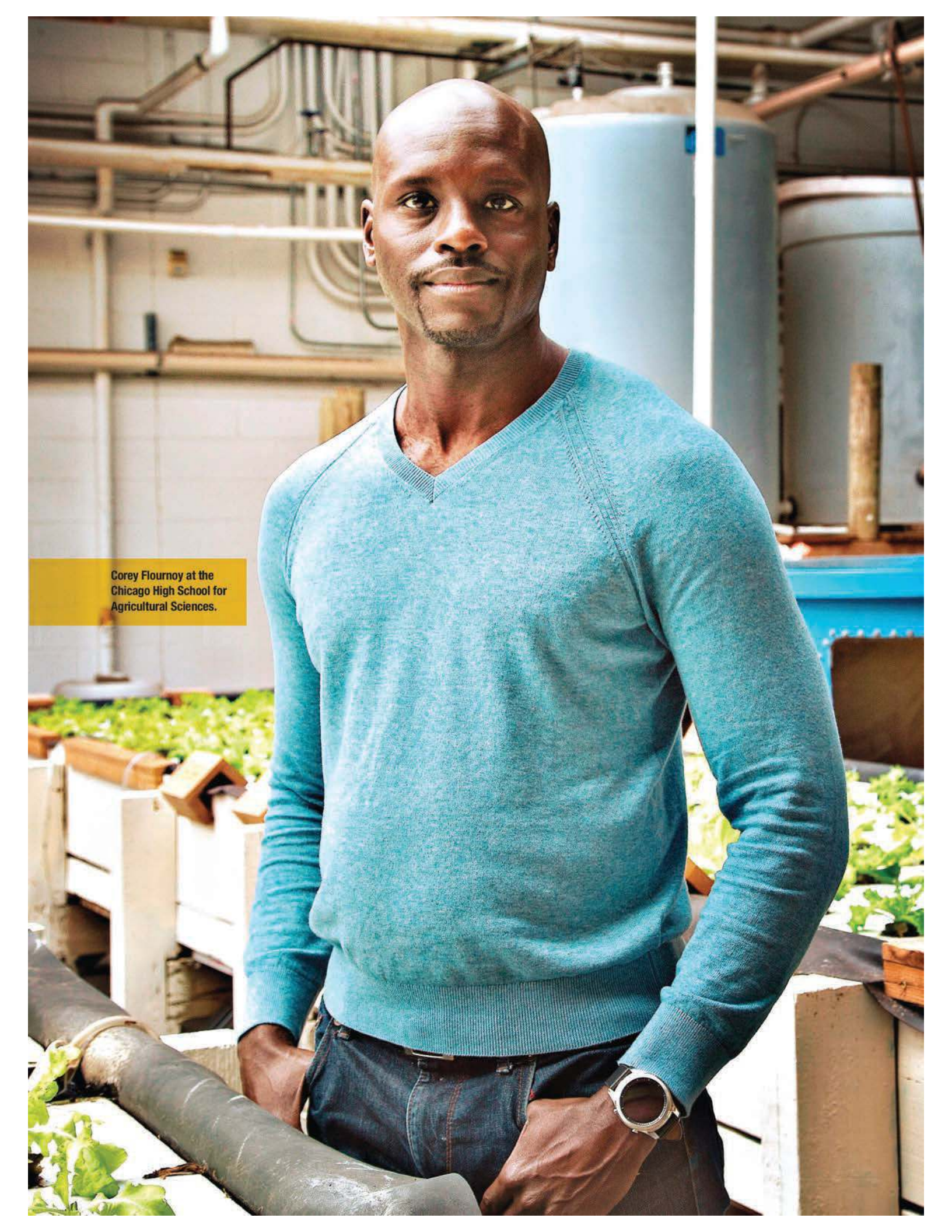
2. What does it mean to be part of the FFA family?



3. What are five reasons you would encourage someone to join FFA?



Part 2: In the space below, write a letter to a new student, welcoming them to the school and community and encouraging them to join FFA.

