



NEW HORIZONS

WINTER 2017 TEACHING GUIDE



IN THIS GUIDE, YOU WILL FIND SEVERAL ACTIVITIES THAT ACCOMPANY ARTICLES FROM THE WINTER 2017 ISSUE OF FFA NEW HORIZONS. ANSWER KEYS TO APPROPRIATE WORKSHEETS CAN BE FOUND AT THE END OF THE GUIDE. ALL ACTIVITIES ARE ALIGNED TO EDUCATIONAL STANDARDS (SEE EACH ACTIVITY FOR THE SPECIFIC STANDARDS).

SCHOLARS SAY...

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

Remote-Management Systems	Prerequisite
Diagnostics	Comprehensive
Precision Technology	Commitment
Transmit	Diversity
Transmissions	Inclusiveness
Associate Degree	Legacy
Production Agriculture	Applicant
Heifer International	Manager
Illiteracy	First Impression
International Agriculture	Candidates
Philanthropic	LinkedIn.com

VOCABULARY ACTIVITY: WHAT'S THE STORY?

Using the "What's the Story?" worksheet (Appendix 1), students should work in pairs to create a story using the vocabulary words.

BELL RINGER ACTIVITIES

Bell Ringer 1:

For a bell ringer, play the [Kaylie Wilson – SAE – Market Swine SAE video](#). After the video, have students reflect by answering the following questions:

1. What did Kaylie learn the most from her SAE?
2. What skills did Kaylie gain through her SAE?
3. What skills do you apply in your SAE, in your job or at school?
4. Why are the skills Kaylie learned important?
5. What learned skills from an SAE could you apply in your job or at school?

Bell Ringer 2:

Scenario: Imagine a city council member will be visiting your class today. Share with that person five important facts that you have learned in your agriculture class.

WINTER 2017 FFA NEW HORIZONS TEACHING GUIDE AT A GLANCE:

You will find a variety of activities in this guide, which include answering scenario-based questions about an article in the magazine, applying facts learned from an article to developing an app, or developing an agriculture-based plan for an urban school.

LITERACY QUOTES

"You can find magic wherever you look. Sit back and relax, all you need is a book." – Dr. Seuss

"Reading is to the mind what exercise is to the body." – Sir Richard Steele

REFERENCES

Heifer International
<https://www.heifer.org/>

"Take a Seat, Make a Friend"
bit.ly/weareinclusive

Agriculture Technology
<https://nifa.usda.gov/topic/agriculture-technology>

"15 Emerging Agriculture Technologies That Will Change the World"
<http://www.businessinsider.com/15-emerging-agriculture-technologies-2014-4>

"Interview Tips: 10 Tips to Improve Interview Performance"
<https://www.monster.com/career-advice/article/boost-your-interview-ig>

"8 Incredibly Helpful Articles to Read the Night Before Your Interview"
<https://www.themuse.com/advice/8-incredibly-helpful-articles-to-read-the-night-before-your-interview>

FFA Officer 2 Officer: Own Your Next Interview
<https://www.youtube.com/watch?v=8iYbMcaeEjU&feature=youtu.be>

APPENDICES:

- 1 What's the story?
- 2 Web of FFA Activities
- 3 Is It Service?
- 3 KEY Is It Service?
- 4 3-2-1 What Does My Community Need?
- 5 The 5 Whys Worksheet: Identifying Root Causes

- 5 KEY Determine the Root Cause: 5 Whys
- 6 What's Your Plan?
- 7 We Aer in This Together!
- 8 There's an App for That!
- 9 Be a STAR!

NAME: _____

What's the Story?

Created: Winter 2017 by the National FFA Organization

Appendix #1:

Aligned to the following standards:

FFA.PL.A.; FFA.PL-E.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;

CCSS.RI.9-10.4.; CCSS.W.9-10.2.; CCSS.W.9-10.4.;

CCSS.SL.9-10.4.; CRP.04

DIRECTIONS:

Using the vocabulary outlined in the winter issue of *FFA New Horizons*, work with a partner to create a story using the vocabulary words.

A large, empty rectangular box with rounded corners and decorative scrollwork on the left and bottom edges, intended for writing a story.

Word Bank:

- Remote-Management Systems
- Diagnostics
- Precision Technology
- Transmit
- Transmissions
- Associate Degree
- Production Agriculture
- Heifer International
- Illiteracy
- International Agriculture
- Philanthropic
- Prerequisite
- Comprehensive
- Commitment
- Diversity
- Inclusiveness
- Legacy
- Applicant
- Manager
- First Impression
- Candidates
- LinkedIn.com



NEW HORIZONS

WINTER 2017 TEACHING GUIDE



ARTICLE SUMMARY

ONE THING THAT LEADS TO ANOTHER

FFA alumnus Terren Moore never thought signing up for an agriculture class, or joining FFA, would have such a tremendous impact on his life. Read more about his amazing journey!

DISCUSSION QUESTIONS

1. What was Terren's perception of agriculture class when he first signed up?
2. Describe how Terren first got involved in FFA.
3. How did agriculture classes and FFA affect Terren's plans?

ACTIVITY

After reading the article, students should complete the worksheet "Web of FFA Activities" (Appendix 2). In this activity, students will complete a web diagram of Terren's FFA activities. Students will also create a web diagram of their own FFA activities.

FFA TIP

Host an informational FFA Night during National FFA Week for first-year members. This information night could introduce students to activities and career development events that your chapter conducts and participates in during the spring semester.

SAE TIP

Introduce your students to farmers' markets in your area. Have students visit a market and discuss with local farmers their crops and how they got started with the market.

WE ARE FFA TIP

Have students discuss their FFA journeys. This can be displayed in whatever form best represents the student (audio, written, visual). How can you use your FFA journey to recruit students to agricultural education and FFA? Have students discuss their answers.

VOCABULARY

Associate Degree
Production Agriculture
New Century Farmer Conference

CAREER FOCUS AREA

Plant Systems
Agricultural Education
Agribusiness 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/>

RESOURCE HIGHLIGHTS

Have students check out AgExplorer (www.agexplorer.com) or access the website through [My Journey](#) on [FFA.org](#). Students can take the Career Finder Assessment to see what careers match their interests.

Are your students unsure of what to choose for their SAE area or topic? Look through the SAE videos on the FFA Video Center, FFA.org/ffa-video-center and click Supervised Agricultural Experiences.

APPENDICIES

Appendix 2 – Web of FFA Activities

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.PLE.Awareness: Understand personal vision, mission and goals.
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.
FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, 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

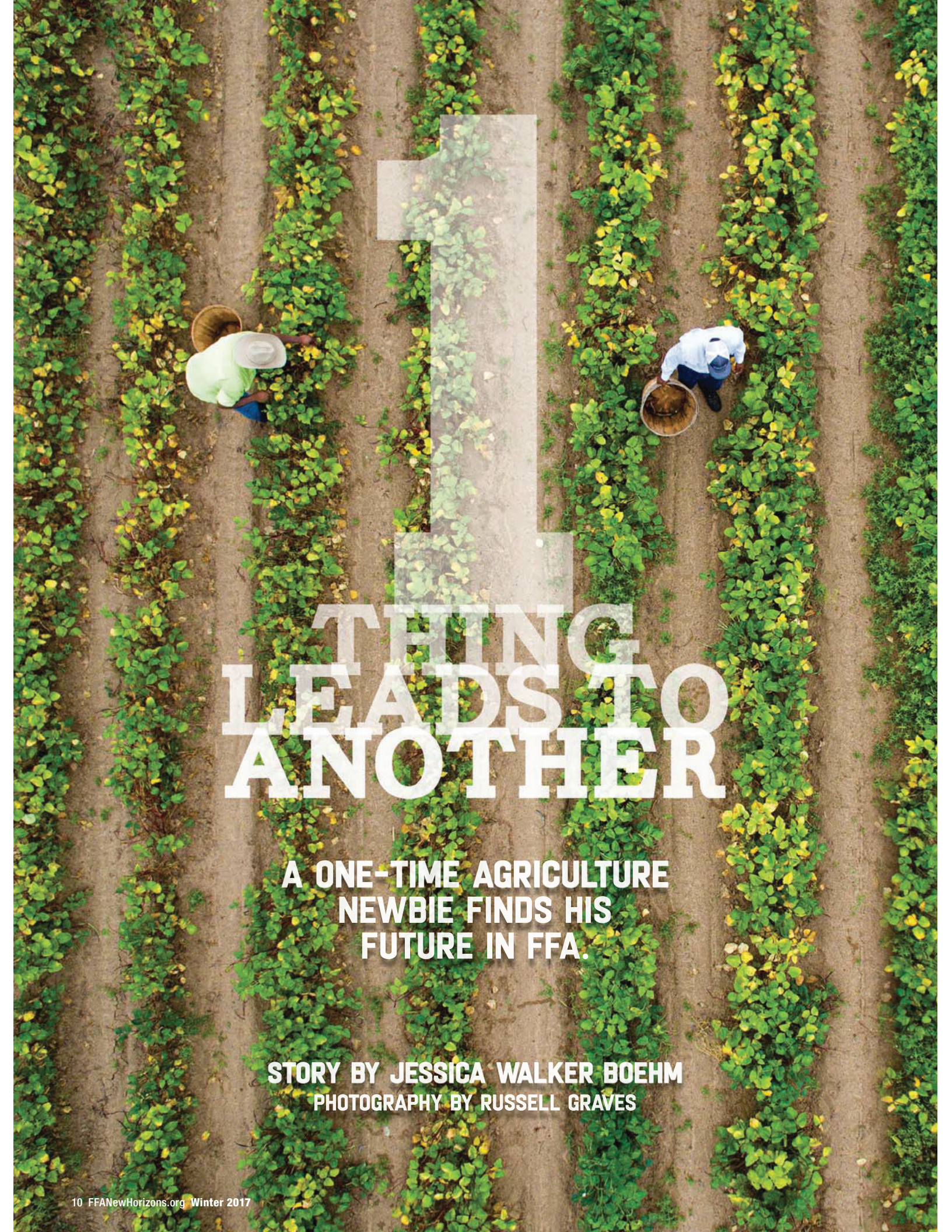
follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

AFNR CAREER READY PRACTICES

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.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Initiative and Self-direction
Leadership and Responsibility
Think Creatively



1 THING LEADS TO ANOTHER

**A ONE-TIME AGRICULTURE
NEWBIE FINDS HIS
FUTURE IN FFA.**

**STORY BY JESSICA WALKER BOEHM
PHOTOGRAPHY BY RUSSELL GRAVES**

Terren Moore in his
Winona, Texas, field
with a bushel of zipper
cream peas.





Left: Moore has a laugh in the field with his cousin, Nathan. “He has helped me a lot on the farm,” Moore says. Above: Moore harvests a purple hull pea by hand, as he does with all of his produce.

a humbling experience,” Moore says. “I’m grateful to have had the chance to learn about leadership, because those lessons still help me today. Being a leader in FFA taught me how to stand up and let my voice be heard, and that’s something you can’t learn by reading about it in a book; you have to experience it.”

INSPIRED TO KEEP GOING

Throughout his time in FFA, Moore grew peas in a small garden on his family’s property, where his father formerly farmed, as well. Although he had no experience with production agriculture (aside from driving a tractor), he got his hands dirty and quickly found success.

“After I joined FFA, I felt like I should grow something to be truly involved,” he says. “I didn’t know what I was doing, but I had a great crop my first year, and that inspired me to keep going. I was lucky that everything went correctly. I had plenty of rainfall, no issues with pests and my field was nearly perfect. Because of FFA, I knew what hard work was all about. I knew I wasn’t alone out there sweating in the field because there were lots of other young people doing the same thing.”

