



NEW HORIZONS

SPRING 2020 TEACHING GUIDE



IN THIS GUIDE, YOU WILL FIND ACTIVITIES FOR FIVE ARTICLES IN THE SPRING 2020 ISSUE OF FFA NEW HORIZONS. WORKSHEET ANSWER KEYS CAN BE FOUND AT THE END OF THE ACTIVITY WORKSHEET. THE 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:

Entrepreneurship
Floriculture
Florist
Marshallese
Pho
Sgaw Karen
Amino acids
Protein

Sustainability
Nonprofit
Procurement
Implementation
Spearhead
Revenue
Solicit
Emissions

VOCABULARY ACTIVITY

Create a bingo sheet using the vocabulary words. In order to use all the vocabulary words, create different versions (at least two) of the bingo sheet. Research the definitions for each vocabulary word and use the list as bingo clues. When complete, play bingo with your seat neighbor.



The FFA Roots of a Garden Party:

Have you ever wondered how what you do in high school can get you started in your own career? Learn about two individuals whose passion began by being part of FFA and competing in a CDE.

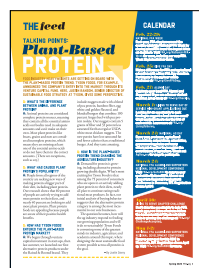
[Appendix 1 – The FFA Roots of a Garden Party](#)



Come Together:

Did you know there is a school in Arkansas with such a diverse student body that there are more than 10 different languages spoken? Learn about this unique school and the opportunities FFA students have through this diversity.

[Appendix 2 – Come Together](#)



Talking Points: Plant-Based Protein:

Plant-based protein options are making headlines across the United States. But what are plant-based proteins all about? Learn about this hot topic through a Q & A session followed by a debate!

[Appendix 3 – Plant-Based Protein?](#)



Ag 101: From Farm to School:

This quick read discusses the farm to school initiative. Learn how the National Farm to School Network is working to change food inequity and how local FFA chapters are helping to improve their own communities.

[Appendix 4 – Ag 101: From Farm to School](#)



Making Black History Month Memorable:

This article highlights a Georgia FFA chapter that celebrates African Americans in unique and engaging ways through a variety of activities.

[Appendix 5 - Making Black History Month Memorable](#)



ARTICLE SUMMARY

The FFA Roots of a Garden Party

Have you ever wondered how what you do in high school can get you started in your own career? Learn about two individuals whose passion began by being part of FFA and competing in a CDE.

BELL RINGER:

What is your future career goal? Are you actively making high school count to lead you in the direction you want to go?

DISCUSSION QUESTIONS

1. What role does floral design play in the economy?
2. How are floral designs priced?
3. What is required to become a florist?

ACTIVITY

Part 1: Pass out the worksheet "The FFA Roots of a Garden Party" (Appendix 1). Have students read the article "The FFA Roots of a Garden Party" in the spring issue of FFA New Horizons and complete the associated questions. Next, students will use AgExplorer to learn about the florist occupation. Have a discussion with the class about the impact the floral industry has on the economy and how it impacts them.

Part 2: Floral shops come in all shapes and sizes but have the same basic purpose: to deliver beautiful products that meet the needs of their customers. Have students watch the video "Floral Shop SAE – Ashley Yanego" at <https://vimeo.com/165364620> and complete the activities in Part 2 of the worksheet.

Part 3: Have students think about a floral shop as a business and then use the space provided in Part 3 of the worksheet to develop a floor plan of a full-service floral shop that they could have in their community. Students should be sure to include the following: (1) name of their floral shop (be creative!), (2) cooler for storing flowers, (3) front entry display area that includes a cooler to display completed arrangements, (4) storage closet for all supplies (Ex. vases, wreathes, wire, foam, ribbon, etc.), (5) shipping and receiving area (to receive and prepare materials, and to send out arrangements), (6) cashier station and (7) workstation space for two or three employees.

Part 4: Now that students have thought about how a floral shop runs and the floor plan of a shop, students will learn how to price floral arrangements just as a floral shop owner would. In Step 1, students will learn to determine the wholesale price of bulk hard goods. In Step 2, students will learn and practice how to price wholesale fresh materials. In Step 3, students will learn how to determine the final retail cost of an arrangement by learning how to mark up the cost of wholesale items to retail. During this step, students will pull together all three steps to "build" and price a floral arrangement.

FFA TIP

Students can participate in the floriculture career development event (CDE) to continue fine-tuning their floriculture skills.

SAE TIP

How can you use supervised agricultural experience (SAE) programs to help students explore career fields?

Use the SAE grant, proficiency award and/or FFA degree applications to give students experience completing written goals, evaluations of their work and written business plans.

VOCABULARY

Entrepreneurship
Floriculture
Florist

EXIT TICKET

What role does floriculture play in the economy?

CAREER FOCUS AREA

Agribusiness Systems
Plant Systems

RELATABLE LINKS

Ashley Yanego — SAE Floral Shop Lesson Plan: <https://FFA.box.com/s/kk9glsdlfx-5mjbngfzlxhh50fwjt9wb0>

Floriculture CDE Classroom Resource: <https://FFA.box.com/s/t5y8razbtadz-saitqe8xbkxp3d4a4uv>

RESOURCE HIGHLIGHT

Floriculture CDE

REFERENCES

AgExplorer: AgExplorer.FFA.org

APPENDICES

Appendix 1 - The FFA Roots of a Garden Party

STANDARDS ALIGNMENT

• **AFNR Performance Element:** PS.04, CS.05 • **FFA Precepts:** FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA.CS-N • **Common Career Technical Core:** AG-PL4 • **NASDCTec – State Directors (Career Clusters)** AGPB01.04 • **Common Core – Reading Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, CCSS.ELA.RI.9-10.4 • **Common Core – Math Practices:** MP1, MP2, MP3, MP4, MP5, MP6 • **AFNR Career Ready Practices:** CRP02, CRP04, CRP06, CRP08 • **P21 Skills:** COMMUNICATION, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

THE FFA ROOTS OF A GARDEN PARTY



Mary Coombs (left)
and sister Dawn Clark.

INTERNATIONAL WOMEN'S DAY IS CELEBRATED IN HUNDREDS OF COUNTRIES AROUND THE WORLD ONCE A YEAR. THESE SISTERS WILL CELEBRATE WITH THE CONTINUED SUCCESS OF THEIR TWO AGRICULTURAL BUSINESSES.

At age 16, many FFA members celebrate the earning of a driver's license, the transition to becoming an upperclassman, or even the earning of their first college credits. For sisters Mary Coombs and Dawn Clark, 16 was the age they found their passion for floriculture and the beginning of a successful career in horticulture. After enrolling in agriculture classes at Woodstown High School in New Jersey, Coombs and Clark competed in the floral design career development event (CDE). After winning the competition, Coombs was offered a job at a local flower shop where she cultivated her passion for entrepreneurship and floral design for the next three years.

"Without the early exposure to this craft during our agricultural education courses, who knows where we would be," Coombs says. "The real-life experience offered through FFA led us to great opportunities at a young age."

Today, the sisters own a full-service floral and event design company called A Garden Party. Together, their business produces more than 100 events per year, and the sisters are known for their from-the-garden approach. Staying true to their agricultural background, they emphasize the importance of using homegrown and locally produced blooms and foraged materials in all of their designs. Recently, this duo opened a new division of the company by renovating the family milking parlor into an events space.

"During high school, we wrote grants and completed applications to help our FFA chapter grow and develop," Clark says. "While in college, we drafted a business plan, which gave us the confidence to launch our company upon graduation. Thirteen years later, our business is still growing and flourishing because we are dedicated to continuing our education and keeping the business fresh and evolving."

As lifetime members of National FFA Alumni and Supporters, Coombs and Clark attribute much of their success to the solid foundation built as FFA members. Through competing in CDEs, acting as leaders in their chapter and pursuing their agricultural passion, they learned the value of making a plan, saving money, being patient and working hard.

"Success is born from hard work and staying power that comes with experience and education," Coombs advises. "We used our FFA experience to craft a vision for our life's work. This hit us at such an early age that we had a great advantage starting our businesses young. Out of our eight team members, six of them were FFA members. It can be an influential resume builder!"

— By Bev Flatt

A FUTURE IN FLORICULTURE

Teachers, get lesson plans and classroom resources about floriculture in the Educator Resources section of **FFA.org**. Members, visit **AgExplorer.com** to see what careers interest you.

NAME: _____

Aligned to the following standards:
PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Appendix 1: The FFA Roots of a Garden Party

Created: Spring 2020 by the National FFA Organization
Part 1

DIRECTIONS:

Read the article "The FFA Roots of a Garden Party" in the spring 2020 issue of *FFA New Horizons* and complete the following activities.

What career development event (CDE) did Mary and Dawn win that started the passion that would later become their business?

- a. Agricultural sales
- b. Marketing plan
- c. Nursery and landscape
- d. Floriculture

How long did Coombs work in a local floral shop after winning the CDE?

- a. One year
- b. Two years
- c. Three years
- d. Four years

What two passions were cultivated through her job and CDE experience?



What did they do in high school to help their FFA chapter grow and develop?
_____ and _____

What did they do in college to help their business move forward?



In their business, the sisters stick to their agricultural background by ...

"Success is born from hard work and staying power that comes with experience and education." — Coombs



What does this quote mean to you? Why?

Go to AgExplorer.FFA.org and explore the florist career. What does a florist do?

Identify five skills needed to be a successful florist.

What education is required to become a florist?

What would you say to someone that might be interested in being a florist?



What impact does the floral industry have on the economy?

How could the floral industry impact you now or in the future?

NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Part 2

DIRECTIONS:

Floral shops come in all shapes and sizes but have the same basic purpose: to deliver beautiful products that meet the needs of their customers. Watch the video "Floral Shop SAE – Ashley Yanego" at <https://vimeo.com/165364620> and complete the following activities.

Identify three tasks that Ashley must complete to be successful in her position.

- 1.
- 2.
- 3.

What services does the floral shop Ashley works for provide?



Part 3

DIRECTIONS:

Thinking about a floral shop as a business, use the space below to develop a floor plan of a full-service floral shop that you could have in your community. Be sure to include the following:

- ❖ Name of your floral shop (be creative!)
- ❖ Cooler for storing flowers
- ❖ Front entry display area that includes a cooler to display completed arrangements.
- ❖ Storage closet for all supplies (Ex. vases, wreathes, wire, foam, ribbon, etc.)
- ❖ Shipping and receiving area (to receive and prepare materials, to send out arrangements)
- ❖ Cashier station
- ❖ Workstation space for two or three employees

Floral Shop Name:

NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Part 4

DIRECTIONS:

Floral shops can specialize in many different types of occasions and arrangements; however, all florists need to be able to price their work so they can continue their business. Complete the activities below to learn how floral arrangements can be priced.

