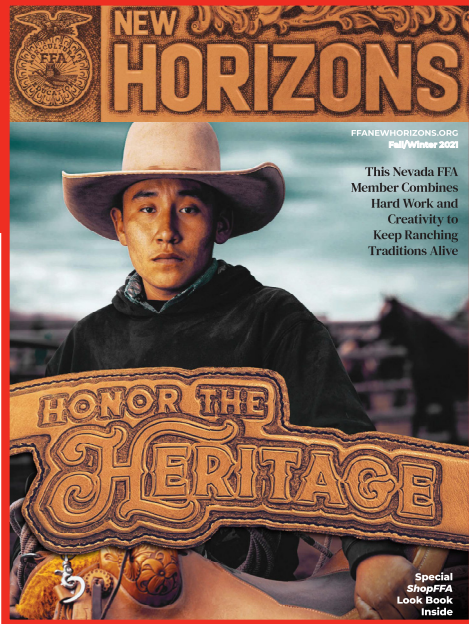


Fall 2021 Teaching Guide



In this guide, you will find activities for eight articles in the fall 2021 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.)

VOCABULARY ACTIVITY

Graffiti Word Wall

<https://crackingtheabccode.com/graffiti-word-wall>

Hand out the worksheet "Appendix 9: Graffiti Word Wall," and instruct students to write their word in a graffiti style across the center of the piece of paper and then complete each corner of the Frayer model: a definition in one corner (and/or a synonym), antonyms in another, a sentence highlighting the word's meaning in the third corner and an illustration showing the word's meaning in the fourth. [Appendix 9: Graffiti Word Wall](#).



QUIZ: WASTE NOT, WANT NOT

Food is vital for every person in the world and is the greatest output of the agriculture industry. In this quiz, students will answer questions about the amount of food that is wasted every day.

[Appendix 1: Waste Not, Want Not](#)



WHAT'S UP WITH ALMOND GIRL JENNY?

Production agriculture, the heart of agricultural education and FFA involvement, holds a special place in Jenny Holtermann's life. As a female farmer, she has found success in leadership roles advocating for the industry and raising the next generation of agriculturists.

[Appendix 5: What's Up With Almond Girl Jenny?](#)



MEDIA CENTER ARTS AND CULTURE IN AGRICULTURE

Information sources such as videos on YouTube, podcasts and blogs are popular methods for learning and consuming information. In this lesson, students will explore YouTube influencers, podcasts and blogs in agriculture to understand the role they play in the industry.

[Appendix 2: Arts and Culture in Agriculture](#)



CURIOSITY AMID CHEMOTHERAPY

Stillwater FFA member turns cancer treatment into an award-winning agriscience fair project.

[Appendix 6: Curiosity Amid Chemotherapy](#)



CRAFT THE PERFECT DIGITAL RESUME

As communications become more digital, so do resumes. Since resumes are now commonly submitted through email or posted on career websites, it is important to ensure your resume will grab the attention of a future employer.

[Appendix 3: Craft the Perfect Digital Resume](#)



MORE THAN A JACKET

Learn more about the famous blue corduroy FFA jacket that has been worn by members for nearly 90 years.

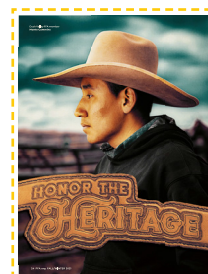
[Appendix 7: More Than a Jacket](#)



LIFESAVING LABRADOR

In this article, read about how the North Clay FFA Chapter is working to raise enough money to provide a service dog to one of their chapter members.

[Appendix 4: Lifesaving Labrador](#)



HONOR THE HERITAGE

In this article, Monte Cummins discusses how he came to love ranching and how he established his own herd. Cummins also learned a valuable skill from his father — leatherworking.

[Appendix 8: Honor the Heritage](#)





NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

QUIZ: WASTE NOT, WANT NOT

Parliamentary procedure is used across many industries and organizations. In this article, Dr. Foster discusses his interest in and passion for parliamentary procedure. Food is vital for every person in the world and is the greatest output of the agriculture industry. In this quiz, students will answer questions about the amount of food that is wasted every day.

Bell Ringer

How much food do you think is wasted every day in your school? Why

Discussion Questions

1. How much food is wasted every day in our school?
2. Why do you think so much food gets wasted every day?
3. How do large amounts of food waste impact the local community?
4. What is compost?
5. What role can composting have?

Activity

Part 1: Give students the worksheet "Waste Not, Want Not" and have them take the quiz "Waste Not, Want Not." Students will record their answers in the space provided and answer the other questions in Part 1. Have students share their answers.