WHEN TERREN MOORE SIGNED UP FOR AN AGRICULTURE COURSE TO FULFILL HIS HIGH SCHOOL’S ELECTIVE REQUIREMENT AS A FRESHMAN IN 2010, HE HAD NO IDEA THAT DECISION WOULD CHANGE HIS LIFE.

“I didn’t have much experience in agriculture at the time,” says Moore, who attended Winona High School in the small community of Winona, Texas. “I just went to class every day, did what my teacher told me to do and hoped for the best. I was definitely out of my element.”

Despite his lack of experience, Moore’s agriculture teacher signed him up to participate in a local farm skills demonstration, and the rest, as they say, is history.

“I got it a shot and I did pretty well,” Moore says. “I decided I liked this ag thing and wanted to see where it might take me.”

CULTIVATING AN FFA JOURNEY

Moore went on to compete in career development events (CDE) in live-

stock judging and agricultural mechanics, and during his junior and senior years, he participated in radio broadcasting CDE contests. In 2012, he advanced to the state-level competition.

In addition, Moore completed supervised agricultural experience (SAE) programs, during which he showed livestock.

Along with playing drums in the school band and running track, Moore served as his chapter’s treasurer during his sophomore year, and he was elected secretary for both his chapter and his district as a junior. He became his chapter’s president during his senior year.

“To become the president after starting out with no agriculture experience, especially as an African-American, was

“TERREN IS A REMARKABLE YOUNG MAN.”

- CASEY WILLIS, MOORE’S TEACHER AND FFA ADVISOR

INTERESTED IN PARTICIPATING IN THE 2018 NEW CENTURY FARMER CONFERENCE?

Application opens on Dec. 15, 2017. Visit FFA.org/newcenturyfarmer for more information.

The New Century Farmer Conference is sponsored by DuPont Pioneer, Case IH, CSX, Farm Credit Services and CHS with media partner *Successful Farming*.

Moore's hands-on experience in the garden piqued his interest in soil health, and to his surprise, his local Texas A&M AgriLife Extension Service agent volunteered him to host an event educating seasoned farmers on the topic.

"I hadn't been growing peas for very long, but I shared how growing cover crops could help small-scale farmers improve their operations, and the response was fantastic," Moore says. "It was yet another humbling experience I was able to have because of my participation in FFA and agriculture."

A FUTURE IN AG

After graduating from high school in May 2014, Moore took general education courses at Tyler Junior College in Tyler, Texas, and played in the school's drumline. He graduated with an associate degree in December 2015, and then he moved on to Tarleton State University in Stephenville.

Moore will graduate from Tarleton State in December 2017 with a bachelor of science degree in agriculture services and development with a concentration in agri-industries and agencies. He is interested in pursuing a career as an agent with the Texas A&M AgriLife Extension Service in Smith County, where he interned in college.

Moore also hopes to continue growing crops and expanding his business, Moore Peas Co., which provides him the opportunity to share his harvest with the Winona County and Smith County communities. He still operates the farm he started in high school that now covers approximately 5 acres. In addition to purple hull peas and cream peas, Moore recently started growing okra.

"I love production agriculture, and I want to keep growing vegetables as long as I can," Moore says.

Although he stays busy, Moore still participates in FFA events when time

allows. For example, he attended the five-day New Century Farmer conference in July 2017 after his high school agriculture teacher and FFA advisor, Casey Willis, encouraged him to apply for the program.

Because of the volume of applicants, Moore was sure he wouldn't get chosen, but Willis believed Moore had what it took.

"Terren is a remarkable young man," Willis says. "I had him as a student during his senior year of high school, and he was heavily involved with agriculture and FFA. When I saw on Facebook the opportunity for him to attend the New Century Farmer conference, I tagged him because I knew it would be a great experience. He is driven and self-motivated, and he always wants to learn more about agriculture. That's why he has been so successful, and it's why he'll be a wonderful asset to the industry during his career."

Moore says he is grateful for FFA and the many lessons he's learned along the way, and he hopes to share his journey with other FFA members in the future. He's already inspired

others, including his cousin, who has also served as the Winona High School FFA president. Willis says her students still look to Moore as an example of what success looks like.

"I'd love to show high school students how to grow crops in a self-sustained garden," Moore says. "In my years of farming, I've learned so much, and I would be honored to pass that knowledge on to other young people." •

Below: One of Moore's customers, Mrs. Jackson, visits the farm to pick up her order of fresh cream peas. Bottom: Moore and his father discuss customers who need to be served that day.



NAME: _____

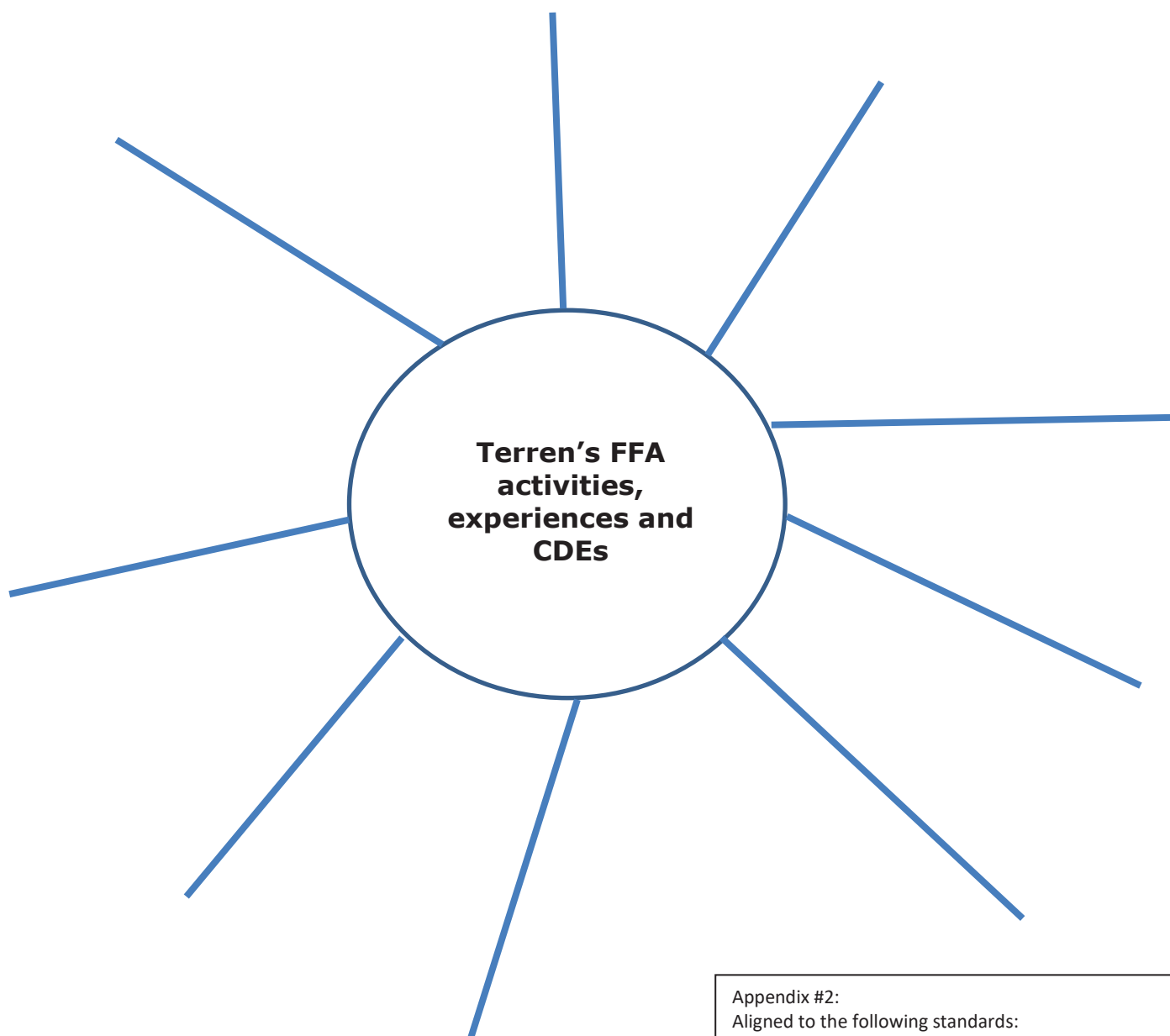
Web of FFA Activities

Created: Winter 2017 by the National FFA Organization

DIRECTIONS:

Part 1

Use the web diagram below to review the FFA activities, experiences and career development events (CDEs) that Terren participated in during his FFA career.



Appendix #2:

Aligned to the following standards:

FFA.PL.-A.; FFA.PL.-E.; FFA.CS.-M.; FFA.CS.-N.; FFA.CS.-O.;
CCSS.RI.9-10.4; CCSS.SL.9-10.4; CRP.04

Appendix #2:

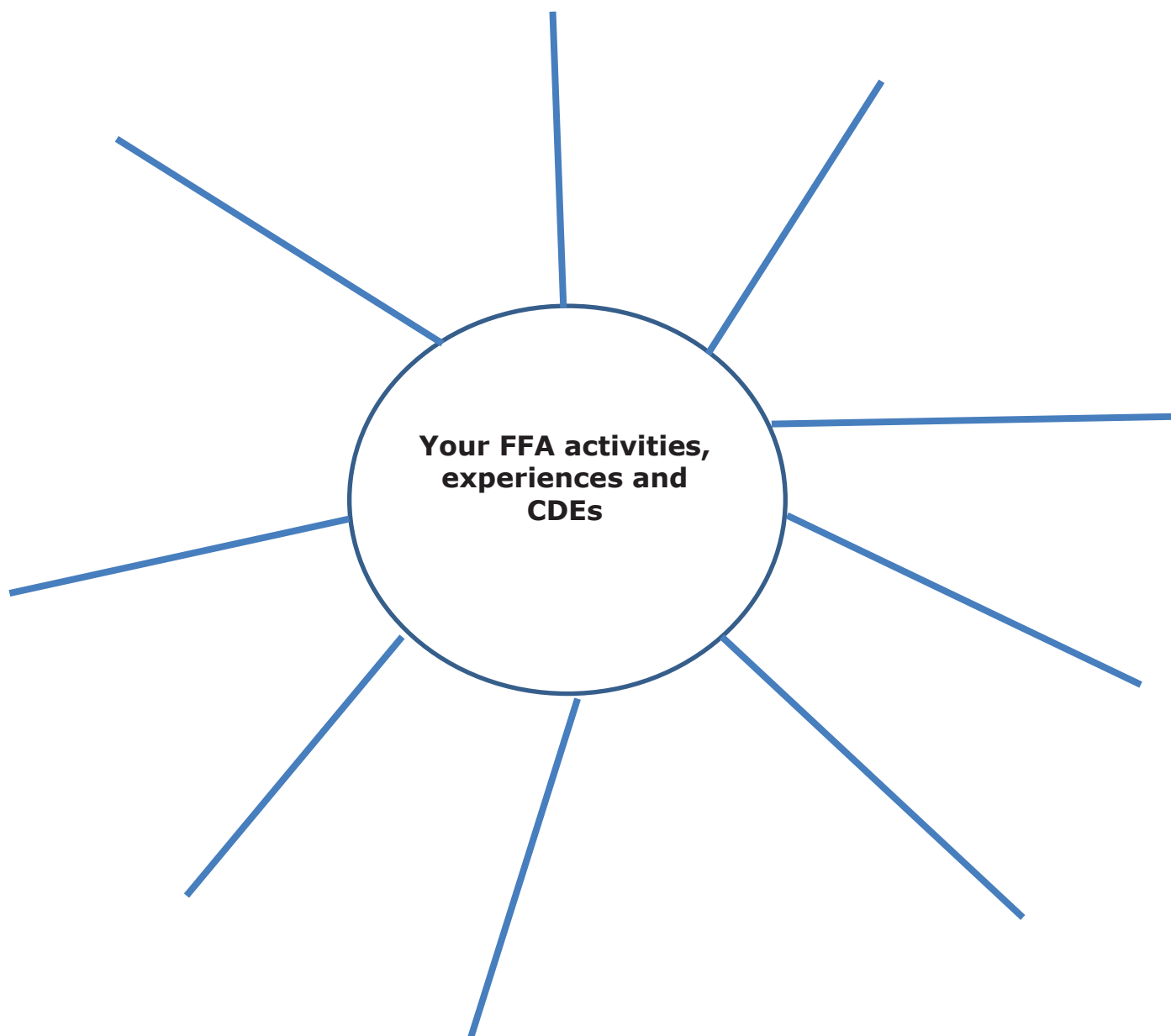
Aligned to the following standards:

FFA.PL.-A.; FFA.PL.-E.; FFA.CS.-M.; FFA.CS.-N.; FFA.CS.-O.;
CCSS.RI.9-10.4; CCSS.SL.9-10.4; CRP.04

NAME: _____

Part 2

Complete the web diagram below based on the FFA activities, experiences and CDEs that you have participated in during your FFA career.