Step 1: Determine the cost of hard good materials (Ex. vases, ribbon, etc.).

When materials are purchased for a floral shop, they are purchased in larger quantities and at a wholesale price. To determine the individual cost, you must take the total divided by the number of items purchased.

Example: How much does it cost to use a yard of ribbon?

#9 satin ribbon
Cost: \$4.99/roll
100 yards/roll

Total cost/yards per roll
 $\$4.99/100 = \$0.0499$
Answer (round up):
\$0.05 for a yard of ribbon

How much does a glass vase cost?

4-inch glass vase
Cost \$19.95 per case
24 containers per case

What is the cost per vase?

Step 2: Determine the cost of fresh materials.

When materials are purchased for a floral shop, they are purchased in larger quantities and at a wholesale price. To determine the individual cost, you must take the total divided by the number of stems or bunches of material (Ex. baby's breath) purchased.

Example: How much does it cost to use a stem of leatherleaf?

Leatherleaf fern
\$2.95 per bunch
20 stems per bunch

Total cost/stems per bunch
 $\$2.95/20 = \$0.147$
Answer (round up):
\$0.15 for a stem

How much is a *quarter* bunch of baby's breath?

Baby's breath
\$3.49 per bunch
Determine by amount

What is the cost per quarter bunch?

NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Step 3: Determine the retail cost.

Materials that come into the shop are purchased at a wholesale price, which means they need to be marked up to retail. One common method in the floral industry is to use a ratio.

2:1 markup — used on hard goods

3:1 markup — used on fresh goods

Example: What is the retail price of a dozen roses in a bouquet sleeve?

Sweetheart roses \$16.99 per bunch (25 stems)

Bouquet sleeve \$9.95 per pack (100 sleeves)

Step 1: Determine the individual unit cost of materials.

$\$16.99/25 = \$0.68/\text{stem}$

$\$9.95/100 = \$0.10 \text{ per sleeve}$

Step 2: Find the subtotal for the quantity of materials being used.

$\$0.68 \times 12 = \$8.16/\text{dozen}$

$\$0.10 \times 1 = \$0.10/\text{sleeve}$

Step 3: Determine the ratio needed (hard goods — 2:1; fresh goods — 3:1)

Roses: $\$8.16 \times 3 = \$24.28$

Sleeve: $\$0.10 \times 2 = \$0.20$

Step 4: Add up your total cost.

$\$24.28 + \$0.20 = \$24.48$

You have an order placed for a \$30 arrangement. Using the supplies requested below, determine how much of each material you are going to use to meet the needs of the customer. All supplies listed must be used in some amount. Please note that all prices are wholesale and will need to be marked up. **SHOW ALL MATH!**



\$36.75 per case
of 12 vases



28-gauge floral
wire
50 18" strands



#9 satin ribbon (100 yards)
All colors available
\$2.50/roll



Ruscus aculeatus
Ruscus
\$3.50/bunch (15 stems)



Gypsophila elegans cv.
Baby's Breath
\$2.56/bunch (10 stems)



Gerbera jamesonii
Gerber Daisy
\$5.50/bunch (20 stems)



ARTICLE SUMMARY

Come Together

Did you know there is a school in Arkansas with such a diverse student body that there are more than 10 different languages spoken? Learn about this unique school and the opportunities FFA students have through this diversity.

BELL RINGER:

How do you actively work to learn from others in your classroom?

DISCUSSION QUESTIONS

How can you learn from your peers based on their experiences and where they come from?

ACTIVITY

Part 1: Hand out the worksheet "Come Together" (Appendix 2) to each student. Explain to students that they are going to find other students that match the different spaces on the bingo board. When they do, they need to write that student's name on the space that matches the student. Define for students what will classify as "Bingo!" (the entire board completed, a column, a row, etc.). The first person to get a bingo should call out "Bingo!" to be named the winner. After the activity, have students answer the three questions below the bingo board. Have students share their thoughts and discuss why differences are so important.

Part 2: Have students read the article "Come Together" in the spring issue of FFA New Horizons and complete the questions on the worksheet associated with the reading.

Part 3: Having read about all of the diversity at the Clarksville School District, students will research the different languages found at Clarksville by completing the following on the map: (1) Color in the country that speaks each of the languages students listed in Part 2, (2) Draw an arrow and label each country they colored, (3) Next to the name label, identify and list the country's top three agricultural commodities, and (4) Include one interesting fact about each country.

Part 4: Students will select one of the countries they highlighted on their map and develop a billboard that could appear on the side of the highway to advertise the country and its top agricultural commodity. Students' billboards should meet the following requirements: (1) be colorful, (2) highlight the top agricultural commodity, (3) include the country's name, and (4) have a catchy slogan. Have students share or display their billboards in your classroom or hallway.

FFA TIP

Develop a challenge to invite new people to different FFA events to increase agricultural awareness throughout your school.

SAE TIP

To spark interest in an agricultural education SAE, challenge students to write the curriculum and teach a lesson about production of a unique crop of their choice, including the foods that crop may be used in.

Teach students about niche markets. Explore growing non-traditional crops to supply the local ethnic food market.

VOCABULARY

Marshallese

Pho

Sgaw Karen

EXIT TICKET

How can you work to learn from everybody that you meet?

CAREER FOCUS AREAS

Any

RELATABLE LINK

Feeding the World — Part 1: <https://FFA.box.com/s/qxmkkwv8gqyrrigfji3wjbrygom-hek5ds>

APPENDICIES

Appendix 2 - Come Together

STANDARDS ALIGNMENT

FFA Precept: FFA.PL-A, FFA.PL-F, FFA.PG-J, FFA.CS-N • Common Core – Reading: Informational Text: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, CCSS.ELA.RI.9-10.4 • AFNR Career Ready Practices: CRP02, CRP04, CRP05, CRP06, CRP07 • P21 Skills: INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY



In the Clarksville FFA Chapter, students from very diverse backgrounds share a love of agriculture.

By Jodi Helmer • Photography by Dan Videtich

COME TOGETHER

Members of the Clarksville FFA Chapter include a barrel racing champion and a fledgling cattle farmer who are learning about agriculture and developing leadership skills alongside classmates from countries including Mexico, Thailand, Laos, Vietnam and Albania. As it turns out, most FFA members of the Arkansas chapter are more familiar with growing tropical fruits and vegetables (or have no experience in agriculture at all) than growing cotton and raising cattle.

"We live in a small town, but within our popula-

tion of 9,000, we have a huge diversity of people and cultures," says Libby Sanderson, the agriculture teacher and FFA advisor at Clarksville High School. "We all learn from each other."

Of the 2,541 students enrolled in the Clarksville School District, 658 students are considered to be active English learners, or students whose first languages are not English. The Clarksville FFA Chapter is recognized as one of the most ethnically diverse in the nation, which creates a rich learning environment with opportunities to foster cross-cultural collaborations

and develop understanding and deep friendships.

DESIGNING A DIVERSE CURRICULUM

At the same time students born outside the U.S. are learning about how food is grown and raised here, American-born students are learning about food and agriculture in other countries. The students have gone out to dinner together at several restaurants, sampling carne asada with tortas at a Mexican restaurant and pho, a traditional broth soup, at a Vietnamese restaurant. Even foods served in the school cafeteria were

unfamiliar to some of the students.

"Our school lunch program was quite a shock to them," Sanderson recalls. "Seeing a chicken nugget for the first time, when you have not seen chicken in that form, was scary to them."

INGRID ORDAZ, 16, grew up in Mexico and had never tried Vietnamese foods before. She liked the bubble tea but admits that the pho was not her favorite.

For American-born students, the experiences with unfamiliar foods lasted just a few meals. For students such as Maree Voie, Kimwee Paw and Aw Mee, all members of the Karen



ethnic group who grew up in Thailand, living in Arkansas requires near-constant introductions to new foods.

At the Arkansas State Fair, the stands selling pizza, corn dogs, nachos and deep-fried candy bars were overwhelming. Most of the Karen students packed their own lunches, and one student worried he might get diabetes from eating the foods at the state fair.

AW MEE, 18, of the Karen tribe in Thailand, confesses that she didn't like pizza the first time she tried it. "We usually eat rice and vegetables," she says.

Hot peppers are another essential ingredient in Thai food, and students from the Karen tribe like to see how their classmates with sensitive taste buds react to the extreme heat. Sanderson jokes that her Thai students like to sneak hot peppers into foods and offer them to classmates. "When I ask what they want to grow, my students from Thailand always bring in hot pepper seeds," she says.

Clarksville FFA members are also willing to test their taste buds. **EH KA PAW, 17**, counts FFA judging competitions among his favorite and most memorable activities. The event gave the Thai student a chance to sample unfamiliar foods, including cheese.

"Karen people don't eat cheese," he says. "I learned

a lot of stuff and had a lot of fun."

CULTIVATING A CULTURE OF LEARNING

Thanks to their differences, **JESSIE GARRISON, 16**, a sixth-generation Arkansas farmer who participates in cattle roping and barrel racing events across the country, thinks the chapter offers more robust opportunities to learn.

"I joined FFA because I wanted to meet different people," she explains. "I think the chapter is special because we can learn so much from other students."

Sanderson developed the curriculum to honor those differences. In lessons about plant science and agriculture mechanics, she invites students to share information about how their families raised

“WE REALIZE THAT WE’RE ALL DIFFERENT AND WE DON’T LOOK LIKE THE OTHER FFA CHAPTERS, BUT I DON’T WANT US TO LOOK LIKE THE OTHER FFA CHAPTERS.”

— LIBBY SANDERSON

animals, grew crops or built and repaired farm buildings and equipment in their countries of origin. Student interests also help guide the lessons.

"A lot of the students from Thailand like to hunt and are into conservation; they think Americans waste a lot and they don't like to waste anything," Sanderson says. "I thought, 'We're on to something here.'"

Sanderson transitioned from classes in plant science to a curriculum focused on natural resources. Agricultural education students learn about land use, stewardship, water quality and energy, and the ways their actions influence the natural world.