Part 2: Students will use the EPA website to complete activities about composting. They will list the items included in the most recent meal they consumed (Ex. Cheerios, milk, banana) and what they threw away (Ex. leftover cheerios, banana peel). Students should place a square around the food they threw away. Students will define composting and the different components: greens, browns and water. Students should place a circle around the green and brown compost items in their recent meal.

Part 3: Students will look at how much food is wasted at school. During breakfast or lunch, have students sit near the waste cans and watch/record the items being disposed. In green, students should circle the compostable items on their list. In black, students should cross out the items that are not compostable. Next, have students discuss or write about their reactions to the amount of food thrown out. Students should watch the Tractor Supply Co. video "How and Why to Compost" (<https://youtu.be/kmdswODQDPs>) and complete the activities. Students will then research the cost of building a compost bin using the materials sold on Tractor Supply's website. Lastly, students will draw an aerial view of their school and place an X where they would place a school compost bin.

FFA Tip

Develop a community compost pile that could then be used for local gardens.

SAE Tip

Challenge students to list employment, research and entrepreneurship opportunities in agriculture dealing with the harvesting, processing, storage, transport, marketing and labeling of food and potential SAEs in these fields.

STANDARDS ALIGNMENT

FFA Precepts: FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.CS-N, FFA.CS-P • **Common Core**
 - Reading: Informational Text: CCSS.ELA.RI.9-10.3 • **Common Core** - Math: MP1 • **Common Core** - Speaking and Listening: CCSS.SL.9-10.2 • **Common Core** - Literacy in Science & Technical Subjects: Writing: CCSS.WHST.9-10.6
 • **Common Core-Science & Technical Subjects:** CCSS.RST.9-10.4 • **Common Career Technical Core:** AG6
 • **AFNR Performance Element:** CS.06 • **AFNR Career Ready Practices:** CRP.02, CRP.04, CRP.05 • **NASDCTEc-State Directors (Career Clusters):** AGC05.02 • **P21 Skills:** CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Compost
Generated
Waste

EXIT TICKET

Why is so much food thrown out each year?
How can you help avoid adding to this issue of food waste?

CAREER FOCUS AREA

Environmental Service Systems

RESOURCE HIGHLIGHTS

Tractor Supply Company – How and Why to Compost, [PDF](#), [Word](#)

REFERENCES

Environmental Protection Agency (EPA), <https://www.epa.gov/recycle/composting-home>

Tractor Supply Co., https://www.tractorsupply.com/?cm_sp=Header_Nav_-Links_-Logo

Tractor Supply Co. video "How and Why to Compost," <https://youtu.be/kmdswODQDPs>

RELATABLE LINKS

Research-Composting SAE | Jordan Butler & Amari Manago, <https://vimeo.com/349686476>

APPENDIX

Appendix 1: Waste Not, Want Not

quiz:

Waste Not, Want Not

How much do you know about food waste in America? – By Jessica Mozo

Food is the most important output of our agricultural system. Unfortunately, a staggering amount of the food produced in the United States goes uneaten, ending up in landfills instead of nourishing human bodies. Take this quiz to test your knowledge of food waste in the United States.

1. What percentage of the U.S. food supply goes to waste?
A. 10% to 20%
B. 30% to 40%
C. 50% to 60%
2. In the year 2017, how much food waste was generated by American households?
A. 17 million tons
B. 22 million tons
C. 41 million tons
3. What category of product gets thrown out most frequently?
A. Dairy
B. Fruit
C. Vegetables
4. How much food does the average American family of four waste per year, in terms of cost?
A. \$700
B. \$1,000
C. \$1,500
5. Misreading labels is one of the biggest reasons people throw food away. What percentage of Americans throw away perfectly good food because they misunderstand expiration labels such as “sell by” and “use by”?
A. 30%
B. 50%
C. 80%
6. What are some ways you can reduce food waste at home?
A. Utilizing leftovers
B. Composting food scraps
C. Both of the above

Answers: 1: B; 2: C; 3: A; 4: C; 5: C; 6: C

Photography: Getty Images, EyeEm

Top 4 Convention To-Dos

On-site or on the computer, these highlights are for everyone. – By Lauren Denton

One key takeaway from last year’s 93rd National FFA Convention & Expo: Virtual is here to stay. “More students than ever got a taste of what it’s like to be at convention,” says Mandy Hazlett, associate director of convention and events at the National FFA Organization. “We discovered we can easily connect with members even if they aren’t present.”