Part 3: Review

1. How did Terren's experience with FFA affect him? What did that experience lead to?
2. How will your involvement with FFA have an effect on you after high school?

NAME: _____

Appendix #2:

Aligned to the following standards:

FFA.PL.-A.; FFA.PL.-E.; FFA.CS.-M.; FFA.CS.-N.; FFA.CS.-O.;

CCSS.RI.9-10.4; CCSS.SL.9-10.4; CRP.04

KEY - Web of FFA Activities

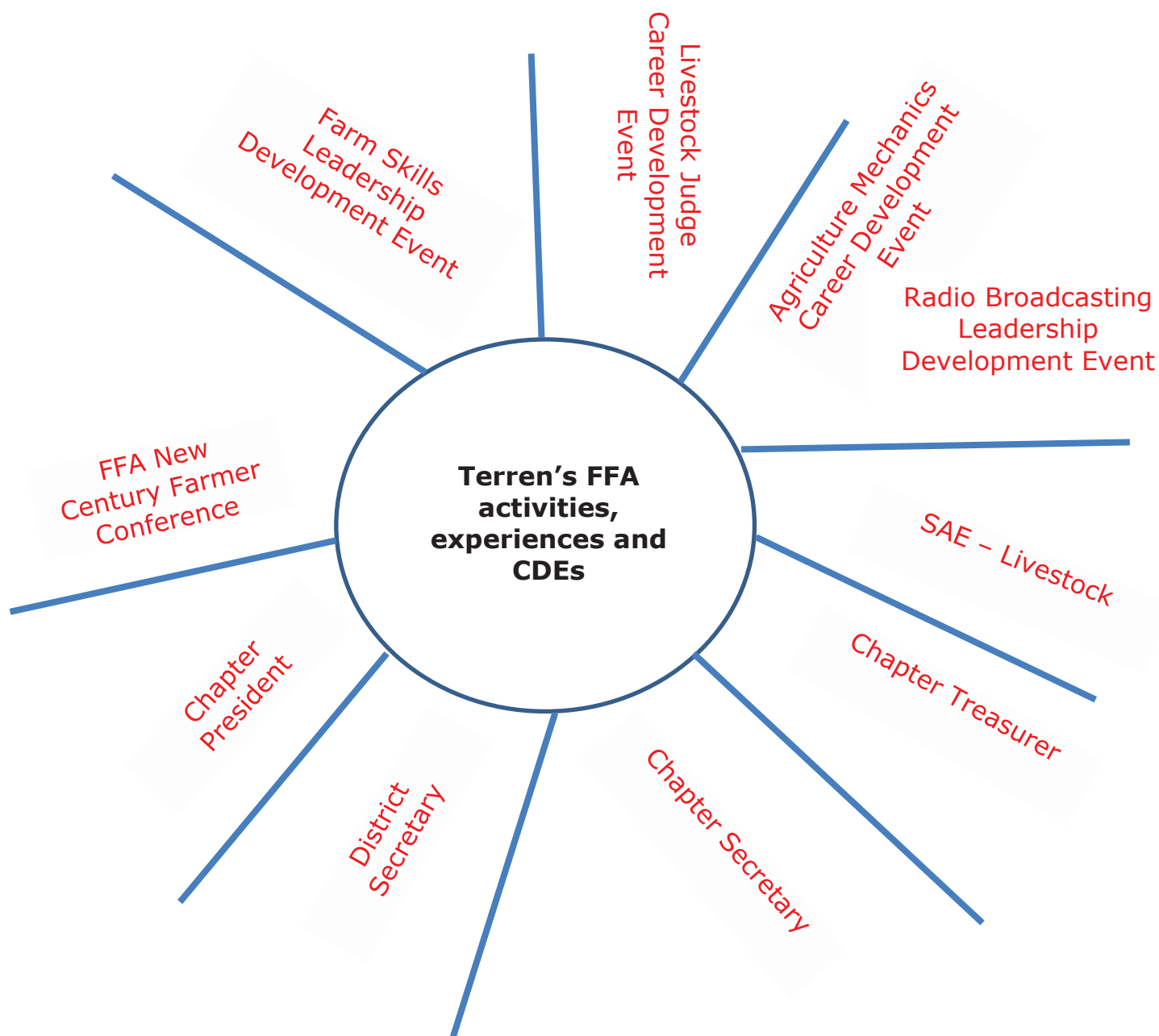
Created: Winter 2017 by the National FFA Organization

DIRECTIONS:

Complete parts 1, 2 and 3.

Part 1 (Part 2 and 3 answers will vary.)

Use the web diagram below to review the FFA activities, experiences and career development events (CDEs) that Terren participated in during his FFA career.





NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

Read to Feed

Read about this FFA chapter in Indiana that conducted a community service event to combat illiteracy, fight world hunger and raise money for a good cause.

ACTIVITY

Activity 1: After reading the article, students should complete the worksheet "Is It Service?" (Appendix 3). In this activity, students will work individually to determine what type of service the scenario is describing. At the end of the activity, have students discuss their answers. *Internet access is not required.*

Activity 2: Students should complete the worksheet "3-2-1 What Does My Community Need?" (Appendix 5). *Internet access is not required.*

Activity 3: For this activity, students should complete the worksheet "The 5 Whys Worksheet: Identifying Root Causes" (Appendix 5). Students will identify the root cause(s) and will determine how they can make an impact with a service-learning project.

Activity 4: After completing the first two activities, students should access the Service Planning Guide, [FFA.org/SiteCollectionDocuments/hunger Its ho14 workbook interactive.pdf](http://FFA.org/SiteCollectionDocuments/hunger%20Its%20ho14%20workbook%20interactive.pdf). Students should complete the service-planning guide pertaining to their service project.

FFA TIP

Check out the Living to Serve Grants. These grants provide an opportunity for FFA chapters to seek funding to support various types of service projects through a competitive application process. Visit FFA.org/livingtoserve/grants for more information.

SAE TIP

Have your students considered a service-learning SAE? This type of SAE involves planning, conducting and evaluating a service. Check out the new SAE for All student and teacher guides from the National Council for Agricultural Education to learn more about how to create a service-learning SAE. FFA.org/ffa2015/Pages/New-SAE-Resources.aspx.

WE ARE FFA TIP

Have students answer and discuss the following question: What can we do as a class that will make an impact on our school, community or the world?

VOCABULARY

Illiteracy
International Agriculture
Philanthropic
Heifer International

CAREER FOCUS AREA

Animal Systems

RELATABLE ARTICLES

Check out these success stories on how other FFA chapters have made an impact in their communities. FFA.org/livingtoserve/success-stories

RELATABLE WEBSITE

Heifer International
<https://www.heifer.org/>

RESOURCE HIGHLIGHTS

Read more about Living to Serve Grants. Which grant should you apply for? Find the answers by visiting FFA.org/SiteCollectionDocuments/livingtoserve_english_applyforwhichgrant.pdf.

For answers to frequently asked questions about Living to Serve Grants, visit FFA.org/SiteCollectionDocuments/livingtoserve_english_applyforwhichgrant.pdf.

APPENDICIES

Appendix 3 – Is It Service?

Appendix 3 KEY – Is It Service?

Appendix 4 – 3-2-1 What Does My Community Need?

Appendix 5 – The 5 Whys Worksheet: Identifying Root Causes

Appendix 5 KEY – Determine the Root Cause: 5 Whys

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.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.
FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

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 - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.2 Write informa-

tive/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.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, 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..

AFNR CAREER READY PRACTICES

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.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Think Creatively
Initiative and Self-direction
Leadership and Responsibility



PREMIER *leadership*

READ TO *Feed*

Indiana FFA members combat illiteracy, fight world hunger and raise money for a good cause.

What can be accomplished in 217,460 minutes? You can watch every game of an NFL football season, including the postseason, in roughly 3,600 hours (216,000 minutes). You can plant, harvest, store and sell an entire field of corn in less than 150 days (also 216,000 minutes). If you took a straight line, you could walk across the entire United States of America in five months (219,000 minutes).

Indiana FFA members proved that they can do something significant and have a global impact in that amount of time.

The Read to Feed program is a community service project associated with Heifer International that began during the 2015-16 school year. Heifer International is a nonprofit organization that works to combat poverty and hunger by providing livestock and education to families in developing countries. Eleven chapters from across the state of Indiana took part in the program and connected with third- and fourth-grade students in their local communities to encourage them to read and also to teach them about international agriculture and world hunger.

"The goals of the Read to Feed program are to combat illiteracy by encouraging students to read, to help high school students connect with elementary students, and to fight world hunger by raising funds and support-

ing international agriculture," says Claire Baney, Indiana FFA state president. "We measured the success of these objectives by evaluating how many students and chapters were involved in the project, how many minutes were served and how much money was raised."

The numbers only further prove the program's success. During the 2016-17 school year, the 11 chapters were able to impact 925 elementary students who read for nearly 217,500 minutes. In addition to the money raised for each minute of reading, company matches from Elanco and Cargill resulted in \$17,362 raised for Heifer International.

The Indiana FFA Association hopes to grow the program next year to 20 participating FFA chapters and to raise more than \$15,000 by chapters alone.

"To any chapter or association that has the desire to make a difference and to create a similar project, just know that the opportunity to do so is out there," Baney advises. "There are so many awesome philanthropic organizations looking for great young leaders like us to help serve. Make sure to do some research so you can create the best service opportunity possible. If you need assistance, don't be afraid to ask someone with experience. Each of these things will help you be successful so that you can turn your ideas into reality!"

— By Bev Flatt

Is It Service?

Created: 04/2017 by the National FFA Organization

Appendix #3:

Aligned to the following standards:

FFA.PL.-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;

CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;

CCSS.SL.9-10.4; CRP.04

DIRECTIONS:

Read the commonly confused terms below. On page 2, decide if each scenario is Community Service (CS), Experiential Learning (EL) or Service-Learning (SL).