ISABEL GONZALEZ, 17, signed up to be part of the new Arkansas Stream Team, a program of the Arkansas Game and Fish





CLARKSVILLE: BY THE NUMBERS

The Clarksville School District in Arkansas has a total population of 2,541 students who speak more than 10 different languages at home, including Spanish, Sgaw Karen, Marshallese, Vietnamese, Albanian, Hmong, Gujarati, Filipino and Laotian.

The FFA chapter at Clarksville High School is one of the most diverse in the nation. In the 2019-20 school year, 52 students signed up to participate in FFA, including 10 Hispanic students, 10 Asian students and three African-American students.

Although the students come from different backgrounds and have varied experiences with agriculture, advisor Libby Sanderson says all of the FFA members have one important thing in common: a desire to learn.

"I'm teaching some kids who know a lot about agriculture and some who don't speak a lot of English, but these are kids who come to class in the morning and ask, 'Miss, what are you going to teach us today?'" she says. "They are hungry for knowledge."



Commission that invites citizens to participate in stream and watershed conservation.

"I signed up for the Stream Team because it was a new opportunity and I wanted to see what it was all about," Gonzalez explains. She has already learned how to dissect a crawfish.

Clarksville High School students might tease each other about their food preferences, but among the good-natured ribbing, the teens are learning about agriculture, connecting to the sources of their food, developing leadership skills

Left: Agriculture teacher and FFA advisor Libby Sanderson shows Clarksville High School students how to transplant cuttings.

Above: Pa Sei and Alec Remick test water quality at the Clarksville School District Twin Ponds Nature Trail.

and making friends.

LAYKIN WILLIAMSON, 14, runs a commercial cattle business. Although the first-generation farmer raises a herd of 36 registered Angus, she knew that joining FFA would expand her knowledge of agriculture and allow her to develop leadership skills.

"I wanted to join FFA to further my leadership skills," Williamson says. "I wanted to learn to relate to people who come from different backgrounds to learn how what we do [with food and agriculture] is different from what they do, and understand how we can still come together to share our experiences and enjoy agriculture. I've made some good friendships with people who come from different backgrounds, and

we're all starting to understand each other."

As Williamson prepared for a Creed speaking leadership development event competition, she decided to ask classmates and FFA members who spoke Spanish and Sgaw, the language of the Karen tribe, to translate the Creed after her reading. The invitation, Sanderson says, reflects the ways that students look for opportunities to weave all of their cultures into FFA chapter activities.

At the Arkansas FFA state convention, students from Clarksville FFA appreciated opportunities to share how the diversity in their chapter enhanced both their classroom learning and their leadership skills. Sanderson encouraged students to be proud

of the ways their chapter stood out.

"We realize that we're all different and we don't look like the other FFA chapters, but I don't want us to look like the other FFA chapters," Sanderson says. "I want us to embrace who we are. We're happy to be us." •



**WATCH
OUR VIDEO**
Hover your phone's
camera over this
code to learn more
about Clarksville
FFA members.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-F; FFA.PG-J; FFA.CS-N; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.0-10.3;
CCSS.ELA.RI.0-10.4; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07

Appendix 2: Come Together

Created: Spring 2020 by the National FFA Organization
Part 1

DIRECTIONS:

Within your class, find someone who matches a box on the bingo board below. Write the classmate's name in the box that describes him or her. The first student to get "Bingo!" and call it out, wins!

FIND SOMEONE WHO ...
and write his or her first name in the box.

Has blue eyes	Plays a sport in school	Has a pet	Likes chocolate	Plays a musical instrument
Is left-handed	Was born in the same month as you	Has never flown on a plane	Has traveled outside of the United States	Likes the same genre of music
Has the same shoe size	Is the same height as you	FREE SPACE	Has a name that starts with the same letter as yours	Has the same hair color
Has the same SAE as you	Has competed in the same CDE	Likes the same genre of books	Has the same favorite color	Has the same type of phone
Likes the same type of food	Likes the same snacks	Has been to a national park	Has been to Washington D.C.	Has received a Greenhand or Discovery Degree

Identify three cool facts you learned about your peers.

- 1.
- 2.
- 3.



Identify two unique differences you found between you and your peers.

- 1.
- 2.



What does this activity say about your class?



NAME: _____

Part 2

DIRECTIONS:

Read the article "Come Together" in the spring 2020 issue of *FFA New Horizons* and complete the activities below.

What percentage of the total enrollment at Clarksville School District is considered active English learners?	"The Clarksville FFA Chapter is the most _____ diverse in the nation."
• How many different languages are represented in the Clarksville School District? _____ • Identify three: 1. 2. 3.	In what state is the Clarksville FFA Chapter located? a. Alabama b. Arkansas c. Alaska d. Arizona
	What is pho? a. Mexican tortas b. Chinese broth soup c. Vietnamese broth soup d. Vietnamese bubble tea
Why would having such a diverse school population be so beneficial for everyone?	



Part 3

DIRECTIONS:

There is a lot of diversity within the Clarksville School District as well as in your own classroom. In the article "Come Together," you learned about the different languages represented and identified three in the previous activity.

1. Color in the country that speaks each of the languages you listed in Part 2.
2. Draw an arrow and label each country you colored.
3. Next to the name label, identify and list the country's top three agricultural commodities
4. Include one interesting fact about each country.



NAME: _____

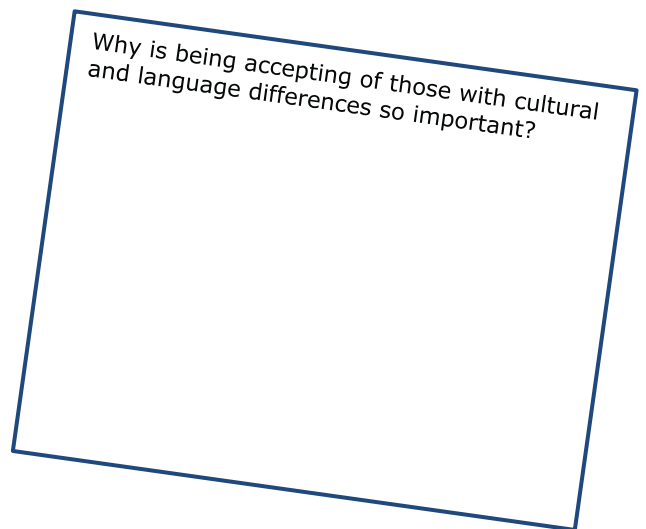
Part 4

DIRECTIONS:

Select one of the countries you highlighted in Part 3. Create a billboard that could appear on the side of the highway to advertise the country and its top agricultural commodity. Use the space below to draw your billboard or use a technology tool such as Canva.com to design your billboard.

Your billboard needs to meet the following requirements:

1. Be colorful.
2. Highlight the top agricultural commodity.
3. Have the country's name.
4. Have a catchy slogan.





ARTICLE SUMMARY

Talking Points: Plant-Based Protein

Plant-based protein options are making headlines across the United States. But what are plant-based proteins all about? Learn about this hot topic through a Q & A session followed by a debate!

BELL RINGER:

In one word, write down your initial reaction when you hear the words “plant-based protein burger” such as the Impossible Burger. Why do you think this was the first word that you thought of?

DISCUSSION QUESTIONS

1. What is plant-based protein?
2. What impact does or could plant-based protein have on the economy and the agriculture industry?

ACTIVITY

Part 1: Hand out the worksheet “Plant-Based Protein?” (Appendix 3). Have students read the article “Talking Points: Plant-Based Protein” in the spring issue of FFA New Horizons and complete the questions as they read. After they are done reading, have students complete the two follow-up questions and discuss students’ thoughts.

Part 2: Plant-based protein versus animal-based protein is a hot topic in the agriculture industry. The best way to really understand the hot topic is to complete research and analyze all sides of the issue. Students are going to create one SWOT analysis for plant-based protein and one for animal-based protein. These SWOT analyses will then help students prepare for a debate.

Part 3: Divide students into two groups, plant-based protein or meat-based protein, for a debate. If a student is very pro one side or the other, place them on the opposite team to give them an extra challenge. Have students work with their group for 15 minutes to prepare for the debate. The debate should follow this format: (1) affirmative team opening statement (2 minutes), (2) opposing team opening statement (2 minutes), (3) affirmative team argument (5 minutes), (4) opposing team argument (5 minutes), (5) affirmative team rebuttal (1 minute) and (6) opposing team rebuttal (1 minute). Once students have completed the debate, have a conversation as a class to analyze all that was said.

FFA TIP

Have students compete in the agricultural issues forum LDE. For more information on the agricultural issues forum visit FFA.org/participate/cde-lde/agricultural-issues-forum.

SAE TIP

Food science supervised agricultural experience (SAE) programs can lead to great careers. SAE ideas: conducting taste testing to determine the healthiest, tastiest or most economical food ingredients; designing food packaging to better preserve or market foods or reduce waste or cost; studying food shelf life; working in food inspection jobs, etc.

VOCABULARY

Amino acids
Protein
Sustainability

EXIT TICKET

Finish the statement: My final thoughts on plant-based protein are ...

CAREER FOCUS AREAS

Animal Systems Career Focus Area
Biotechnology Systems Career Focus Area
Plant Systems Career Focus Area

RELATABLE LINK

The Future of Agriculture — Critical Challenges: <https://FFA.box.com/s/r03jo-imapy4sc48j0dp3frw5wxip78ek>

REFERENCES

Comparing Traditional and Alternative Burgers: <https://www.dirt-to-dinner.com/comparing-traditional-alternative-burgers/>

Is a Plant-Based Diet Better for You?: <https://www.dirt-to-dinner.com/the-power-of-plants/>

How Do You Make Heme?: <https://faq.impossiblefoods.com/hc/en-us/articles/360034767354>

What Are the Ingredients?: <https://faq.impossiblefoods.com/hc/en-us/articles/360018937494-What-are-the-ingredients->

What Are the Nutrition Facts?: <https://faq.impossiblefoods.com/hc/en-us/articles/360018939274>

Meat Alternatives: <https://www.food.duPont.com/meat-alternatives.html>

Harvard School of Public Health: <https://www.hsph.harvard.edu/nutritionsource/2019/08/26/questions-plant-based-meat-alternatives/>

APPENDICIES

Appendix 3 - Plant-Based Protein?