Moving forward, the in-person convention experience in Indianapolis will coincide with a virtual program for those at home.

Here are four things not to miss, no matter how you attend.

1. Connect with other members.

“This is a unique opportunity to learn from members across the country,” Hazlett says. “Challenge yourself to sit with people from other states and really take the time to get to know them.”

2. Take in the Expo.

With more than 100 vendors in one space, it’s a prime time to connect with industry representatives when you attend in-person. “You may discover a career that interests you that you’ve never heard of,” Hazlett says.

3. Attend at least two sessions.

The opening session, sponsored by Merck Animal Health, sets the tone for the week. Plan to make that one and another that interests you. If you’re at home, make sure to tune in to RFD-TV for gavel-to-gavel coverage of the convention, or you can watch the streaming sessions on [Convention.FFA.org](https://www.convention.ffa.org).

4. Participate in National Days of Service.

FFA members can register to participate in person during convention or host a service event in their local communities during the month of October. Share how you were “Living to Serve” by reporting a local service event at [FFA.org/National-Days-Of-Service](https://www.ffa.org/National-Days-Of-Service) and inspire others to take action.

Visit [Convention.FFA.org](https://www.convention.ffa.org) for more information.

Name: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N;
FFA.CS-P; CS.06; AG6; AGC05.02; CCSS.SL.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.1; MP1; CCSS.RST.9-10.4; CCSS.WHST.9-10.6; CRP.02; CRP.04; CRP.05

Appendix 1: Waste Not, Want Not

Part 1

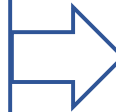
Directions:

Take the quiz “Waste Not, Want Not” in the fall 2021 issue of *FFA New Horizons*. Circle your answers and then complete the questions.

1. What percentage of the U.S. food supply goes to waste?
 - a. 10% to 20%
 - b. 30% to 40%
 - c. 50% to 60%
2. In the year 2017, how much food waste was generated by American households?
 - a. 17 million tons
 - b. 22 million tons
 - c. 41 million tons
3. What category of product gets thrown out most frequently?
 - a. Dairy
 - b. Fruit
 - c. Vegetables
4. How much food does the average American family of four waste per year, in terms of cost?
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 - b. \$1,000
 - c. \$1,500
5. Misreading labels is one of the biggest reasons people throw away food. What percentage of Americans throw away perfectly good food because they misunderstand expiration labels, such as “sell by” and “use by”?
 - a. 30%
 - b. 50%
 - c. 80%
6. What are some ways you can reduce food waste at home?
 - a. Utilizing leftovers
 - b. Composting food scraps
 - c. Both of the above



Do any of the questions and/or answers from the quiz surprise you? Why or why not?



Why do you think there is so much food wasted in the United States?



How do you think food waste impacts local communities?



Name: _____

Part 2

Directions:

Food waste is a large issue facing the U.S. population. But what can you do to help reduce the amount of food wasted each year? Complete the activities below using the Environmental Protection Agency (EPA) website, <https://www.epa.gov/recycle/composting-home>, to see what you can do.

Select and circle the most recent meal you consumed.

Breakfast Lunch Dinner

List *all* the items that you had for your meal. (Ex. Cheerios, milk, banana)

List *everything* that you threw away. This includes packaging, food, food peels, etc. (Ex. leftover cheerios, banana peel)



Place a square around all the food that was thrown out.

Complete the activities below, and then circle the green and brown composting ingredients.



In your own words, what is composting?

Composting requires three ingredients. Give a minimum of five examples of browns and greens. Explain why water is needed.

Greens

Browns

Water

What are five items that you regularly consume, see or use that you can compost?

What two items in your compost pile should have equal amounts?

_____ = _____

Identify two benefits that come from composting food waste.

What are five items you should NOT compost?

Name: _____

Part 3

Directions:

In this part of the activity, we are going to see how much food is wasted in your school. At breakfast or lunch, sit at a table close to the waste cans. As students and staff throw out their items, use the space below to record what is thrown away.

With a green marker or highlighter, circle **green** compost items.

With a **black** marker, cross out the items that cannot be composted.



Are you surprised by how much food was thrown out? Why or why not?