COMMONLY CONFUSED TERMS **Definitions**

Service-Learning:

A method of teaching and learning that challenges students to identify, research and implement solutions to real needs in their schools or communities as part of their curriculum.

Community Service:

An activity that engages people in addressing needs of their schools and communities.

Experiential Learning:

A teaching strategy that enhances curriculum by engaging students in direct experiences and focused reflection in order to increase knowledge and develop skills.

Appendix #3:

Aligned to the following standards:

FFA,PL-A.; FFA,CS-M.; FFA,CS-N.; FFA,CS-O.;

CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;

CCSS.SL.9-10.4; CRP.04

Scenario	Type
1. A chapter organized a weekend neighborhood cleanup. The FFA members spent a day helping homeowners to rake, blow and bag leaves in addition to other house maintenance activities.	
2. In response to a newspaper article about the challenges of homebound community members receiving nutritious, fresh food, a horticulture class took action. They worked with a local food pantry and grew hydroponic crops to make monthly food deliveries to homebound neighbors.	
3. As part of their animal science class, students visited and shadowed large and small animal veterinarians in the community. The students also volunteered at the local zoo and animal shelters. Students kept a journal about their experiences and shared it with the class.	
4. Students in a natural resources class were concerned about energy consumption, so they did an energy audit of their school. They discovered numerous ways in which their school could save money and reduce its carbon footprint. The students developed a plan and worked with local energy groups and the school board to implement the changes they identified as being beneficial.	
5. Students raised money for leukemia in partnership with the local Italian restaurant and the Leukemia Society. The program was called "Pennies for Pasta." Each homeroom had a representative who collected and counted the change. The collection took place over a week. Students raised over \$7,000.	
6. Students raised plants from seed during the school year and seasonal crops, such as poinsettias, for the holidays. They sold plants throughout the school year and on two weekends at the end of the year. Students learned how to market the items produced to minimize losses along with other business concepts.	
7. While interviewing community members, students learned that emergency responders in their town needed a more effective and efficient way to identify possible concerns and hazards (overhead electrical wires, animals, chemicals, etc.) at a farm emergency scene. The students conducted surveys of potential concerns and hazards with local farmers and created maps of the farms to share with first responders.	

Adapted from KIDS Consortium What Is It? Game.

8. Why is it important to know the differences in the types of service?

9. Identify a service project that your chapter or school has done. What was the project? What type of service would it be considered?

NAME: _____

Appendix #3 KEY:
Aligned to the following standards:
FFA.PL.-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CCSS.SL.9-10.4; CRP.04

KEY – Is It Service?

Created: 04/2017 by the National FFA Organization

DIRECTIONS:

Decide if each scenario is Community Service (CS), Experiential Learning (EL) or Service-Learning (SL).

Scenarios		Type
1. A chapter organized a weekend neighborhood cleanup. The FFA members spent a day helping homeowners to rake, blow and bag leaves in addition to other house maintenance activities.		CS
2. In response to a newspaper article about the challenges of homebound community members receiving nutritious, fresh food, a horticulture class took action. They worked with a local food pantry and grew hydroponic crops to make monthly food deliveries to homebound neighbors.		SL
3. As part of their animal science class, students visited and shadowed large and small animal veterinarians in the community. The students also volunteered at the local zoo and animal shelters. Students kept a journal about their experiences and shared it with the class.		EL
4. Students in a natural resources class were concerned about energy consumption, so they did an energy audit of their school. They discovered numerous ways in which their school could save money and reduce its carbon footprint. The students developed a plan and worked with local energy groups and the school board to implement the changes they identified as being beneficial.		SL
5. Students raised money for leukemia in partnership with the local Italian restaurant and the Leukemia Society. The program was called "Pennies for Pasta." Each homeroom had a representative who collected and counted the change. The collection took place over a week. Students raised over \$7,000.		CS
6. Students raised plants from seed during the school year and seasonal crops, such as poinsettias, for the holidays. They sold plants throughout the school year and on two weekends at the end of the year. Students learned how to market the items produced to minimize losses along with other business concepts.		EL
7. While interviewing community members, students learned that emergency responders in their town needed a more effective and efficient way to identify possible concerns and hazards (overhead electrical wires, animals, chemicals, etc.) at a farm emergency scene. The students conducted surveys of potential concerns and hazards with local farmers and created maps of the farms to share with first responders.		SL

NAME: _____

Appendix #4:
Aligned to the following standards:
FFA.PL.-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CCSS.SL.9-10.4; CRP.04

3-2-1 What Does My Community Need?

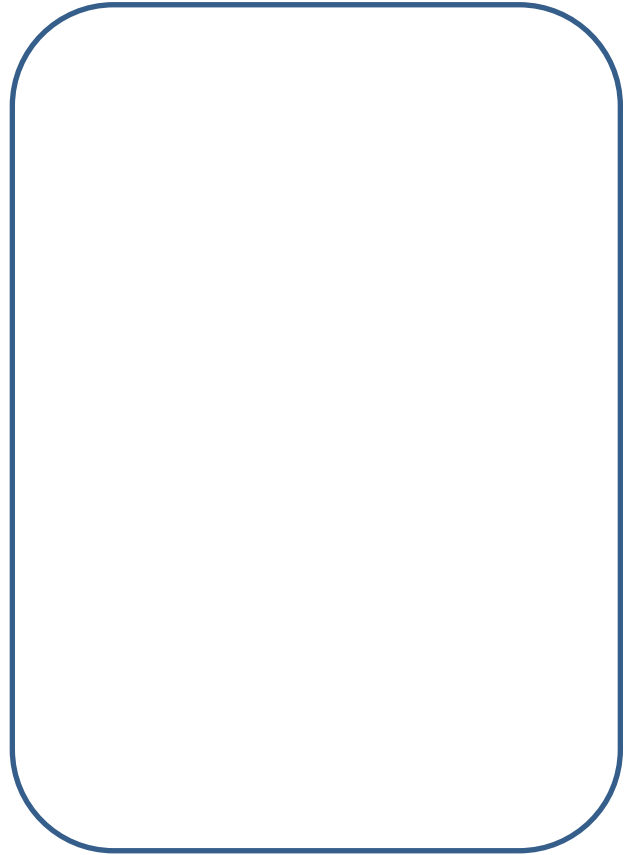
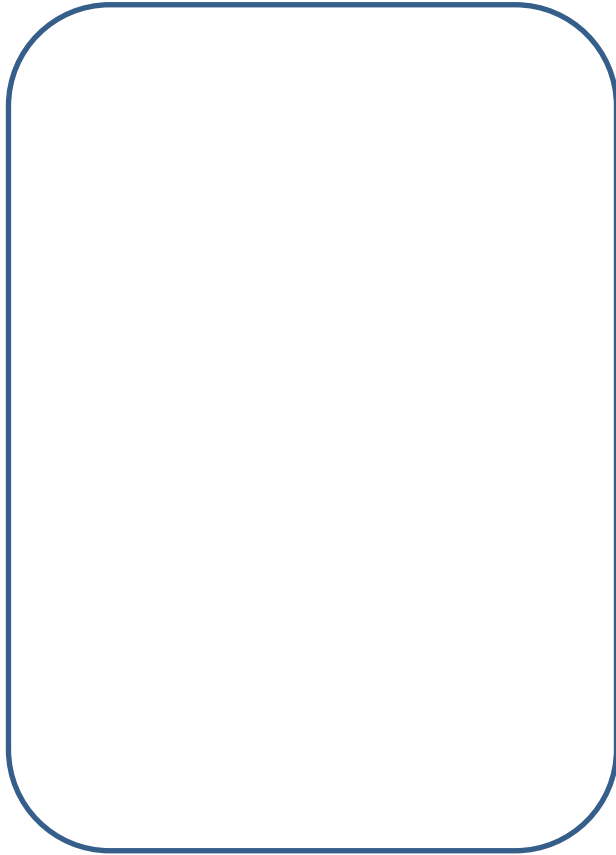
Created: 04/2017 by the National FFA Organization

DIRECTIONS:

Think through the following questions and answer them based on the needs in your community. *Examples: community vegetable garden, family reading night, etc.*

1. 3 things I think need improvement in my community:

2. 2 things I think would make my community better:



3. 1 action I am willing to take to make my community better:



NAME: _____

Appendix #5:
Aligned to the following standards:
FFA.PL-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CCSS.SL.9-10.4; CRP.04

The 5 Whys Worksheet: Identifying Root Causes

Created: 04/2017 by the National FFA Organization

DIRECTIONS:

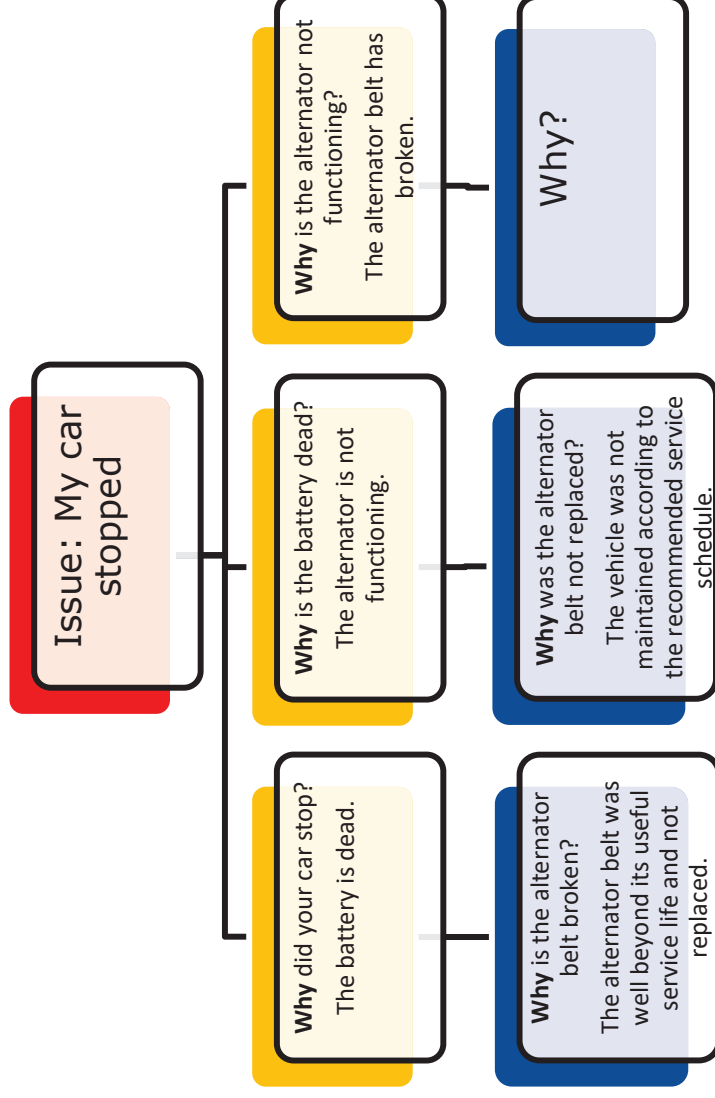
The 5 Whys is a technique that can be used to analyze the root cause of any issue without involving data segmentation, hypothesis testing or other advanced statistical tools. By repeatedly asking the question "Why?" (five is a good rule of thumb), you can peel away the layers of symptoms, which can lead to the root cause of a problem. Although this technique is called "5 Whys," you may find that you could ask the question fewer or more times than five before you find the issue related to a problem.

See example below.