STANDARDS ALIGNMENT

FFA Precept: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PG-J, FFA.CS-N • AFNR Performance Element: CS.02, CS.05 • Common Career Technical Core: AG.2, AG.5 • Common Core – Reading: Informational Text: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, CCSS.ELA.RI.9-10.4 • Common Core – Speaking and Listening: CCSS.SL.9-10.2 • AFNR Career Ready Practices: CRP.02, CRP.04, CRP.06, CRP.08 • P.21 Skills: COMMUNICATION, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

THE *feed*

TALKING POINTS:

Plant-Based PROTEIN

FOOD INDUSTRY HEAVYWEIGHTS ARE GETTING ON BOARD WITH THE PLANT-BASED PROTEIN TREND. TYSON FOODS, FOR EXAMPLE, ANNOUNCED THE COMPANY'S ENTRY INTO THE MARKET THROUGH ITS VENTURE CAPITAL FUND. HERE, JUSTIN RANSOM, SENIOR DIRECTOR OF SUSTAINABLE FOOD STRATEGY AT TYSON, GIVES SOME PERSPECTIVE.

Q: WHAT'S THE DIFFERENCE BETWEEN ANIMAL AND PLANT PROTEIN?

A: Animal proteins are considered complete protein sources, meaning they contain all the essential amino acids our bodies need in adequate amounts and can't make on their own. Most plant proteins like beans, grains and nuts are considered incomplete proteins, which means they are missing at least one of the essential amino acids or do not have them in the correct amounts. (There are exceptions, such as soy.)

Q: WHAT HAS CAUSED PLANT PROTEIN'S POPULARITY?

A: People from all regions of the country are seeking new ways of making protein a bigger part of their diet, including plant protein. Our research shows that 60 percent of people are actively trying to add more protein to their diets, and nearly 40 percent are looking to add more plant protein. Plant protein foods are appealing because people are aware of their positive health benefits.

Q: HOW HAS TYSON FOODS ENTERED THE PLANT-BASED PROTEIN MARKET?

A: We began through venture capital investment in start-ups, then last summer, we launched our first alternative protein products under the Raised & Rooted brand. They

include nuggets made with a blend of pea protein, bamboo fiber, egg white and golden flaxseed, and blended burgers that combine 100 percent Angus beef with pea protein isolate. Our nuggets contain 5 grams of fiber and 33 percent less saturated fat than regular USDA white-meat chicken nuggets. The new patties have less saturated fat and fewer calories than a traditional burger. And they taste amazing.

Q: HOW IS THE PLANT-BASED PROTEIN TREND CHANGING THE AGRICULTURE INDUSTRY?

A: Demand for protein is growing, including alternative protein growing double digits. What's most exciting for Tyson Foods is that among the 75 percent of consumers who are open to or actively adding plant protein to their diets, nearly all plan to continue eating traditional meat products. In fact, our initial analysis of buying behavior suggests that the alternative protein category is among the most incremental to our core businesses.

The question becomes, how will the ag industry respond to feeding our growing population and will it do so sustainably? Tyson Foods is convening some of the greatest minds in industry, agriculture and academia around this topic, where designing the most sustainable food system possible across all proteins is the goal.

— By Justin Davey

CALENDAR

Feb. 22-29:

NATIONAL FFA WEEK

Each year, FFA chapters around the country celebrate National FFA Week by sharing what FFA is and the impact it has on members. Visit FFA.org/National-FFA-Week for more, including our new FFA Week Implementation Guide.

Feb. 25: GIVE FFA DAY

Make a difference for FFA and agricultural education with a Give FFA Day donation. Participate in the 24-hour online fundraiser at FFA.org/GiveFFADay.

Feb. 27: ALUMNI DAY

Celebrate your local FFA Alumni and Supporters! If you are a former student member, let us know at FFA.org/CheckIn.

March 1: LIVING TO SERVE DAY OF SERVICE MINI-GRANT APPLICATIONS DUE

Looking for an opportunity to seek funding to support a local service event? Grant applications are due the first of each month. Learn more at FFA.org/LivingToServe.

March 24: NATIONAL AG DAY

Every year, producers, agricultural associations, corporations, universities, government agencies and many others join together to recognize the contributions of agriculture. Check out AgDay.org for ways to participate.

March 24:

NATIONAL FFA ALUMNI AND SUPPORTERS REGIONAL DEVELOPMENT CONFERENCE

Visit FFA.org/GoToRDC to reserve your spot at the National FFA Alumni and Supporters Regional Development Conference in Bozeman, MT. Registration closes April 6.

April 30:

LIVING TO SERVE CHAPTER CHALLENGE

Don't miss the opportunity to help FFA reach 930,000 hours of service before the next convention! Check out which state is winning the challenge at FFA.org/ChallengeAccepted.

May 1-2:

NATIONAL FFA ALUMNI AND SUPPORTERS REGIONAL DEVELOPMENT CONFERENCE

Reserve your spot for this RDC in Munnsville, N.Y. Registration closes April 19. Visit FFA.org/GoToRDC for more.

NAME: _____

Appendix 3: Plant-Based Protein?

Created: Spring 2020 by the National FFA Organization
Part 1

DIRECTIONS:

Read the article "Talking Points: Plant-Based Protein" in the spring 2020 issue of *FFA New Horizons* and complete the following activities.

1. What is the difference between animal and plant protein?
 - a. Plant protein is unhealthy.
 - b. Animal protein is unhealthy.
 - c. All animal proteins contain all the essential amino acids our bodies need.
 - d. Plant protein contains all the essential amino acids our bodies need.
2. What percent of people are trying to add more protein to their diets?
 - a. 20%
 - b. 40%
 - c. 60%
 - d. 80%
3. What major company has entered the plant-protein market?
 - a. Perdue chicken
 - b. Tyson Foods
 - c. Hormel
 - d. Monsanto
4. What percentage of consumers are open to adding plant protein to their diets?
 - a. 15%
 - b. 25%
 - c. 50%
 - d. 75%
5. What percent of people are trying to add more plant protein to their diets?
 - a. 20%
 - b. 40%
 - c. 60%
 - d. 80%



Would you be willing to try a product that comes from a plant-based protein? Why or why not?

Why do you think plant-based protein is becoming so popular?

Where else have you heard about plant-based protein?

What other companies are using plant-based protein?



NAME: _____

Part 2

DIRECTIONS:

Plant-based protein versus animal-based protein is a hot topic in the agriculture industry. The best way to really understand the hot topic is to complete research and analyze all sides of the issue. A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a chart that can be used to evaluate a topic. Create one SWOT analysis for plant-based protein and one for animal-based protein. These SWOT analyses will then help you to prepare for a debate!

Animal-based Protein

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

Here are some resources to help get you started. Be sure to only use academic and reliable resources.

- Comparing Traditional and Alternative Burgers: <https://www.dirt-to-dinner.com/comparing-traditional-alternative-burgers/>
- Is a Plant-Based Diet Better for You?: <https://www.dirt-to-dinner.com/the-power-of-plants/>
- Meat Alternatives: <https://www.food.dupont.com/meat-alternatives.html>
- Harvard School of Public Health: <https://www.hsph.harvard.edu/nutritionsource/2019/08/26/questions-plant-based-meat-alternatives/>



NAME: _____

Plant-based Protein

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

Here are some resources to help get you started. Be sure to only use academic and reliable resources.

- How Do you Make Heme?:
<https://faq.impossiblefoods.com/hc/en-us/articles/360034767354>
- What Are the Ingredients?:
<https://faq.impossiblefoods.com/hc/en-us/articles/360018937494-What-are-the-ingredients->
- What Are the Nutrition Facts?:
<https://faq.impossiblefoods.com/hc/en-us/articles/360018939274>
- Meat Alternatives:
<https://www.food.dupont.com/meat-alternatives.html>
- Harvard School of Public Health:
<https://www.hsph.harvard.edu/nutritionsource/2019/08/26/questions-plant-based-meat-alternatives/>



DIRECTIONS:

To prepare for the debate define the following terms:

1. Rebuttal:
2. Respectful:
3. Affirmative:
4. Opposing:

Use all these terms in a sentence to describe the debate you are about to engage in.

NAME: _____

Let's Debate: Plant-Based vs. Meat-Based Protein Sources

DIRECTIONS:

Use the information from your SWOT analysis and plan your debate strategy.

DEBATE FORMAT:

1. Affirmative team opening statement (2 minutes)
2. Opposing team opening statement (2 minutes)
3. Affirmative team argument (5 minutes)
4. Opposing team argument (5 minutes)
5. Affirmative team rebuttal (1 minute)
6. Opposing team rebuttal (1 minute)

After this debate, my feelings about plant-based and animal-based protein are ...



Let's Debate: Plant-Based vs. Meat-Based Protein Sources

DIRECTIONS:

Use the information from your SWOT analysis and plan your debate strategy.

DEBATE FORMAT:

1. Affirmative team opening statement (2 minutes)
2. Opposing team opening statement (2 minutes)
3. Affirmative team argument (5 minutes)
4. Opposing team argument (5 minutes)
5. Affirmative team rebuttal (1 minute)
6. Opposing team rebuttal (1 minute)

After this debate, my feelings about plant-based and animal-based protein are ...





ARTICLE SUMMARY

Ag 101: From Farm to School

This quick read discusses the farm to school initiative. Learn how the National Farm to School Network is working to change food inequity and how local FFA chapters are helping to improve their own communities.

BELL RINGER:

Explain "Farm to School."

DISCUSSION QUESTIONS

- 1) In your community (or state), what are activities that are conducted to help combat hunger?
- 2) How does your FFA chapter (or other school organization) help with food hunger (or giving back to the community)?

ACTIVITY

Part 1: Students should read the article "Ag 101: From Farm to School" in the spring issue of FFA New Horizons and, as they read, complete the associated questions on the worksheet "Ag 101: Farm to School" (Appendix 4).

Part 2: Students will choose a product of their choice and utilize the Food Value Chain website (<https://www.ffa.org/value-chain/>) to explain the development of that product throughout the value chain from research and development through consumers.

FFA TIP

Have students accept the Living to Serve Chapter Challenge and help FFA reach 930,000 volunteer hours before the 93rd National FFA Convention & Expo. Find out more at [FFA.org/ChallengeAccepted](https://ffa.org/ChallengeAccepted).

SAE TIP

Lease/rent school land or greenhouse space to students to raise local crops and sell to the school or create a school-based SAE to employ members and raise crops for the cafeteria.

Have students conduct taste tests with the student body and report preferences to the cafeteria.

VOCABULARY

Nonprofit
Procurement
Implementation
Spearhead
Revenue
Solicit
Emissions

EXIT TICKET

What are three things you learned today?

What is one question you still have from today's activity?