A full-page photograph of Corey Flournoy, a Black man with a goatee, wearing a teal V-neck sweater and jeans. He is standing in a hydroponic greenhouse, with his hands in his pockets. In the background, there are large blue water tanks and rows of green leafy plants growing in white trays. The lighting is bright and even.

Corey Flournoy at the
Chicago High School for
Agricultural Sciences.

SERENDIPITOUS Success

The unexpected story of a youth from Chicago who finds his niche in FFA, helps establish a culture of diversity and cultivates a thriving career as an alumnus.

Story by Jessica Walker Boehm • Photography by Cory Hall

Unlike many National FFA Organization members, Chicago, Ill., native Corey Flournoy didn't grow up on a family farm and had no agricultural experience or knowledge before joining the organization. Instead, he became involved in FFA by chance. He applied to several highly competitive magnet high schools in the Chicago Public Schools system, and he was accepted by the one he knew the least about, the Chicago High School for Agricultural Sciences (CHSAS).

"CHSAS is unique in that every student who attends automatically becomes an FFA member," Flournoy says. "I didn't necessarily have a choice in joining."

Flournoy fell hard and fast for FFA. He attended the 1988 National FFA Convention during his freshman year

and realized he wanted to grow his presence in the organization.

"I remember being in awe at how massive the National FFA Convention was," Flournoy says. "It was beyond what I imagined, and I just kept thinking how cool it would be to become a national officer and do what they do. At that point, I was only 14 years old, and I didn't know what it would take to get to that point — it was just a dream, and it never went away."

He wasted no time making that dream a reality.

THE PATH TO PRESIDENT

As a freshman, Flournoy began competing in career development events, and he attended FFA Leadership Camp. He also became his freshman class vice president. Because FFA doubled as student council at CHSAS, he was the Greenhand vice

president that year, too. During the summer, he completed his supervised agricultural experience (SAE) program by spending four weeks living and working on a family farm in central Illinois.

"Working on that corn and soybean farm was my first real experience with production agriculture," Flournoy says. "It was challenging and a huge culture shock for me. I grew up in the big city, and this was a small rural town — but I did it. The experience helped me understand hard work, and I continue to have great respect for those who work in production agriculture, even though that path wasn't right for me."

During his sophomore year, Flournoy became class president, and the following year, he was the junior class vice president, as well as the first African-American FFA section vice president in Illinois. As a senior, he was

ALUMNI *focus*

elected FFA section president, which was considered a minor state office. He was the first African-American to hold that position in Illinois, too.

"I think young people, particularly minorities and those living in major cities, are looking for a place to belong," Flournoy says. "I was just fortunate that place was FFA."

After graduating from CHSAS in 1992, Flournoy delayed college for a year to serve as the Illinois FFA vice president, an office that required him to visit chapters throughout the state.

"I had a wonderful opportunity to get to know FFA members across Illinois," Flournoy says. "I met some great people whom I'm still in touch with today."

DIVERSE INAUGURATION

Following his year as a state officer, Flournoy began pursuing a degree in agricultural and consumer economics at the University of Illinois at Urbana-Champaign. However, his involvement with FFA was far from finished. Flournoy became the