5 Whys Example

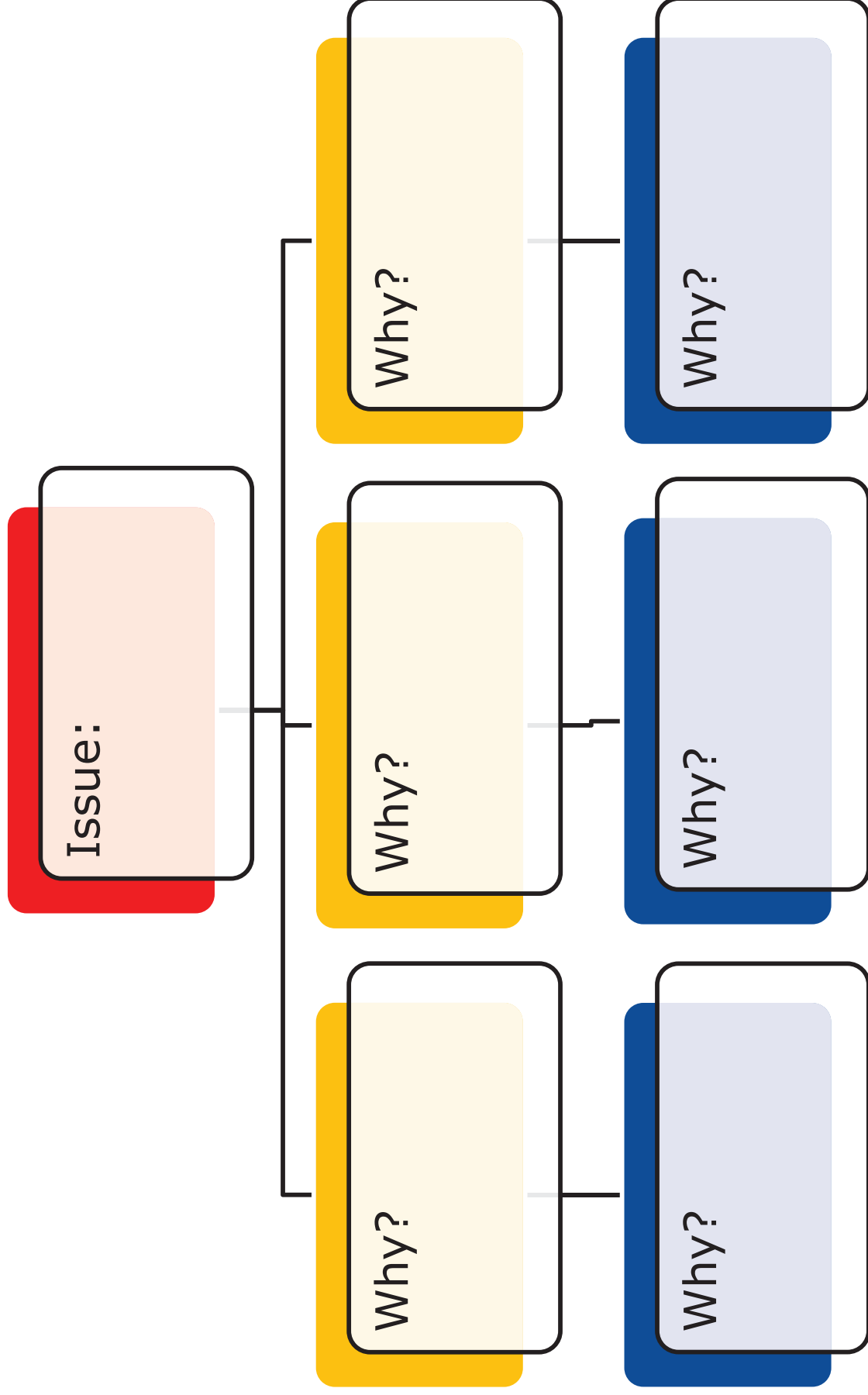
Problem Statement/Issue: You are on your way home from work and your car stops in the middle of the road.

- 1. Why** did your car stop?
 - The battery is dead.
- 2. Why** is the battery dead?
 - The alternator is not functioning.
- 3. Why** is the alternator not functioning?
 - The alternator belt has broken.
- 4. Why** is the alternator belt broken?
 - The alternator belt was well beyond its useful service life and not replaced.
- 5. Why** was the alternator belt not replaced?
 - The vehicle was not maintained according to the recommended service schedule.



As you can see in the example, the final **Why** leads to a statement (root cause) that can allow the group to take action and identifies the root cause of why the car stopped.

Once you have identified the root cause(s), determine how you can make an impact with your service-learning project.



Appendix #5 KEY:

Aligned to the following standards:

FFA.PL.-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;

CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;

CCSS.SL.9-10.4; CRP.04



NATIONAL FFA
LIVING TO SERVE

KEY - Determine the Root Cause: 5 Whys

The 5 Whys is a technique that can be used to analyze the root cause of any issue without involving data segmentation, hypothesis testing or other advanced statistical tools.

By repeatedly asking the question "Why?" (five is a good rule of thumb), you can peel away the layers of symptoms, which can lead to the root cause of a problem. Although this technique is called "5 Whys," you may find that you could ask the question fewer or more times than five before you find the issue related to a problem.

Benefits of the 5 Whys

- Help identify the root cause of a problem.
- Determine the relationship between different root causes of a problem.
- Easy to complete without statistical analysis.

When Is 5 Whys Most Useful?

- When problems involve human factors or interactions.

How to Complete the 5 Whys

1. Write down the specific problem or issue. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
2. Ask **Why** the problem happens and write the answer down below the issue. There may be more than one response.
3. If the answer you just provided doesn't identify the root cause of the problem that you wrote down in Step 1, ask **Why** again and write that answer down.
4. Loop back to Step 3 until the team agrees that the problem's root cause is identified. This may take fewer or more times than five Whys.

5 Whys Example

Problem Statement/Issue: You are on your way home from work and your car stops in the middle of the road.

1. Why did your car stop?

- The battery is dead.

Appendix #5 KEY:

Aligned to the following standards:

FFA.PL.-A.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.;

CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;

CCSS.SL.9-10.4; CRP.04

2. Why is the battery dead?

- The alternator is not functioning.

3. Why is the alternator not functioning?

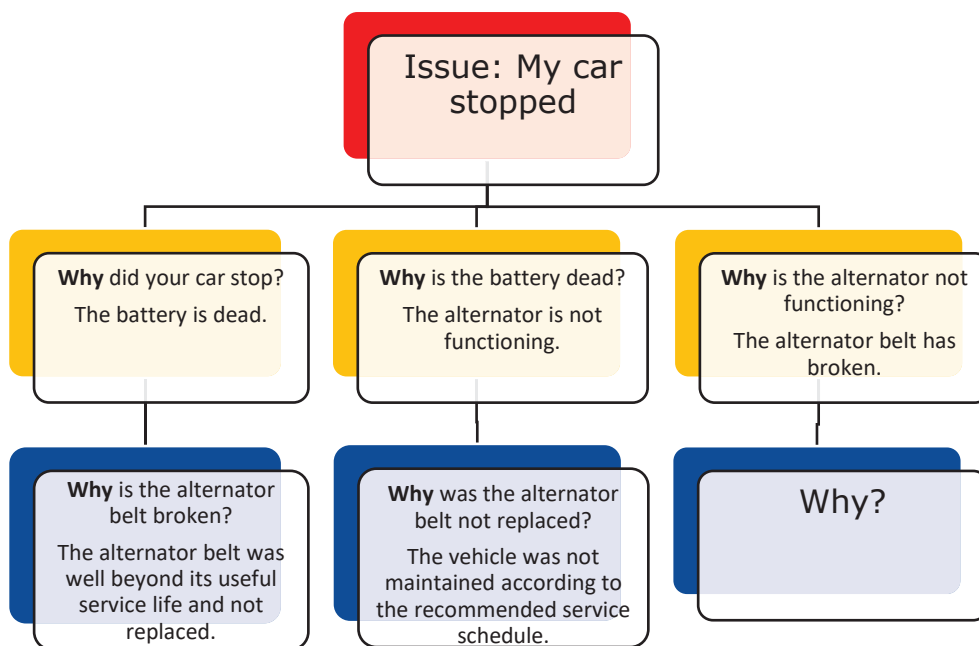
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As you can see in the example, the final **Why** leads to a statement (root cause) that can allow the group to take action and identifies the root cause of why the car stopped.



NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

TAILOR-MADE TRAINING

This article highlights an urban FFA chapter in Maryland that “tailor-made” their agricultural curriculum based on the interests of students. The program allows students to explore agriculture while in an urban setting. Once students get involved with the agriculture courses, they realize how much they actually enjoy agricultural education.

DISCUSSION QUESTIONS

1. What makes you unique?
2. What commonalities do you share with other students in your class and school?
3. What is your favorite agriculture class? Why?

ACTIVITY

Activity 1: After reading the article, students should complete the worksheet “What’s Your Plan?” (Appendix 6). *Internet access is required to complete this activity.*

In this activity, students will be given a scenario and draw a diagram based on the scenario. Students will then develop a plan based on their diagram.

Activity 2: For this activity, students will watch the video “Take a Seat, Make a Friend,” <https://youtu.be/HfHV4-N2LxQ>. After watching the video, students should complete the worksheet “We Are in This Together” (Appendix 7). *Internet access is required to play the video for this activity but is not required to complete the worksheet*

FFA TIP

Invite a local representative from the farmers’ market to speak to your agriculture classes and FFA chapter. Suggested topics for discussion could include the history of farmers’ markets, the benefits of selling fruits and vegetables, and the benefits of having farmers’ markets in the community.

SAE TIP

Have a class discussion on what school-based enterprises your class could create.

VOCABULARY

Prerequisite
Comprehensive
Commitment
Diversity
Inclusiveness
Legacy

CAREER FOCUS AREA

Agricultural Education

APPENDICIES

Appendix 6: What’s Your Plan?

Appendix 7: We Are in This Together!

STANDARDS ALIGNMENT

FFA PRECEPT

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.
FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion

differs from that of a newspaper).

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.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, 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.

AFNR CAREER READY PRACTICES

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.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Initiative and Self-direction
Leadership and Responsibility



Parkside High School FFA advisor Jerry Kelly and members Em Gass and Logan Renshaw inspect an apiary.

A photograph of two individuals wearing white protective beekeeping suits and veils. They are standing in a field of tall green grass and weeds. One person is holding a wooden frame covered in bees, while the other is holding a small object, possibly a piece of honeycomb or a tool. The background is a dense field of green vegetation.

Tailor-Made Training

THESE MARYLAND FFA MEMBERS STAY ENGAGED WITH A CURRICULUM CATERED TO THEIR INTERESTS AND LOCATION.

STORY BY JODI HELMER • PHOTOGRAPHY BY BRYAN McCAY



Left: Kelly and member Em Gass discuss upcoming activities for their FFA chapter. Below: Members Logan Renshaw and Em Gass maintain plant health in Parkside High School's greenhouses.



i

n the five years since Jerry Kelley began teaching agricultural education at Parkside High School, he's taught just two students who grew up on farms or had prior knowledge of FFA. The rest of the students enrolled in agricultural education at the Salisbury, Md., high school were raised in the city with limited access to crops and livestock.

"In rural areas, a lot of kids sign up to be in ag classes and FFA because their parents were," says Kelley. "Most of our kids have never even heard of agricultural education."

Experience with raising or showing livestock, growing tomatoes and driving tractors is not a prerequisite for agricultural education or FFA membership. In fact, FFA membership in urban areas is on the uptick, and programs can now be found in 19 of the 20 largest U.S. cities.