CAREER FOCUS AREAS

Agricultural Education

Plant Systems

RELATABLE LINKS

Combating Food Insecurity Curriculum — National Turkey Federation - <https://ffa.box.com/v/combatingfoodinsecurity>

FFA Blue 365: Lesson 3, Feeding the World-Part 1 - <https://ffa.box.com/s/4krqw98v8nbt1bgvqvkifxm-3mz973ao>

FFA Blue 365: Lesson 4, Feeding the World-Part 2 - <https://ffa.box.com/s/9x-deallqu3k58j35tkuocjqlknj0j>

The National Farm to School Network - <http://www.farmtoschool.org/>

REFERENCE

Food Value Chain website - <https://www.ffa.org/value-chain/>

APPENDICES

Appendix 4 - Ag 101: From Farm to School

STANDARDS ALIGNMENT

FFA Precept: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N • Common Core-Reading: Information Text: CCSS.ELA.RI.9-10.4 • Common Core - Writing: CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.4 • Common Core - Speaking and Listening: CCSS.SL.9-10.2, CCSS.SL.9-10.4, CCSS.SL.9-10.5 • AFNR Career Ready Practices: CRP02, CRP04, CRP05, CRP06 • P21 Skills: COMMUNICATION, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

From Farm to School

According to the National Farm to School Network, more than one in five children are at risk for hunger. Access to fresh, healthy foods and nutrition education is key to improving children's health and cultivating vibrant communities. Here's a look at how the organization is working to change food inequity and how local farms and FFA chapters are improving their own communities.

- By Lauren Denton

The Work

The National Farm to School Network's implementation includes one or more of the following:



1.

Procurement
Schools serve foods from local farms.



2.

School Gardens
Students participate in growing the food.



3.

Education
School programs teach about agriculture, health, food and nutrition.

The People

Teamwork makes the dream work. These three groups (and more!) can play a role in farm-to-school program implementation:

1.

The National Farm to School Network

- **50+ Core Partners**
State agencies, universities or nonprofits that spearhead their state's efforts.
- **150+ Supporting Partners**
Education, agriculture and nutrition organizations that support their state's efforts.
- **20,000+ Network Members**
Anyone who practices or supports the National Farm to School Network mission.

2.

Local Farmers

Schools buy and feature locally produced, farm-fresh foods such

as fruits and vegetables, eggs, honey, meat and beans on their menus. This food is purchased from farms in the community, and that offers farmers a new revenue opportunity.

3.

FFA Chapters

- **Plainview/Elgin-Millville FFA** (Plainview, Minn.) tends a raised-bed garden and supplies the produce to the school cafeteria and local food pantry.
- **South Central Agri-Science Academy FFA** (St. Peter, Minn.)

hosts a Farm to School cafeteria lunch. The chapter serves pork and tomatoes raised by FFA members and leads an agriculture trivia game.

- **Fromberg FFA** (Fromberg, Mont.) solicits donations from local beef and hog producers to provide its cafeteria with quality protein sources for lunches.



The Impact

A community-based strategy can help create a healthy school food environment and improve local economies. The National Farm to School Network has seen the following impact:

\$1

...to the National Farm to School Network = 60¢ to \$2.16 to local economy

One

...more serving of fruits and vegetables per day per student

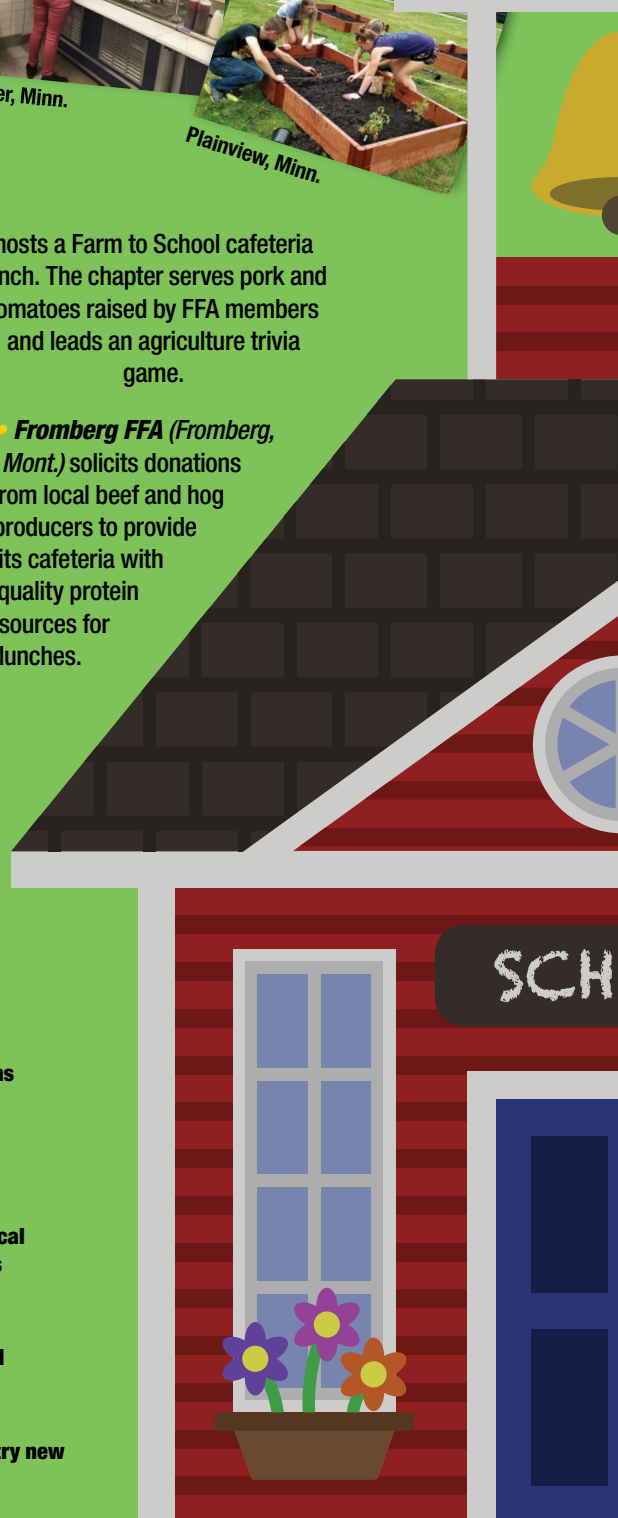
44.2%

...of students in schools with gardens eat more fruits and vegetables

33.1%

...of students in schools that serve local food eat more fruits and vegetables

- Reduced food waste, emissions, screen time, diet-related diseases and health risks
- Improved ag awareness, willingness to try new foods, grades, test scores and hands-on experiences



NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.RI.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

Appendix 4: Ag 101: From Farm to School

Created: Spring 2020 by the National FFA Organization

Part 1

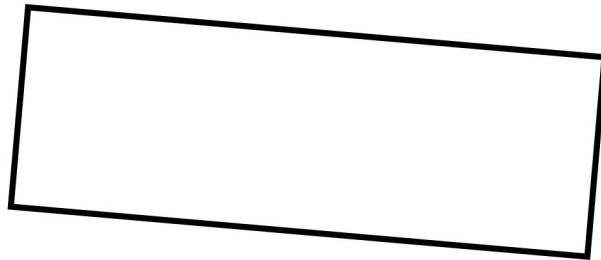
DIRECTIONS:

Read the article "Ag 101: From Farm to School" in the spring 2020 issue of *FFA New Horizons* and answer the questions below.



- 1) According to the National Farm to School Network, more than _____ in _____ children are at _____ for _____.

- 2) What is key to improving children's health?

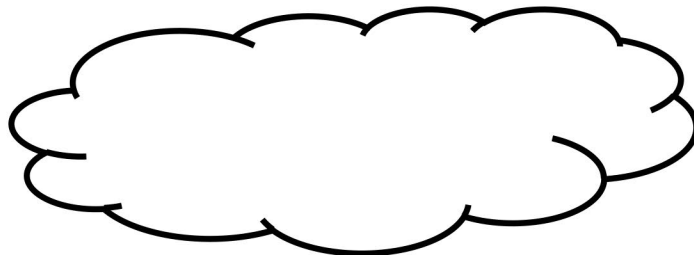


- 3) Below are answers/facts from the article. Develop a question where these facts are the answer. *Write your response in the thought bubble below.*

Procurement: Schools serve foods from local farms.

School Gardens: Students participate in growing the food.

Education: School programs teach about agriculture, health, food and nutrition.



- 4) Identify three impacts that the National Farm to School Network has had:



NAME: _____

- 5) What are examples of how FFA chapters have helped with the hunger issue? *Identify two chapters and what they have done. Write your answers in the apples below.*