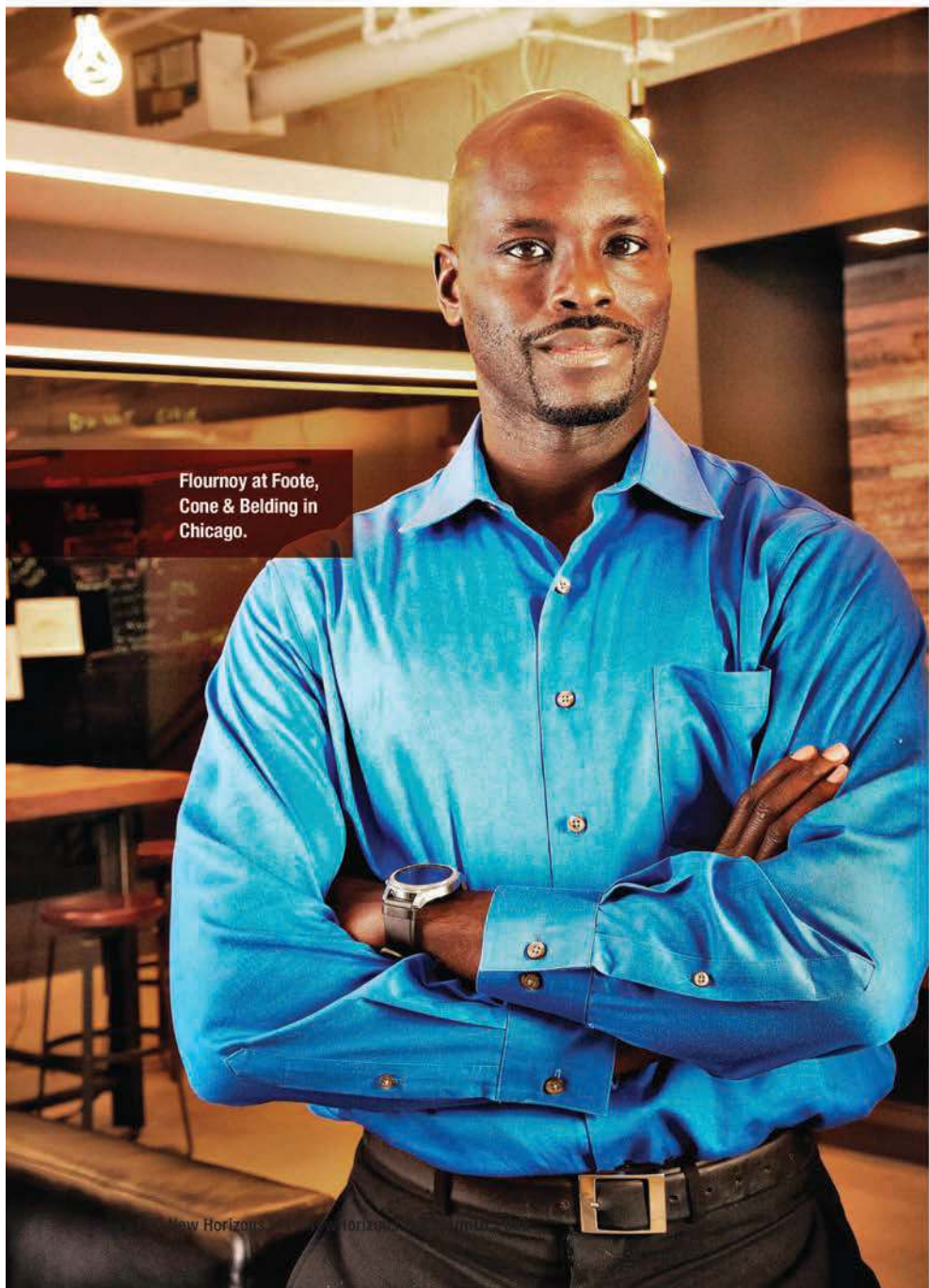
first African-American national FFA president as a UI sophomore in 1994, a goal he says he spent several months preparing to achieve.

"I had planned out how I was going to be elected as a national officer," Flournoy says. "I did my research and learned as much as I could about the process, and I was completely focused on making it happen. I was driven. I remember getting to Kansas City, Mo., where the National FFA Convention was held, and going to my interviews. When I was finished, I felt satisfied. I knew I had done my best. I put the time in and felt like, 'Whatever the outcome, God's will be done.'"