SMALL SIZE, BIG IMPACT

While agricultural education is offered in both rural and urban high schools, location often dictates the curriculum. For starters, urban schools often lack space for the barns, pastures and field crops prominent in rural programs; in cities, bylaws may prohibit raising livestock. But Kelley believes these nontraditional FFA members have different opportunities and interests.

In the urban high school, he explains, there is little interest in growing crops like corn and wheat or raising livestock,

which are the focus of the agricultural education program at rural high schools across the state. Instead, students at Parkside High School are interested in organic farming, horticulture and the environmental impact of agriculture. To foster their interests, students oversee projects such as beekeeping, growing native pollinator plants and building bat houses. This fall, students want to grow mushrooms – another project that can be accomplished in their small urban facility, which includes two greenhouses and small patches of outdoor space surrounding the school.

To learn about large-animal agriculture, students participate in field trips to local farms. Sometimes farmers load up their animals and bring them into town, meeting students in the high school parking lot for lessons about animal production and care.

Despite its small size and nontraditional setup, Parkside High School offers a world-class program that provides unique opportunities for its urban students.

Students operate the A+ Garden Centre, a popular retail greenhouse located on school grounds that sells ornamental annual and perennial bedding plants, vegetables and honey. Students are involved in running all aspects of the business, from growing and maintaining the plants to providing customer service. It's one of just two high school programs in the nation with an All-America Selections Display Garden showcasing beautiful, award-winning plants.

Thanks to strong community interest in the Buy Local movement and urban vegetable production, the student-run business is thriving. Production increased from 15,000 plants in 2012 to 150,000 plants in 2017.

A BLOSSOMING URBAN CHAPTER

In an effort to provide a comprehensive agricultural education, students are introduced to traditional examples of agriculture during field trips to nearby farms. The

"The story here is that the students run the show. Tailoring the curriculum to their interests keeps them engaged."

- Jerry Kelley, Parkside High School FFA advisor

field-based learning approach is part of the national Lexicon of Sustainability's Project Localize program, now in its third year at Parkside High School. Project Localize facilitates student engagement in relevant, local ideas about sustainability practices by documenting their learning digitally through art. The student-created graphic essays are eventually shared with the community. For example, one essay promoted nutrition education and documented vegetable harvesting and culinary creation. With vegetables in hand (and information about what it takes to grow produce), students rolled up their sleeves in the kitchen and used the vegetables as the main ingredients in a nutritious meal.

"The story here is that the students run the show," Kelley explains. "Tailoring the curriculum to their interests keeps them engaged."

The approach works. Since 2012, the program has grown from 15 students to 50 and is expected to continue expanding.

Until Parkside High School revived its agricultural education program in 2012, Wicomico County hadn't had an FFA chapter in 15 years. After just five years, the Maryland FFA state director named the urban program the top-ranked program in the state; the chapter also received a two-star rating at the national level out of a possible three stars.

"The students were so excited when we got the news," Kelley recalls. "They take a lot of pride in what they do, and to get that kind of recognition was really meaningful to them."

Students from Parkside High School have participated in the Global Youth Institute of the World Food Prize in Des Moines, Iowa; earned accolades from the National Wildlife Federation Schoolyard Habitat Initiative; accepted internships with the USDA and received invitations from the White House to share their experiences.

Kelley attributes the success of the FFA chapter and agricultural education program to the tenacity of his students and the support of the Maryland FFA directors, officers and chapters that embrace urban members and the local community. In fact, he believes tailoring the curriculum to the needs of urban students wouldn't be possible without the support of local experts, including master gardeners, beekeepers,

Project Localize posters document local perspectives in sustainability. This part of the national Lexicon of Sustainability program is in its third year at Parkside High School.

Extension agents and university professionals who offer guest lectures and resources.

"We have access to all of these resources that wouldn't be available if we were outside the city," he explains.

DEVELOPING URBAN INTERESTS

Although the agricultural education program at Parkside High School has been successful, Kelley admits that attracting urban students to a class with unfamiliar subject matter is challenging. To bolster enrollment, the school allows students to test-drive the class for six weeks before committing to the program.

"Our students don't get to high school knowing they want to take agricultural

education," he says. "If we didn't let students test it out, there wouldn't be a program. Once the kids realize it's a cool place to be, they want to be part of it."

In the process of learning lessons about math, science and business through agriculture, students at Parkside High School develop strong interests in the field; several have even accepted summer jobs on farms.

"Kids come into the program not wanting to be competitive, just wanting to have fun, spend time outside and learn with hands-on lessons," Kelley says. "They start with no knowledge of agriculture and leave with a passion for it." •



FFA FOR ALL

Ask FFA members what it means to be part of the organization and their responses will include words and phrases such as *acceptance, family, valuing others for their unique talents and providing opportunities based on hard work and passion for the blue jacket*. This commitment to inclusiveness is the crux of the We Are FFA platform, a national initiative promoting a culture of diversity and inclusiveness that enriches the

organization and its members.

To demonstrate a commitment to the goals of diversity and inclusiveness, the 2016-17 national officer team chose *We Are FFA* as its legacy project. The officers – who hail from Delaware, Florida, Minnesota, New York, South Carolina and Texas – spent the year working on projects that emphasized innovation and collaboration that encourage diverse thought processes. During the term, each officer trav-

eled more than 100,000 miles, visited 25-plus states and experienced the diversity of FFA membership.

The team also traveled to Japan and spent two weeks visiting dairy and beef farms as well as fish and produce markets to learn about agricultural practices abroad. Despite the distance, there was no culture shock. Instead, the national officer team embraced the *We Are FFA* spirit, recognizing that agriculture is an industry that ties the world together.

NAME: _____

What's Your Plan?

Created: Winter 2017 by the National FFA Organization

Appendix #6:

Aligned to the following standards:

FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;

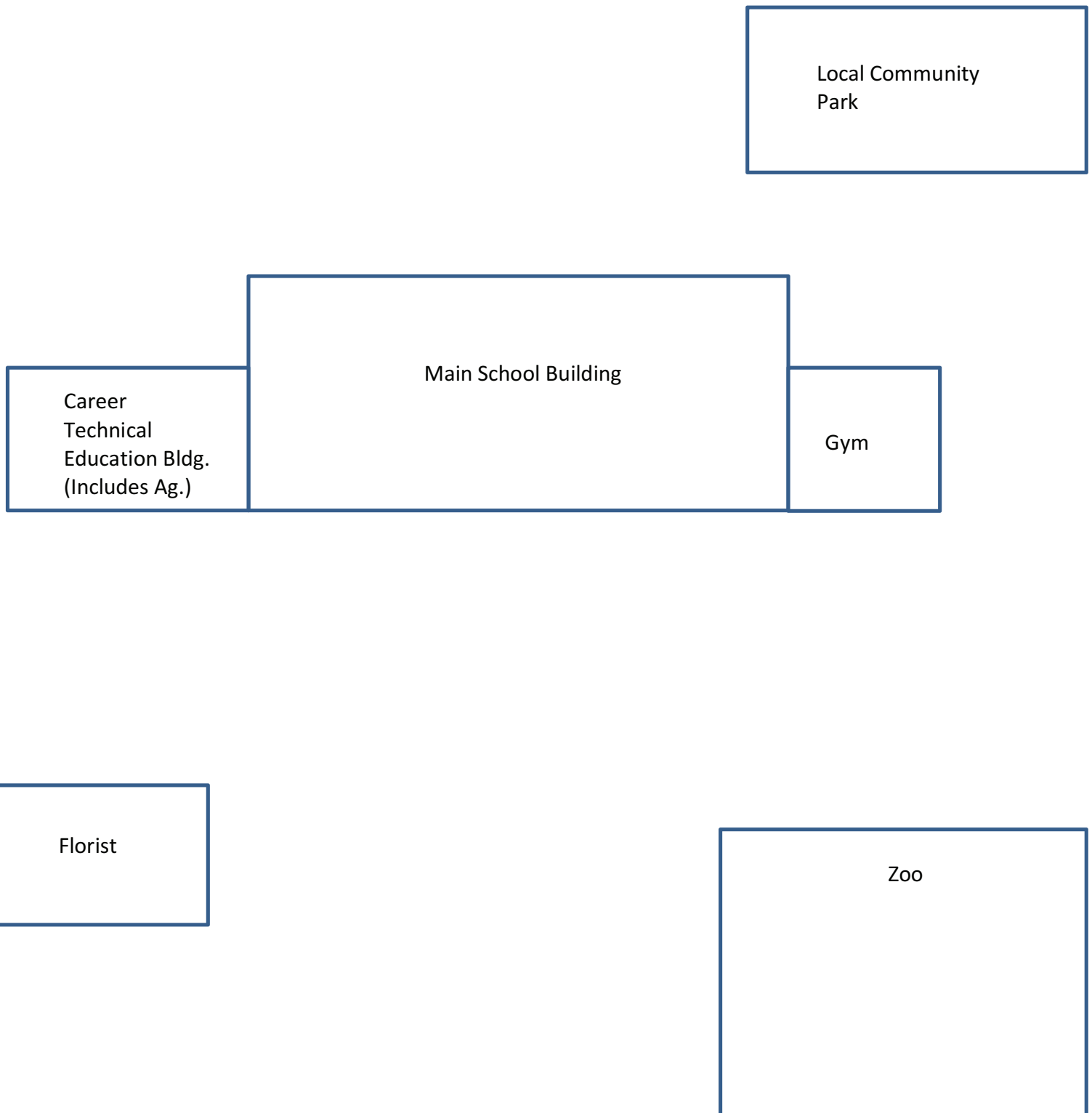
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04;

DIRECTIONS:

Read the article, "Tailor-Made Training" in the winter 2017 FFA New Horizons issue and respond to part 1 and 2 of the worksheet.

Part One: Scenario

Imagine your school is located in an urban setting and is on limited land (see diagram below).



Appendix #6:

Aligned to the following standards:

FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;

CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

Part 2: Develop the Plan

For the second part of this activity, develop a plan to elevate the agricultural program using the nearby community resources and the school building itself. (*What are things you can do to work with/utilize the community businesses/groups?*) For this plan, you can draw or list steps.

1. How does your FFA chapter use the community resources and businesses nearby to benefit the agriculture program?
2. What are resources your chapter uses (or could use) to work with community businesses and groups?
3. Why is it important to work with community businesses and groups?

NAME: _____

We Are in This Together!

Created: Winter 2017 by the National FFA Organization

Appendix #7:

Aligned to the following standards:

FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;

CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

DIRECTIONS:

Read the article "Urban Cultivation" in the winter 2017 FFA New Horizons issue and watch the video "Take a Seat, Make a Friend." The direct URL for the video is <https://youtu.be/HfHV4-N2LxQ>. After watching the video, complete the following activity and questions.

Part 1 – Processing the Video

1. How were the people in the ball pit welcoming to each other?
2. How could the participants have been more welcoming, honest or fair to one another?
3. Why is it important to be welcoming, honest and fair as a leader? Why do some leaders forgo these values?

Part Two – Let's Apply It

Scenario: Close your eyes and imagine you are the newest member at an FFA luncheon. You haven't made any friends in the chapter and, quite frankly, you feel pretty uncomfortable sitting alone at the lunch table. All of a sudden, another member named Xavier approaches your table. Freeze the frame there. What could Xavier say or do to make you feel welcomed? What could Xavier say or do to gain your trust and potential friendship? What could Xavier say or do to lose your trust and potential friendship?

4. Create two lists: one that lists the ways Xavier could be welcoming to you, gaining your trust and friendship, and on the other, list the ways Xavier could be unwelcoming to you, losing your trust and friendship.