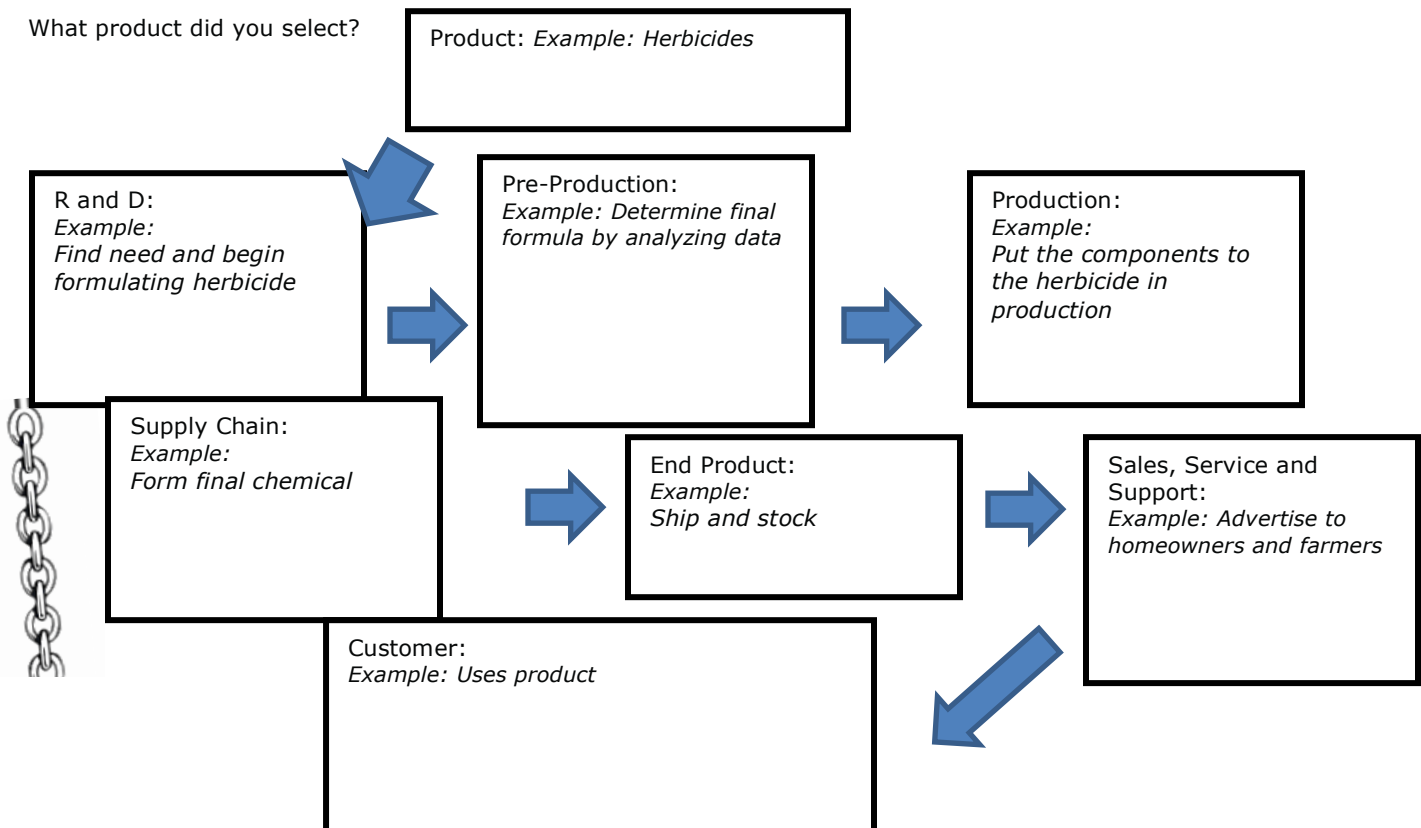
Part 2

DIRECTIONS:

First, go to the website <https://www.ffa.org/value-chain/>, and glance at each part of the Food Value Chain (click on each icon; this will help you complete the next part). Then, select a product of your choice. Explain the development of that product throughout the value chain from research and development through consumers. Utilize the link above to help in your research.

What product did you select?

Product: *Example: Herbicides*





ARTICLE SUMMARY

Making Black History Month Memorable

This article highlights a Georgia FFA chapter that celebrates African Americans in unique and engaging ways through a variety of activities.

BELL RINGER:

Why do you think it is important to show appreciation and/or celebrate various groups and cultures?

DISCUSSION QUESTIONS

- 1) How does your chapter and/or school celebrate various events throughout the year?
- 2) What are new ideas that your chapter and/or school can do to show appreciation to various groups in your community?

ACTIVITY

Part 1: Students should read the article "Making Black History Month Memorable" in the spring issue of the FFA New Horizons magazine. Hand out the worksheet "Making Black History Month Memorable" (Appendix 5), and have students complete the associated questions as they read the article.

Part 2: Students will use the internet to research famous African Americans in the agriculture industry and will match the names given with the appropriate picture. Students will then choose two of the individuals and summarize their contributions to the agriculture industry and create a social media hashtag about the contribution.

FFA TIP

Plan and host an event to celebrate Black History month in your chapter and/or class.

For Black History month teaching resources, check out these links:

Smithsonian Black History Month: https://learninglab.si.edu/search?st=black+history&st_op=and&item_type=collections&s=relevance

Black History Month, National Geographic: https://www.nationalgeographic.org/topics/black-history-month/?q=&page=1&per_page=25

SAE TIP

Agricultural communications SAEs teach students to learn about and use all kinds of communication methods to share information about agriculture. Challenge students to write a news story about agriculture for radio, print, TV or social media.

VOCABULARY

Minorities
Photosynthesis
Diverse

EXIT TICKET

How can you learn from clubs/organizations in your school and community that celebrate various groups and cultures?

CAREER FOCUS AREA

Agricultural Education

RELATABLE LINKS

National Hispanic Heritage Month (FFA New Horizons Teaching Guide, fall 2019 issue): <https://ffa.box.com/s/w9q0nszj-8dtwzxoobzdwo6wrpaick18u>

Female Leadership Lesson (FFA New Horizons Teaching Guide, spring 2019 issue): <https://ffa.box.com/s/2ds4amum-9fhzbc5ya2fhe1lwmo95nd>

APPENDICIES

Appendix 5 - Making Black History Month Memorable

STANDARDS ALIGNMENT

FFA Precept: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N • Common Core-Reading: Information Text: CCSS.ELA.RI.9-10.4 • Common Core-Writing: CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.4 • Common Core-Speaking and Listening: CCSS.ELA.SL.9-10.2, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.5 • AFNR Career Ready Practices: CRP.02, CRP.04, CRP.06 • P21 Skills: COMMUNICATION, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

HOW TO CREATE A POWERFUL POA

THE FIVE FFA ADVISORS WHO REPRESENT THE 2019 NATIONAL CHAPTER AWARD WINNERS SHARE THEIR SECRETS TO A SUCCESSFUL PROGRAM OF ACTIVITIES (POA).

“Our committee members come up with all kinds of ideas that would work for different quality standards. We like to keep it that way so we can cover a lot of areas with a lot of activities that interest a wide variety of students.”

April Davis, Commerce Middle School FFA (Georgia),
Middle School Model of Excellence

“The Waterloo FFA leadership team uses the FFA quality indicators as a starting point to brainstorm and select activities that will be beneficial for our chapter, school and community.”

Tim McDermott, Waterloo FFA (Illinois),
National Premier Chapter, Growing Leaders

“Our success is driven by our students. Our chapter officers lead in planning our POA, but their insight comes from close relationships with our entire membership. Small groups led by each officer allow members to share input about our activities and goals throughout the year.”

Mason Jones, Edmond FFA (Oklahoma),
National Premier Chapter,
Strengthening Agriculture

“The secret to developing a successful POA for our chapter revolves around three keywords: quality, pride and tradition. We strive to plan, organize, develop and execute activities that are of utmost value that our members and stakeholders appreciate.”

Rob Calvin, Troy FFA (Missouri),
National Premier Chapter, Building Communities

“ADAPT AND CONQUER WAS A FAVORITE QUOTE OF MY FATHER, WHO WAS MY FFA ADVISOR. THIS HAS IMPACTED OUR SUCCESS BECAUSE I TEACH MY FFA MEMBERS TO MAKE PLANS, YET BE WILLING TO CHANGE AS NEEDED.”

Jessica Helsing,
Covington-UVCC
FFA (Ohio),
Model of Excellence

For more information about POAs, visit the National Chapter Awards webpage on **FFA.org**. Click on the “Resources” button to access the 2018 National Chapter Awards Finalist Recognition and Resource Guide.

MAKING BLACK HISTORY MONTH MEMORABLE

GEORGIA FFA CHAPTER CELEBRATES AFRICAN-AMERICANS IN ENGAGING WAYS.

Americans observe Black History Month every February. The Eagle’s Landing FFA Chapter in McDonough, Ga., knows how to make it memorable. The majority (about 85 percent) of the chapter’s 140 members are African-American, and they pay tribute to their history every year in a variety of ways.

They have found inspiration in the work of Dr. George Washington Carver, and they’ve participated in door decorating and display case contests, food presentations and more ways to honor his inventions.

“We have also featured Helen Dubose, owner of

Healing Acres Blueberry Farm, located in our own city,” says Chansi Coleman, agriscience teacher and FFA advisor at Eagle’s Landing High School. “Dubose was noted as the first African-American to receive a degree in agriculture.”

Each year, Eagle’s Landing FFA hosts guest speakers to highlight minorities in agricultural careers, including a local beef cattle farmer, an attorney who works to protect farmers’ land and a food science researcher for Kraft Foods. The chapter also maintains a garden where the members grow vegetables, which they later cook and eat together.

Eagle’s Landing FFA has a social media presence, too, and Coleman says when other chapters see their name, they come to know that Eagle’s Landing FFA operates a bit differently.

“We move with a little rhythm and sound. If we’re not rapping about the FFA Creed or motto, we’re acting out photosynthesis or doing a poem with jazz music for plant identification,” she says. “It’s all about tailoring agriculture to them and promoting it as an amazing industry for future careers or giving them leadership experience while celebrating them as culturally diverse kids.”

— By Jessica Mozo



Eagle’s Landing FFA members prepare food and eat together to celebrate Black History Month.



NAME: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.W.9-
10.2; CCSS.W.9-10.4; CCSS.RI.9-10.4; CRP.02; CRP.04; CRP.06

Appendix 5: Making Black History Month Memorable

Created: Spring 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "Making Black History Month Memorable" in the spring 2020 issue of *FFA New Horizons* and answer the questions below.

1. What famous person inspires the Eagle's Landing FFA Chapter?

2. In what ways have they honored his inventions?



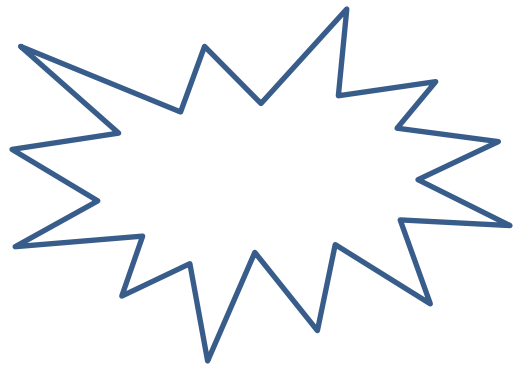
Find the answers to the blanks in the article.

3. _____, owner of
_____ Blueberry Farm.

4. What was she noted as?

5. What are some activities the Eagle's Landing FFA does to highlight minorities in agricultural careers?

How many members are in the FFA chapter?



NAME: _____

Part 2

DIRECTIONS:

Complete the activities below after reading the article in the spring 2020 issue of *FFA New Horizons*. Using the internet, research the famous African Americans in the agriculture industry listed below. Match a picture with the name by writing the correct letter next to the corresponding name.

What percent of FFA membership is African American?

What are the dates for Black History Month?

A.



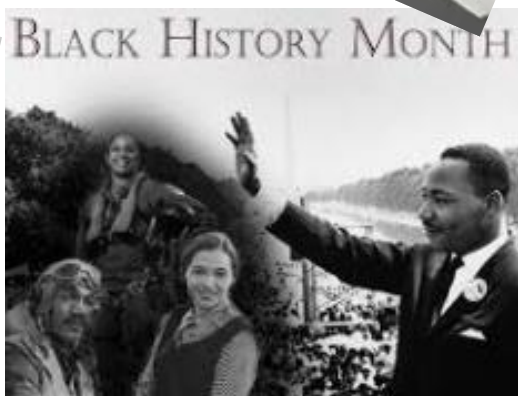
B.