Flournoy, who was also the first national FFA president to come from an urban area, calls the year "life changing," and he says it also helped bring change to the entire National FFA Organization. At the time, fewer than 5 percent of its members were African-American, which made Flournoy's election particularly noteworthy and garnered attention from major news outlets like *The New York Times* and *USA Today*. He was also featured on *CBS This Morning*, and comedian Dennis Miller mentioned him during his weekly HBO talk show.

"I don't think any of us were prepared for what happened after I was elected," he says. "We weren't expecting that kind of reaction; it was huge."

In addition, Flournoy says he used his time as national FFA president to



Flournoy at Foote, Cone & Belding in Chicago.

“FFA changed my life,” he says. “It has impacted who I am, how I carry myself and my values.”

Do your blue jackets still fit?

YES, THEY STILL FIT!
ONE IS NOW ON EXHIBIT AT THE
SMITHSONIAN NATIONAL MUSEUM
OF AMERICAN HISTORY!

show that the organization wasn't just for people who were interested in growing crops or raising livestock.

"I was the poster child for why FFA was no longer called Future Farmers of America," he says. "I wanted people to understand that agriculture is a broad industry that involves many different components, so I did my best to communicate that message."

LIVING A LEGACY

Flournoy returned to UI in 1996, and the same year, he and another former national officer, Raquel Lacey Nelson, cofounded Creative Outreach, a leadership development consulting partnership that still exists today. While still in college, the pair shared diversity and leadership workshops with FFA chapters across Illinois and the U.S., and Flournoy also traveled around the country for FFA-related speaking engagements.

After graduating from UI in 1998, Flournoy briefly left the agriculture field to work as an account executive at Chicago-based advertising agency Leo Burnett Worldwide. In 2003, he entered Michigan State University's graduate program in agricultural and extension education, during which he researched diversity within agricultural education. After graduation in 2006, he returned to UI to teach courses in agricultural leadership and education.

Flournoy's next role was as the founding director of the Illinois Center for Urban Agricultural Education in 2011, where he helped introduce Chicago high school students to agriculture and possible career opportunities in the industry.

Today, Flournoy works as the global vice president, associate director for global talent development at Foote, Cone & Belding, which is a



Flournoy and the
1994-95 National
FFA Officers.

New York-based marketing communications agency.

Although he is no longer directly employed in agriculture, Flournoy is an FFA lifetime alumni member and still makes time to speak at FFA leadership conferences and to lead agriculture-related workshops each year. He is a keynote speaker for various agriculture organizations when his schedule allows. He says he also makes a point to personally reach out to minority leaders in FFA, offering them encouragement and pieces of advice he has picked up along the way.

"When you're a minority in a

leadership position, all eyes are on you," Flournoy says. "If you don't think you fit in, it's a good opportunity for you to create your own space. You don't have to be like anyone else; you can be the pioneer."

Additionally, Flournoy says he still uses the lessons he learned in FFA on a regular basis, and he believes his participation in the organization helped him find success as an adult.

"FFA changed my life," he says. "It has impacted who I am, how I carry myself and my values. I never would have imagined that an organization I joined back in the late '80s would have such a long-lasting impact on my life." •

WE ARE FFA

The National FFA Organization promotes the appreciation of diversity through inclusiveness with the We Are FFA platform, which was unveiled at the 2013 National FFA Convention & Expo in Louisville, Ky.

Members are encouraged to embrace the many different kinds of people involved in the organization by celebrating what they have in common with one another rather than focusing on their differences. Essentially, the message is We all wear the blue jacket. We Are FFA!

Although FFA members are asked to uphold the platform in their respective chapters on a daily basis, they can also

show their support at national conventions. A We Are FFA booth features interactive activities that give members an opportunity to express and reflect on what diversity and inclusion in FFA means to them while connecting with others and, ideally, making new friends in the process. Members can also promote the initiative by purchasing the annual tee, which features We Are FFA at shopffa.org.

Visit FFA.org/resources/we-are-ffa to learn more about the We Are FFA platform and how members are embracing it. Or, search social media using the hashtag #WeAreFFA.