List the ways Xavier could
be **welcoming** to you:

List the ways Xavier could
be **unwelcoming** to you:

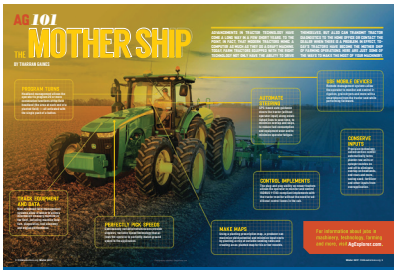
Appendix #7:
Aligned to the following standards:
FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

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NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

Ag 101 - The Mother Ship

Read this article to learn how tractor technology has advanced over the last few years. Learn more about the state-of-the-art technology found in tractors today.

DISCUSSION QUESTIONS

1. Identify and describe two pieces of technology that make your life easier.
2. What would happen if we did not have technological advances? Could we still survive?
3. What are three advancements in technology that have made agriculture easier?
4. How will we as humans continue ideating new ideas in technology?

ACTIVITY

After reading the article, students should complete the worksheet "There's an App for That!" (Appendix 8). In this activity, students will develop an app that a farmer could use while working on a tractor. When students are finished with this activity, have them present and explain their apps to the class. *Internet access is not required.*

FFA TIP

Invite the local agricultural extension agent to speak to your classes about agricultural technology and the advancements that are helping farmers and agriculture today.

SAE TIP

Have students brainstorm every job involved in designing, building, operating and maintaining a modern tractor. Potential ideas could include agricultural software developer, computer technician, welder, diesel mechanic, tractor/implement maintenance and repair technician, tractor/implement salesperson, computer records analyst, tractor operator, agricultural engineer, and more.

WE ARE FFA TIP

Have students answer and discuss the following question: What can we do as a class that will make an impact on our school, community or the world?

VOCABULARY

Illiteracy
International Agriculture
Philanthropic
Heifer International

CAREER FOCUS AREA

Power, Structural and Technical Systems

RELATABLE ARTICLES

Agriculture Technology
<https://nifa.usda.gov/topic/agriculture-technology>

"15 Emerging Agriculture Technologies That Will Change the World"
<http://www.businessinsider.com/15-emerging-agriculture-technologies-2014-4>

RESOURCE HIGHLIGHTS

Check out My Journey for other agricultural information and activities. Follow this link for advisors, FFA.org/my-journey/instructor, and this one for students, FFA.org/my-journey/student.

APPENDICIES

Appendix 8 – There's an App for That!

STANDARDS ALIGNMENT

FFA PRECEPT

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.
FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

AFNR

CS.05. 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.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.9-10.4 Produce clear and coherent writing the development, organiza-

tion, and style are appropriate to task, 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.

AFNR CAREER READY PRACTICES

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.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Initiative and Self-direction
Leadership and Responsibility

AG 101

THE MOTHER SHIP

BY THARRAN GAINES

PROGRAM TURNS

Headland management allows the operator to program 20 or more consecutive functions at the field headland (the area at each end of a planted field) — all activated with the single push of a button.

TRACK EQUIPMENT AND DATA

New advanced farm-management systems allow a farmer to access information on every machine in the fleet, including machine location, diagnostics, fuel economy and engine performance.

PERFECTLY PICK SPEEDS

Continuously variable transmissions provide stepless, variable-speed technology that allows the operator to perfectly match ground speed to the application.



ADVANCEMENTS IN TRACTOR TECHNOLOGY HAVE COME A LONG WAY IN A FEW SHORT YEARS. TO THE POINT, IN FACT, THAT MODERN TRACTORS MIMIC A COMPUTER AS MUCH AS THEY DO A DRAFT MACHINE. TODAY, FARM TRACTORS EQUIPPED WITH THE RIGHT TECHNOLOGY NOT ONLY HAVE THE ABILITY TO DRIVE

THEMSELVES, BUT ALSO CAN TRANSMIT TRACTOR DIAGNOSTICS TO THE HOME OFFICE OR CONTACT THE DEALER WHEN THERE IS A PROBLEM. IN EFFECT, TODAY'S TRACTORS HAVE BECOME THE MOTHER SHIP OF FARMING OPERATIONS. HERE ARE JUST SOME OF THE WAYS TO MAKE THE MOST OF YOUR MACHINERY.

AUTOMATE STEERING

GPS-based auto guidance steers the tractor (without operator input) along established lines to save time, to minimize overlap and skips, to reduce fuel consumption and equipment wear and to minimize operator fatigue.

USE MOBILE DEVICES

Remote-management systems allow the operator to monitor and control irrigation, grain dryers and more with a smartphone from the tractor seat while performing fieldwork.

CONSERVE INPUTS

Precision technology called section control automatically turns planter row units or sprayer nozzles on and off to eliminate overlap on headlands, end rows and more, saving seed, fertilizer and other inputs from overapplication.

CONTROL IMPLEMENTS

The plug-and-play ability on newer tractors allows the operator to monitor and control ISOBUS 11783-compliant implements with the tractor monitor without the need for additional control boxes in the cab.

MAKE MAPS

Using a planting prescription map, a producer can maximize yield potential and minimize input costs by planting a crop at variable seeding rates and creating an as-planted map for his or her records.

For information about jobs in machinery, technology, farming and more, visit AgExplorer.com.

NAME: _____

There's an App for That!

Appendix #8:

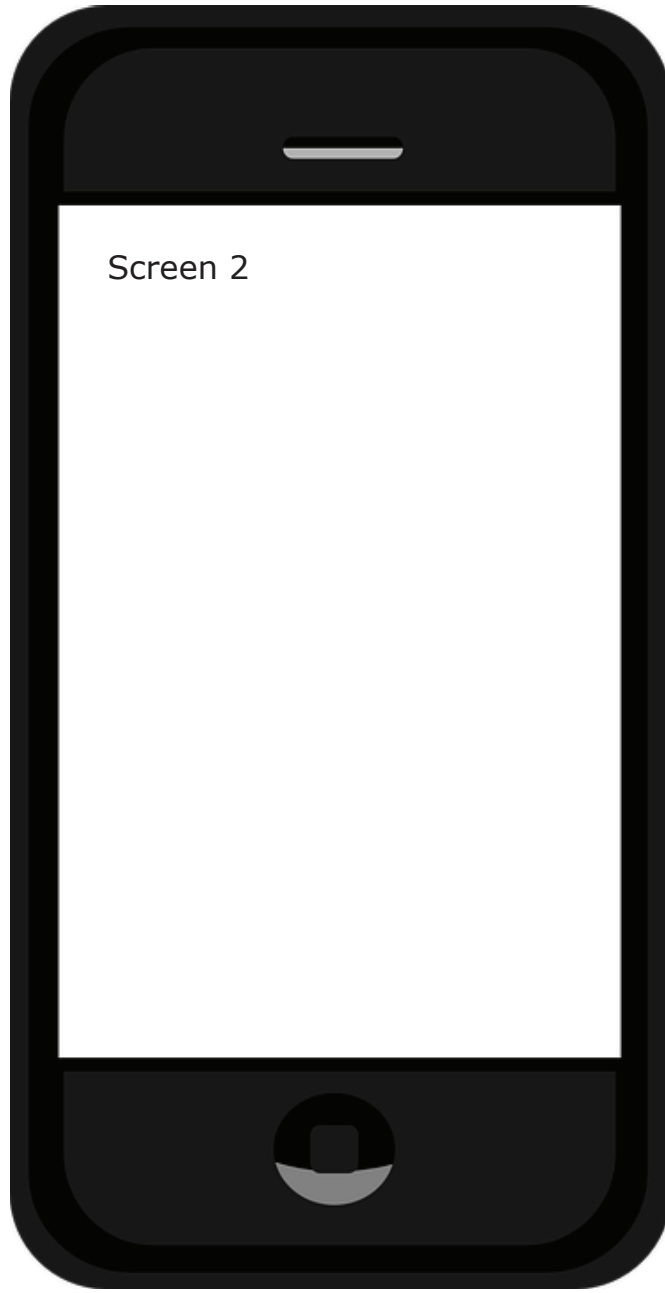
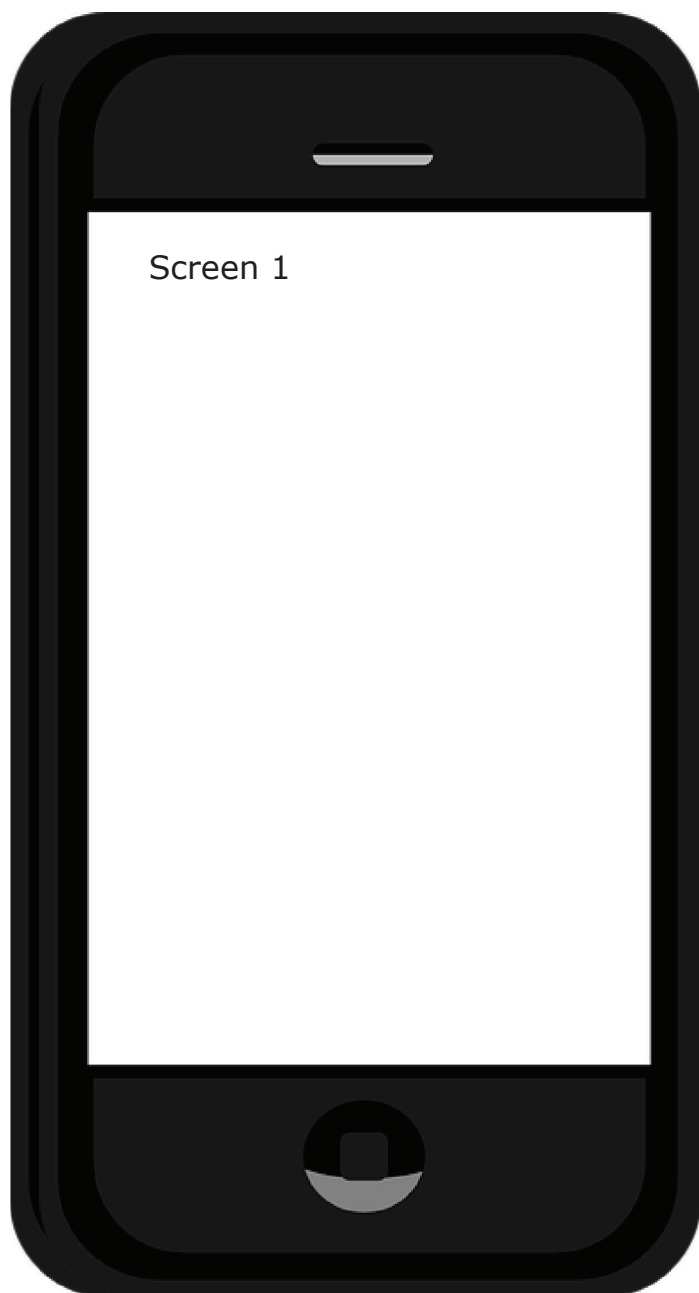
Aligned to the following standards:

FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;

CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

DIRECTIONS:

Read the article "Ag 101 – The Mother Ship" in the winter 2017 issue of *FFA New Horizons*. In the space below, develop an app that a farmer could use while working with a tractor. Develop Screen 1 as the home screen and Screens 2-4 as the informational parts of the app.