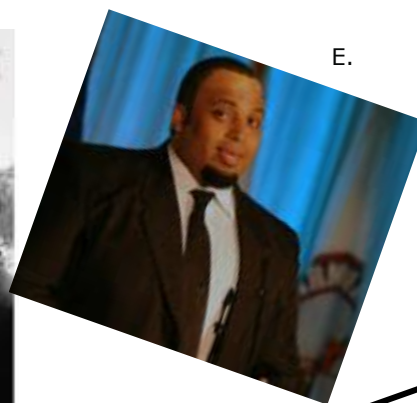
C.



D.



E.



Jason Brown _____

Elijah McCoy _____

Frederick McKinley Jones _____

Booker T. Washington _____

George Washington Carver _____



Why is it important to gain an understanding of notable individuals in the agriculture industry?

NAME: _____

Choose two of the individuals you researched and summarize their contributions to the agriculture industry. Create a social media hashtag about their contribution. *For example, #CreatedCooperatives.*

Individual: _____

What was his contribution to the agriculture industry?

Social Media Hashtag:

#Hashtag

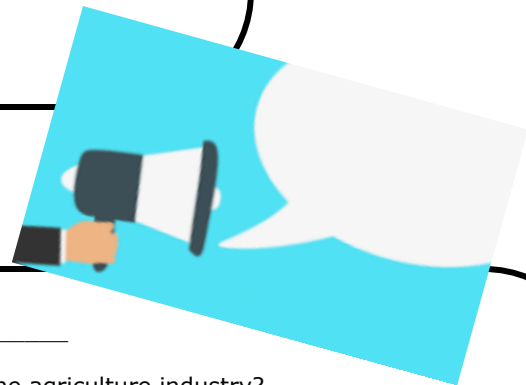


Summarize what you learned in one sentence:

Individual: _____

What was his contribution to the agriculture industry?

Social Media Hashtag:



NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Key — Appendix 1: The FFA Roots of a Garden Party

Created: Spring 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "The FFA Roots of a Garden Party" in the spring issue of *FFA New Horizons* and complete the following activities.

What career development event (CDE) did Mary and Dawn win that started the passion that would later become their business?

- a. Agricultural sales
- b. Marketing plan
- c. Nursery and landscape
- d. Floriculture**

How long did Coombs work in a local floral shop after winning the CDE?

- a. One year
- b. Two years
- c. Three years**
- d. Four years

What two passions were cultivated through her job and CDE experience?

1. Entrepreneurship
2. Floral Design

What did they do in high school to help their FFA chapter grow and develop?

Wrote grants and completed applications

What did they do in college to help their business move forward?

Drafted a business plan

In their business, the sisters stick to their agricultural background by ...
Emphasizing the importance of using homegrown and locally produced blooms and foraged materials in all their designs.

"Success is born from hard work and staying power. It comes with experience and education." — Coombs

What does this quote mean to you? Why?

Answers will vary.

Go to AgExplorer.FFA.org and explore the florist career.

What does a florist do?

A florist designs and creates arrangements of flowers for us to enjoy.

Identify five skills needed to have to be a successful florist? Answers will vary.

Examples:

-  Creativity
-  Detail oriented
-  Time management
-  Organization
-  Communication skills

What education is required to become a florist?

A high school diploma or, preferably, an associate degree in business management, floral design or plant landscaping is needed.

What would you say to someone that might be interested in being a florist?

Answers will vary.

What impact does the floral industry have on the economy? The floral industry creates revenue for the economy through the sale of their floral products. Ex. Valentine's Day, weddings, etc.

How could the floral industry impact you now or in the future? Floral shops provide a service by helping us to present a gift or decorate for an event.

NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Part 2

DIRECTIONS:

Floral shops come in all shapes and sizes but have the same basic purpose: to deliver beautiful products that meet the needs of their customers. Watch the video "Floral Shop SAE – Ashley Yanego" at <https://vimeo.com/165364620> and complete the following activities.

Identify three tasks that Ashley must complete to be successful in her position. **Answers will vary.**
Examples may include

1. Create arrangements to customer specifications.
2. Water plants.
3. Prep materials as they come into the shop.

What services does the floral shop Ashley works for provide?
Floral arrangements and houseplants



Part 3

DIRECTIONS:

Thinking about a floral shop as a business, use the space below to develop a floor plan of a full-service floral shop that you could have in your community. Be sure to include the following:

- ❖ Name of your floral shop (be creative!)
- ❖ Cooler for storing flowers
- ❖ Front entry display area that includes a cooler to display completed arrangements.
- ❖ Storage closet for all supplies (Ex. vases, wreathes, wire, foam, ribbon, etc.)
- ❖ Shipping and receiving area (to receive and prepare materials, to send out arrangements)
- ❖ Cashier station
- ❖ Workstation space for two or three employees

Floral Shop Name: **Answers will vary.**

Answers will vary.

NAME: _____

Aligned to the following standards:

PS.04; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG-PL4;
AGPB01.04; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; MP1; MP2;
MP4; MP5; MP6; CRP.02; CRP.04; CRP.06; CRP.08

Part 4

DIRECTIONS:

Floral shops can specialize in many different types of occasions and arrangements; however, all florists need to be able to price their work so they can continue their business. Complete the activities below to learn how floral arrangements can be priced.

Step 1: Determine the cost of hard good materials (Ex. vases, ribbon, etc.).

When materials are purchased for a floral shop, they are purchased in larger quantities and at a wholesale price. To determine the individual cost, you must take the total divided by the number of items purchased.

Example: How much does it cost to use a yard of ribbon?

#9 satin ribbon
Cost: \$4.99/roll
100 yards/roll

Total cost/yards per roll
 $\$4.99/100 = \$0.0499$
Answer (round up):
\$0.05 for a yard of ribbon

How much does a glass vase cost?

4-inch glass vase
Cost \$19.95 per case
24 containers per case

What is the cost per vase?
 $\$19.95/24 = \$0.831$

Answer:
\$0.83 for a glass vase

Step 2: Determine the cost of fresh materials.

When materials are purchased for a floral shop, they are purchased in larger quantities and at a wholesale price. To determine the individual cost, you must take the total divided by the number of stems or bunches of material (Ex. baby's breath) purchased.

Example: How much does it cost to use a stem of leatherleaf?

Leatherleaf fern
\$2.95 per bunch
20 stems per bunch

Total cost/stems per bunch
 $\$2.95/20 = \$0.147$
Answer (round up):
\$0.15 for a stem

How much is a *quarter* bunch of baby's breath?

Baby's breath
\$3.49 per bunch
Determine by amount

What is the cost per quarter bunch?
Total cost $\times 0.25$ (or $\frac{1}{4}$)
 $\$3.49 \times 0.25 = \$0.872$

Answer:
\$0.87 for a quarter bunch

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-F; FFA.PG-J; FFA.CS-N; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.0-10.3;
CCSS.ELA.RI.0-10.4; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07

KEY — Appendix 2: Come Together

Created: Spring 2020 by the National FFA Organization

Part 2

DIRECTIONS:

Read the article "Come Together" in the spring issue of *FFA New Horizons* and complete the activities below.

What percentage of the total enrollment at Clarksville School District is considered active English learners?

25 to 98% or 26%

"The Clarksville FFA Chapter is the most **ethnically** diverse in the nation."

In what state is the Clarksville FFA Chapter located?

- a. Alabama
- ☒ b. Arkansas
- c. Alaska
- d. Arizona

What is pho?

- a. Mexican tortas
- b. Chinese broth soup
- ☒ c. Vietnamese broth soup
- d. Vietnamese bubble tea

- How many different languages are represented in the Clarksville School District? 10
- Identify three:

Spanish, Sgaw Karen, Marshallese, Vietnamese, Albanian, Hmong, Gujarati, Filipino, Loatian

Why would having such a diverse school population be so beneficial for everyone?



Part 3

DIRECTIONS:

There is a lot of diversity within the Clarksville School District as well as in your own classroom. In the article "Come Together," you learned about the different languages represented and identified three in the previous activity. **Answers will vary.**

1. Color in the country that speaks each of the languages you listed in Part 2.
2. Draw an arrow and label each country you colored.
3. Next to the name label, identify and list the country's top three agricultural commodities
4. Include one interesting fact about each country.



NAME: _____

Aligned to the following standards:
CS.02; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-N;
AG2; AG5; CCSS.ELA.SL.9-10.2; CCSS.ELA.RI.9-10.3;
CCSS.ELA.RI.9-10.4; CRP.02; CRP.04; CRP.06; CRP.08

KEY — Appendix 3: Plant-Based Protein?

Created: Spring 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "Talking Points: Plant-Based Protein" in the spring 2020 issue of *FFA New Horizons* and complete the following activities.

- What is the difference between animal and plant protein?
 - Plant protein is unhealthy.
 - Animal protein is unhealthy.
 - ☒ All animal protein contains all the essential amino acids our bodies need.
 - Plant protein contains all the essential amino acids our bodies need.
- What percent of people are trying to add more protein to their diets?
 - 20%
 - 40%
 - ☒ 60%
 - 80%
- What major company has entered the plant-protein based market?
 - Perdue chicken
 - ☒ Tyson Foods
 - Hormel
 - Monsanto
- What percentage of consumers are open to adding plant protein to their diets?
 - 15%
 - 25%
 - 50%
 - ☒ 75%
- What percent of people are trying to add more plant protein to their diets?
 - 20%
 - ☒ 40%
 - 60%
 - 80%



Would you be willing to try a product that comes from a plant-based protein? Why or why not?
Answers will vary.

Why do you think plant-based protein is becoming so popular?
Answers will vary.

Where else have you heard about plant-based protein?
Answers will vary.

What other companies are using plant-based protein?
Answers will vary.