ARTICLE SUMMARY

Write the Right Resume

This article highlights key pieces of information that should be included in a resume and discusses how technology can be integrated in resumes. It also mentions a resource that can aid students in creating the perfect resume – the FFA Resume Generator ©.

DISCUSSION QUESTIONS

1. Why is it important to have a professional resume?
2. Why is technology important when it comes to resumes?
3. What are ways you can incorporate technology into your resume?

ACTIVITY

Activity 1: Students will use the information from the article, "Write the Right Resume," to complete the worksheet, "Let's Create It" (Appendix 3). *Internet access is required to complete this activity.*

Activity 2: Students will use the information from the article, "Write the Right Resume," and the FFA Resume Generator © to complete the worksheet, "Resume Review" (Appendix 4). *Internet access is required to complete this activity.*

FFA TIP

Hold a mock job interview contest with your FFA members. Members can use the resumes they created through this activity for the contest. This will help the members enhance their interviewing skills as well as practice using their resumes for interviews.

SAE TIP

Have students talk with their employers about how to improve their resume and ask what aspects stand out in a quality resume.

VOCABULARY

LinkedIn
hyperlink
blog
transcend

CAREER PATHWAY

Agricultural Business
Agricultural Communications

RELATABLE ARTICLES

"The Importance of a Well Written Professional Resume | Roo Resumes"
<https://www.linkedin.com/pulse/importance-well-written-professional-resume-roo-resumes-judi-roo>

APPENDICIES

Appendix 4 – Let's Create It!
Appendix 4 KEY – Let's Create It!
Appendix 5 – Resume Review

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PLA.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
FFA.PL.C.Vision: Visualize the future and how to get there.
FFA.PL.D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
FFA.PLE.Awareness: Understand personal vision, mission and goals.
FFA.PL.F.Continuous Improvement: Accept responsibility for learning and personal growth.
FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

AFNR

CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

COMMON CORE TECHNICAL CORE

AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

COMMON CORE - WRITING

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly

and accurately through the effective selection, organization, and analysis of content.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

COMMON CORE - LITERACY IN SCIENCE & TECHNICAL SUBJECTS: WRITING

CCSS.MATH.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - MATH PRACTICES

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
CCSS.MATH.PRACTICE.MP6 Attend to precision

AFNR CAREER READY PRACTICES

CRP02. Apply appropriate academic and technical skills. Career-ready individuals readily

access and use the knowledge and skills acquired through experience and education to be more productive.

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

CRP06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
CRP08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Flexibility and Adaptability
Information, Communications, and Technology Literacy
Initiative and Self-direction
Leadership and Responsibility

NAME: _____

Let's Create It!

Aligned to the following standards:

FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CS.05.; AG5; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02.; CRP.04.; CRP.11.

DIRECTIONS:

Log on to FFA.org. Once logged in, access the FFA Resume Generator© through the Build page on My Journey, FFA.org/my-journey/student-build. In the FFA Resume Generator, create your own resume. As you complete your resume, answer the following questions:

1. What are three questions the FFA Resume Generator asks?

2. How can you use the FFA Resume Generator for future potential jobs?

3. How can you incorporate technology into your resume for future employers?

4. What are three must-haves to include in your resume?

NAME: _____

KEY - Let's Create It!

Aligned to the following standards:

FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CS.05.; AG5; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02.; CRP.04.; CRP.11.

DIRECTIONS:

Log on to FFA.org. Once logged in, access the FFA Resume Generator© through the Build page on My Journey, FFA.org/my-journey/student-build. In the FFA Resume Generator, create your own resume. As you complete your resume, answer the following questions:

1. What are three questions the FFA Resume Generator asks?

Multiple answers possible. Possible answers include:

Have you worked a paid job?

Have you worked an unpaid job?

Have you held officer positions?

Have you participated in FFA activities?

Have you earned any special certifications?

Have you received an award or honor?