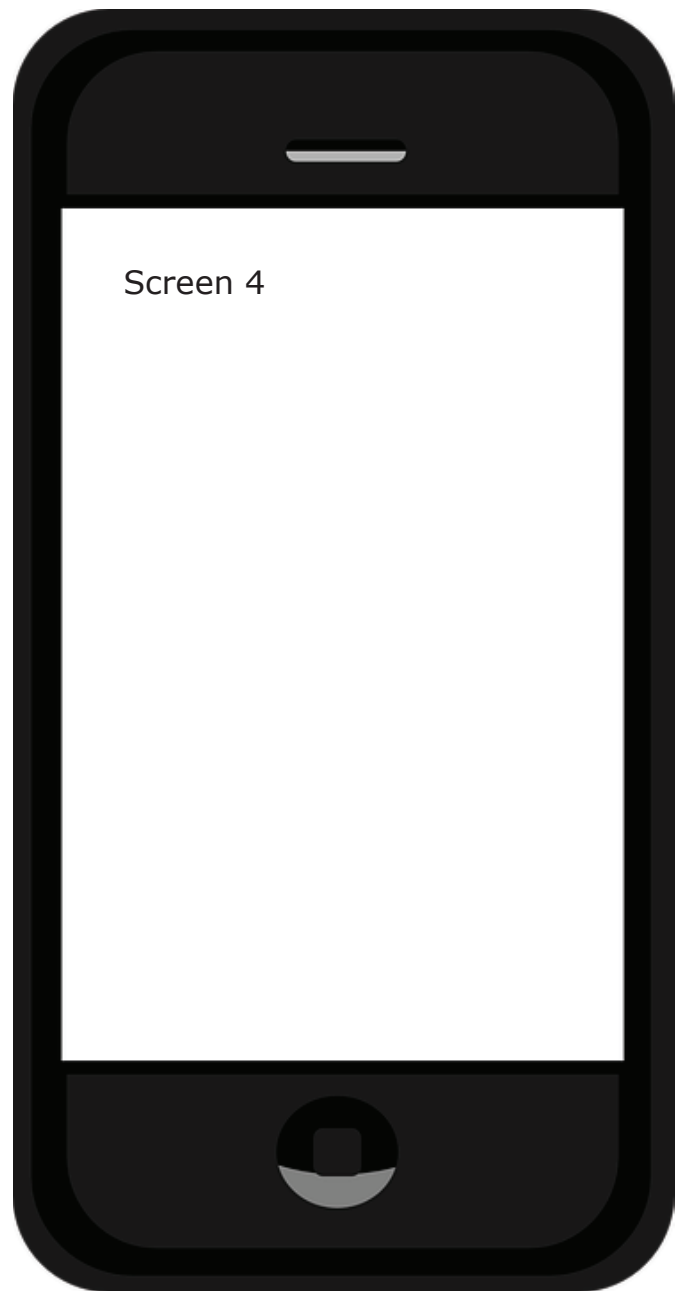
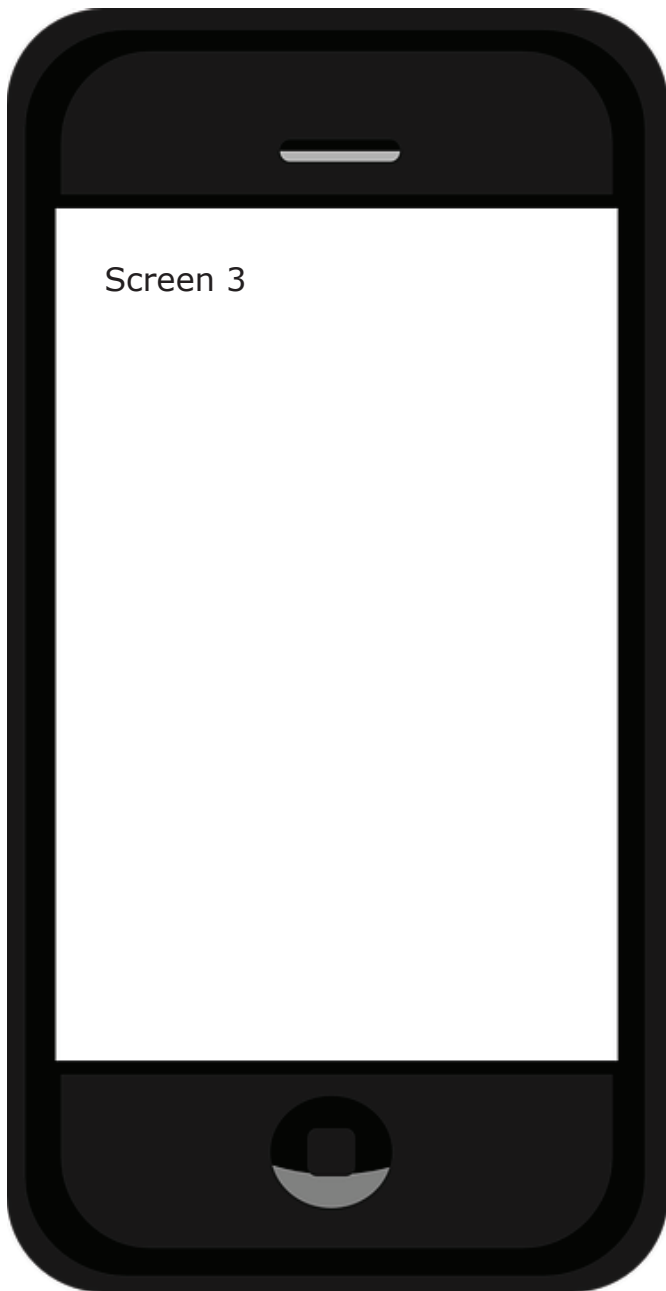


Appendix #8:

Aligned to the following standards:

FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;

CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04



1. Why did you choose to create this app?

2. What was your thought process when you created this app?



NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

You're Hired!

Read this article for tips that will help you nail your next job interview.

DISCUSSION QUESTIONS

Write this quote on the board and read it aloud to students. Then have them answer the following questions: "Talent will get you in the door but character will keep you in the room."

1. What are examples of good character?
2. How can you display character during an interview?
3. Think of a role model in your life. How do they display character in their everyday lives?

ACTIVITY

In this activity, students will watch the FFA Officer to Officer video "Own Your Next Interview," <https://www.youtube.com/watch?v=8iYbMcaeEjU&feature=youtu.be>. After watching the video, students will complete the worksheet "Be a STAR!" (Appendix 9) and answer situational interview questions using the STAR method they learned from the video. *Internet access is not required.*

FFA TIP

Hold a mock employment skills career development event to help students put to use their interviewing skills learned from this lesson.

SAE TIP

A placement SAE can give you a huge boost toward future career success by providing job experience, building skills and helping to make employment contacts. There are more than 250 unique careers in agriculture, many of which are in high demand. Employers are even willing to provide training. An agricultural placement SAE also qualifies you for awards and degrees in FFA whereas nonagricultural jobs do not. For more information on the unique careers in agriculture, visit AgExplorer, www.agexplorer.com.

VOCABULARY

Applicant
Manager
First Impression
Candidates
LinkedIn.com

CAREER FOCUS AREA

Agribusiness Systems

RELATABLE ARTICLES

"Interview Tips: 10 Tips to Improve Interview Performance"

<https://www.monster.com/career-advice/article/boost-your-interview-iq>

"8 Incredibly Helpful Articles to Read the Night Before Your Interview"

<https://www.themuse.com/advice/8-incredibly-helpful-articles-to-read-the-night-before-your-interview>

RESOURCE HIGHLIGHTS

The FFA Resume Generator[®] can help you create a professional resume to take with you to job interviews. Start your resume today, <https://resumegenerator.ffa.org/>.

APPENDICIES

Appendix 9 – Be a STAR!

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.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.
FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.

COMMON CORE - READING:

INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its develop-

ment 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.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience, and coherent writing the development, organization, and style are appropriate to task, 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.

AFNR CAREER READY

PRACTICES

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.

P21 SKILLS

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

YOU'RE *Hired!*

Discover interview tips that will help you land the job you want.

Job interviews often cause anxiety in the minds of job seekers and for good reason. Your future career depends, in part, on the first impression you make on a hiring manager. But the experience doesn't have to be stressful. By knowing what to expect, you'll be prepared to answer an employer's questions and to even ask a few of your own.

We talked with Adam Bogren, manager of recruiting for Tractor Supply Co., about how job candidates can put their best foot forward when trying to land their dream job. Following are his answers to our questions.

Q: WHAT ARE SOME KEY QUESTIONS JOB APPLICANTS SHOULD BE PREPARED TO ANSWER DURING AN INTERVIEW?

A: "Tell me about yourself" is an icebreaker often used when interviewing someone. Others are "What is your greatest weakness and strength?" or "What accomplishments are you most proud of?" "Describe a situation when you used your leadership skills" is a question asked for entry-level positions.

Q: WHEN THE OPPORTUNITY ARISES, WHAT QUESTIONS SHOULD JOB APPLICANTS CONSIDER ASKING?

A: When people have thoughtful questions about our company, my role or their potential new role, it shows they took the time to prepare and are taking the interview seriously. Possible questions to ask a potential employer might be, "Can you share details of what a typical day would be like in this role?" "What are the prospects for growth and advancement?" "What are the biggest challenges of this job?" and "What are the rewards of the job and working for this company?"

Q: WHAT THINGS TEND TO RAISE A RED FLAG ABOUT AN APPLICANT?

A: When interviewing candidates, I can tell early on if they are familiar

with Tractor Supply Co. I don't expect them to know the entire company history, but if they ask questions about information I know is readily available on our careers page, I know they didn't take time to research the role. When people don't take the interview seriously or don't respect my time by not answering the phone or showing up late, it raises a red flag.

Q: CAN YOU OFFER A FEW INTERVIEW TIPS?

A: Research the company and, if possible, the people who will interview you. Many business people have profiles on LinkedIn.com, and that's an easy way to learn about them. Always be yourself. Write down questions ahead of time.

— By Jessica Mozo

Looking for more job resources?

The My Journey platform on FFA.org has the FFA Resume Generator®, cover letter template and job interview practice tips. Find them online at FFA.org/my-journey.

Plus, get additional interview tips and tricks from Tractor Supply Co. in our video at FFANewHorizons.org/InterviewTips.

NAME: _____

Be a STAR!

Appendix #8:

Aligned to the following standards:

FFA.PL-A.; FFA.CS-M.; FFA.CS-N.; FFA.PL-F.;

CCSS.RI.9-10.2; CCSS.RI.9-10.4;

CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

DIRECTIONS:

Develop answers to the following situational interview questions by using the STAR method (*STAR: Situation, Task, Action, Results*).

1. *Interview Question:* Tell me about a time when you had too many things to do and you were required to prioritize your tasks.

Beginning Bookend	<i>Let them know you understand the question and that you have the qualities they desire.</i>
S	<i>Describe a situation you were in that had a positive outcome.</i>
T	<i>Clearly describe your task and specific goals.</i>
A	<i>Specifically describe what actions you took to achieve those goals.</i>
R	<i>Share what results followed because of your actions.</i>
End Bookend	<i>Connect it to the position for which you are interviewing.</i>

2. *Interview Question:* Give me an example of a time when you showed initiative and took the lead.

Beginning Bookend	<i>Let them know you understand the question and that you have the qualities they desire.</i>
S	<i>Describe a situation you were in that had a positive outcome.</i>
T	<i>Clearly describe your task and specific goals.</i>
A	<i>Specifically describe what actions you took to achieve those goals.</i>
R	<i>Share what results followed because of your actions.</i>
End Bookend	<i>Connect it to the position for which you are interviewing.</i>