NAME: _____

Debate Rubric

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point	Points
Respect for Other Team	All statements, body language and responses were respectful and used appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice, body language was not appropriate.	Most statements and responses were respectful and used appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were borderline appropriate. There were some sarcastic remarks.	Statements, responses and/or body language were consistently not respectful.	
Information	All information presented in this debate was clear, accurate and thorough.	Most information presented in this debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate but was not usually thorough.	Some information was accurate, but there were some minor inaccuracies.	Information had some major inaccuracies or was usually not clear.	
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate and relevant but several were weak.	Some counter arguments were weak and irrelevant.	Counter-arguments were not accurate and/or relevant.	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Some points were supported well, but others were not.	Most points were not supported.	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) but had limited organization.	Only some arguments were tied to an idea (premise), and all arguments lacked organization.	No arguments were tied to an idea (premise), and they exhibited no organization.	
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly.	The team clearly understood the topic in depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team seemed to understand the main points of the topic but didn't present with ease.	The team did not show an adequate understanding of the topic.	
Total Points:						
Comments:						

Rubric Source: <http://course1.winona.edu/shatfield/air/rubrics.htm>

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.RI.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

KEY — Appendix 4: Ag 101: From Farm to School

Created: Spring 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "Ag 101: From Farm to School" in the spring 2020 issue of *FFA New Horizons* and answer the questions below.



- 1) According to the National Farm to School Network, more than one in five children are at risk for hunger.

- 2) What is key to improving children's health?

Access to fresh, healthy foods and nutrition education is key to improving children's health.



- 3) Below are answers/facts from the article. Develop a question where these facts are the answer. *Write your response in the thought bubble below.*

Procurement: Schools serve foods from local farms.

School Gardens: Students participate in growing the food.

Education: School programs teach about agriculture, health, food and nutrition.



What is the implementation plan for the National Farm to School Network?

- 4) Identify three impacts that the National Farm to School Network has had:

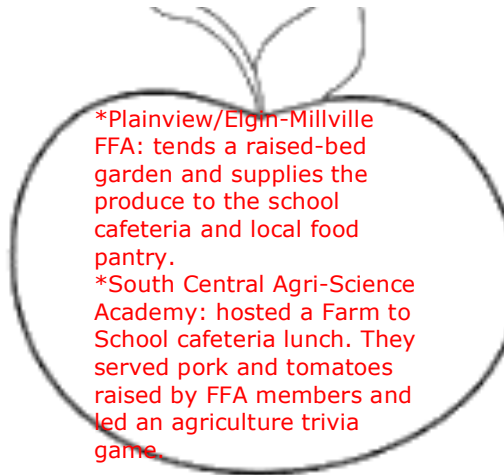
\$1 to the National Farm to School Network = \$0.60 to \$2.16 to the local economy

33.1% of students in schools that serve local food eat more fruits and vegetables.

One more serving of fruits and vegetables per day per kid.
(Other answers could include 44.2% of students in schools with gardens eat more fruits and vegetables; reduced food waste, emissions, screen time, diet-related diseases and health risks)

NAME: _____

- 5) What are examples of how FFA chapters have helped with the hunger issue? *Identify two chapters and what they have done. Write your answers in the apples below.*

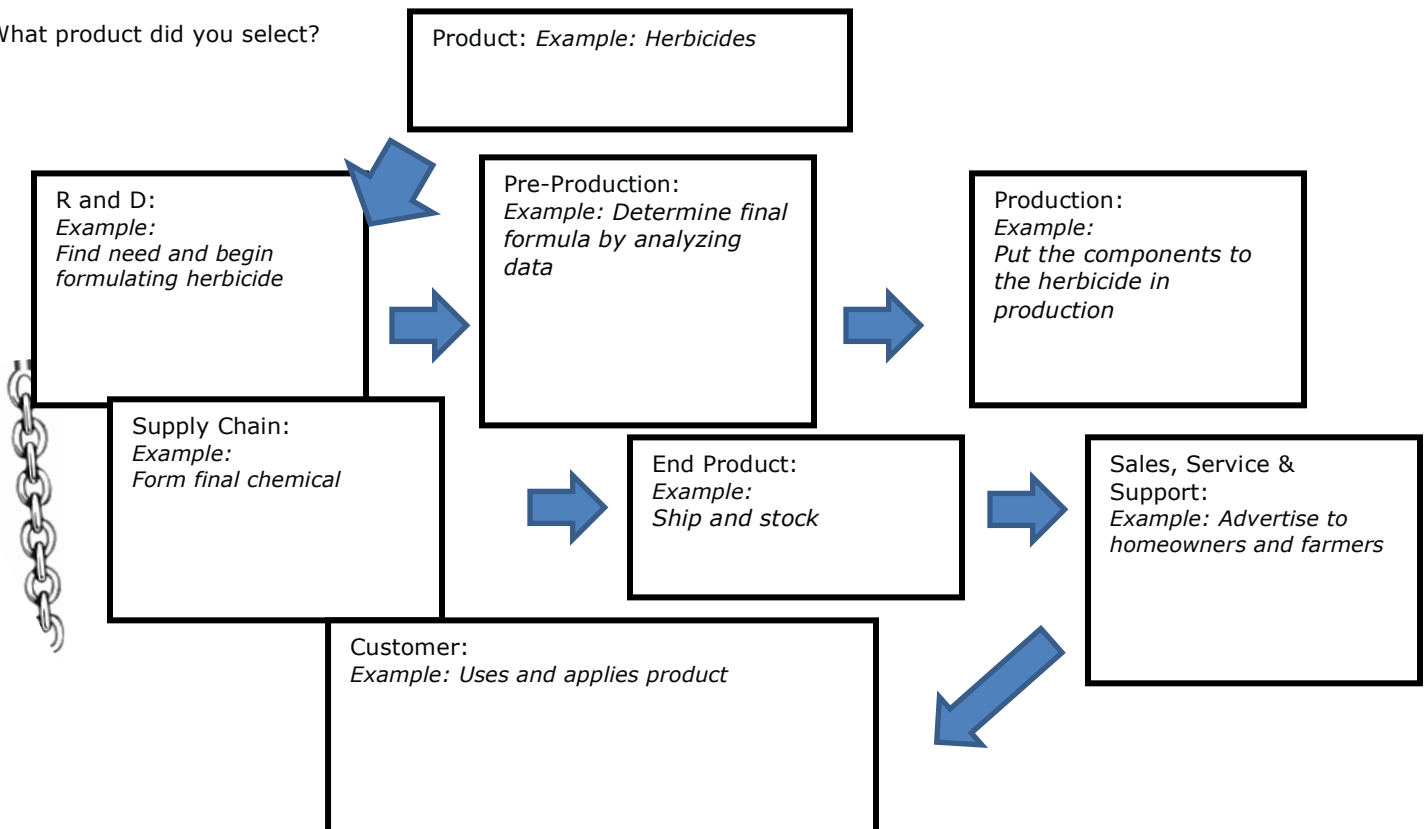


Part 2

DIRECTIONS:

First, go to the website <https://www.ffa.org/value-chain/>, and glance at each part of the Food Value Chain (this will help you complete the next part). Then, select a product of your choice. Explain the development of that product throughout the value chain from research and development through consumers. Utilize the link above to help in your research.

What product did you select?



NAME: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.W.9-
10.2; CCSS.W.9-10.4; CCSS.RI.9-10.4; CRP.02; CRP.04; CRP.06

KEY — Appendix 5: Making Black History Month Memorable

Created: Spring 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "Making Black History Month Memorable" in the spring 2020 issue of *FFA New Horizons* and answer the questions below.

1. What famous person inspires the Eagle's Landing FFA Chapter?
Dr. George Washington Carver

2. In what ways have they honored his inventions?
Door decorating and display case contests, food presentations and other activities.



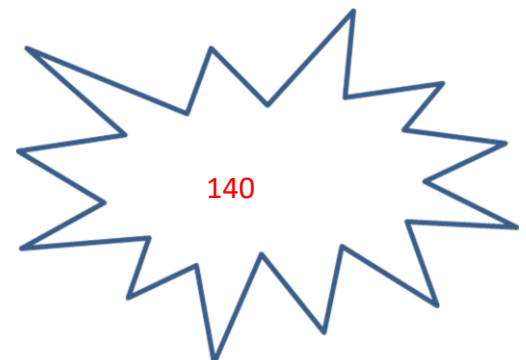
Find the answers to the blanks in the article.

3. **Helen Dubose**, owner of
Healing Acres Blueberry Farm.

4. What was she noted as?
The first African American to receive a degree in agriculture.

5. What are some activities the Eagle's Landing FFA does to highlight minorities in agricultural careers?
They host guest speakers to highlight minorities in agricultural careers, including a local beef cattle farmer, an attorney who works to protect farmers' land and a food science researcher for Kraft Foods. They maintain a garden where the members grow vegetables, which they later cook and eat together. They also have a social media presence.

How many members are in the FFA chapter?



NAME: _____

Part 2

DIRECTIONS:

Complete the activities below after reading the article in the spring 2020 issue of *FFA New Horizons*. Using the internet, research the famous African Americans in the agriculture industry listed below. Match a picture with the name by writing the correct letter next to the corresponding name.

What percent of FFA membership is African American?

4.2%

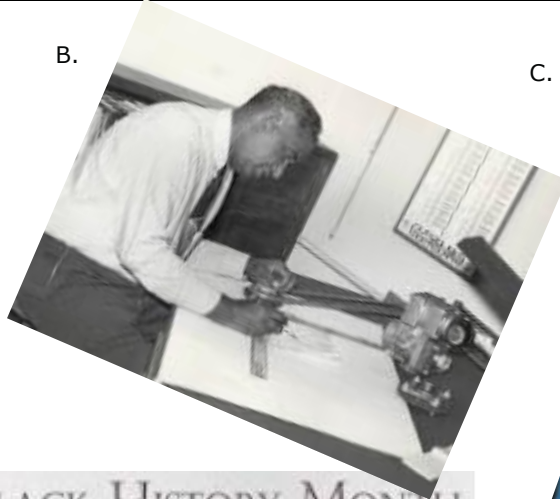
What are the dates for Black History Month?

Feb. 1 through Feb. 29

A.



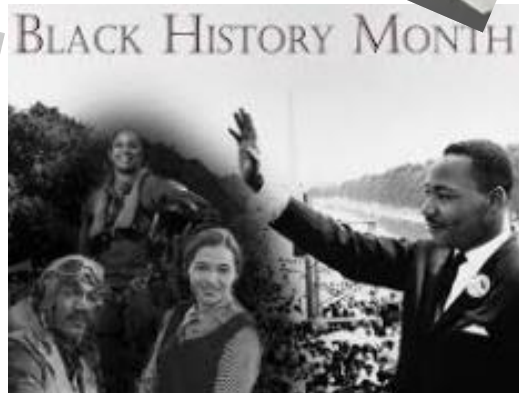
B.



C.



D.



E.



Jason Brown E.

Elijah McCoy D.

Frederick McKinley Jones B.

Booker T. Washington C.

George Washington Carver A.



Why is it important to gain an understanding of notable individuals in the agriculture industry?
Answers will vary.