2. How can you use the FFA Resume Generator for future potential jobs?

Students can use this resume when applying for future jobs. They can email or mail a copy of the resume they created in the FFA Resume Generator to potential employers.

3. How can you incorporate technology into your resume for future employers?

Different ways to incorporate technology into your resume include providing links to your LinkedIn profile, newspaper articles of your work, your online portfolio or your SAE profile.

4. What are three must-haves to include in your resume?

Possible answers may include: use headlines such as Education and Work Experience, organize your resume, write in bullet points, incorporate the soft skills and showcase how you communicate effectively, collaborate with others and solve problems.

NAME: _____

Resume Review

DIRECTIONS:

After you have created your resume on the FFA Resume Generator®, trade it with a partner and critique it. Follow the steps below. Use information from the article, “Write the Right Resume,” and the FFA Resume Generator to help you properly critique the resume.

1. What is the length of the resume? Is it the correct length?

2. What headlines on the resume stand out?

3. Are the descriptions detailed? (They aren't too short like tweet-like phrases.)
Provide one example of their descriptions.

4. Is the font easy to read?

5. How many spelling/grammar errors do you see?

6. What are two overall positive comments about the resume?

7. What are two comments about how this resume can improve?

Aligned to the following standards:

FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CS.05.; AG5; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02.; CRP.04.; CRP.11.

CAREER *Success*

WRITE THE RIGHT *Resume*

Here's how to use premier leadership, personal growth and career success to build a great resume.

Twenty years ago, a job seeker would knock on doors, drop off an application and patiently wait by the phone to determine if he or she would move to the next round of consideration. The process today looks incredibly different. Yet, the typical resume has remained the same. How do you break through the clutter and stand out? The National FFA Organization and **AgCareers.com** have provided some insights into creating a 21st-century resume and landing your college or career dreams.

MAINTAIN THE MUST-HAVES

Many traditional resume-writing rules are being broken, but there are a few basics that transcend the trends.

- **Use headlines** such as Education and Work Experience to allow the employer to organize your experience.
- **Organize your resume** in the order the events occurred to help reviewers understand a time line.
- **Write in bullet points.** Since reviewers may read through hundreds of resumes, this lets them read more of your resume in a shorter amount of time.
- **Incorporate the soft skills** you have developed through your ag experiences, such as leadership, communication, teamwork and more.
- **Showcase** how you communicate effectively, collaborate with others and solve problems.

TACKLE TECHNOLOGY

Incorporating technology into a resume is a recent trend. Many resumes are submitted electronically through career websites or via email, which provides a great opportunity to add hyperlinks. FFA members who have LinkedIn profiles (a type of professional social media network) can link to their profile in the contact information of their resume. Members who keep an online portfolio, maintain a blog or have digital links to newspaper articles of their work can link to these examples.



"I have seen resumes with links to photography portfolios, SAE (supervised agricultural experience) profiles and even QR codes to show examples of work FFA members have created," says Ashley Collins, the education and marketing manager for **AgCareers.com**. "Links on resumes really make a resume stand out and allow me to get personally involved in the research on the candidate."

RELY ON RESOURCES

The FFA Resume Generator® is a tool any member (student or alumni) can use through My Journey on **FFA.org** to get a jump start on creating a great resume. The resume generator will ask questions about your education, work experience and FFA participation. After completing the form, the generator will export your resume in a variety of formats, including a PDF or Microsoft Word document that is ready for immediate use. Once your resume has been generated, share it with other student and alumni members to receive feedback.

If you need help determining how to bolster your resume, check out My Journey (**FFA.org/my-journey**).

Videos, quizzes and other activities can help you learn more about yourself and the opportunities available to you. Finally, you can use this platform to build your own career success and plan for your future career goals.

— By Bev Flatt

Still not sure what your future career will be? You can discover 235 career opportunities in agriculture by visiting **AgExplorer.com, the career exploration resource from FFA.**