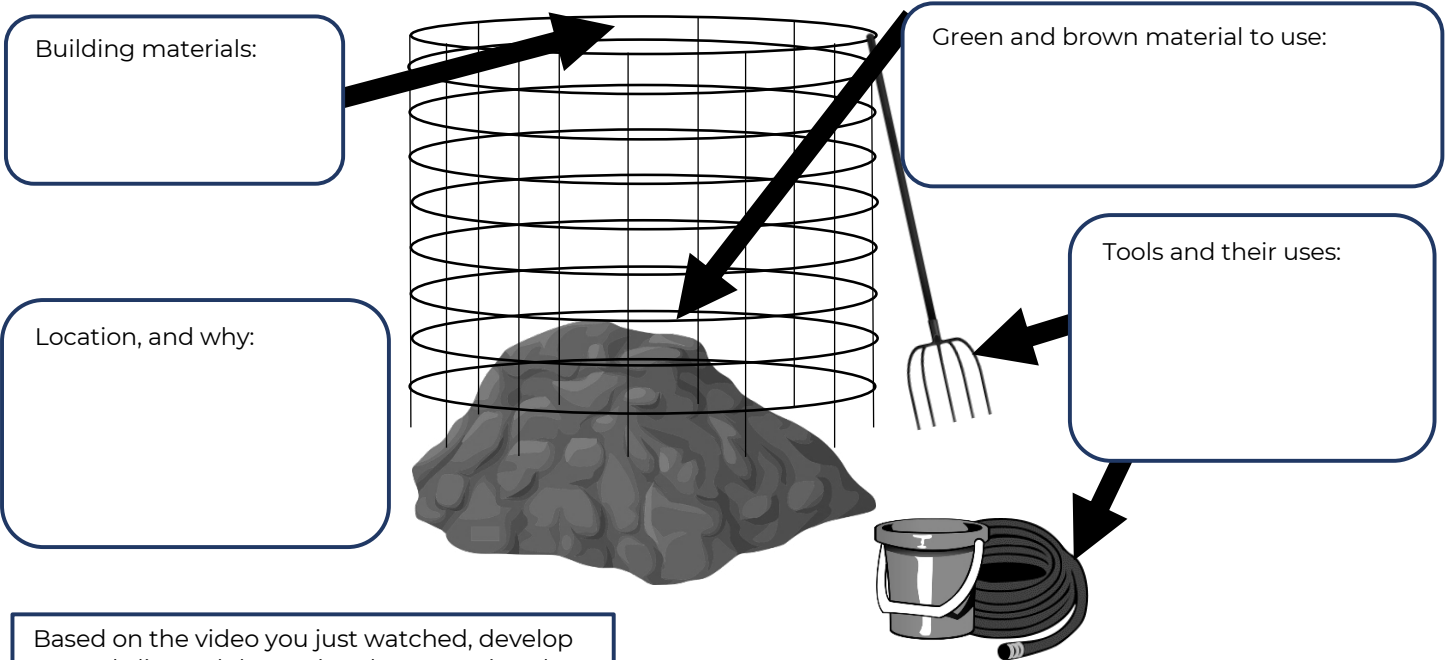
Name: _____

Part 4

Directions:

You have now learned about food waste in the United States, learned the basics of composting and have witnessed how food is wasted in your school. Today, we are going to plan and design a compost bin for your school. Watch the "How and Why to Compost" video from Tractor Supply Co., <https://youtu.be/kmdswODQDPs>, and complete the following activity.

Label the image below with the examples Tractor Supply Company recommends for **constructing a compost pile:**



Based on the video you just watched, develop a supply list and determine the cost using the Tractor Supply Co. website, https://www.tractorsupply.com/?cm_sp=Header_Nav-_-Links-_-Logo.

Supply

Cost

Total: _____

What impact could a compost bin have at your school to combat the food waste issue?

Draw an aerial view of your school, and place an X where you would place your new compost bin.



NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

ARTS AND CULTURE IN AGRICULTURE

Information sources such as videos on YouTube, podcasts and blogs are popular methods for learning and consuming information. In this lesson, students will explore YouTube influencers, podcasts and blogs in agriculture to understand the role they play in the industry.

Bell Ringer

What impact do information sources such as YouTube, podcasts and blogs have on your perspective of various topics such as agriculture?

Discussion Questions

1. What are the similarities and differences of YouTube, podcasts and blogs and the role they play in information consumption?
2. What role do sources of information such as YouTube, podcasts and blogs have on the agriculture industry?

Activity

Part 1: Hand out the worksheet "Appendix 2: Arts and Culture in Agriculture" and have students read the article "Media Center: Arts and Culture in Agriculture" in the fall issue of FFA New Horizons. Students will compare and contrast a YouTube influencer video, podcast and blog in a Venn diagram. Students will then discuss what an influencer is and the role an influencer plays. Have students share responses. Students should select one YouTube video, podcast and blog to explore in depth. They should complete the questions on the worksheet about the video, podcast and blog they selected. They will then summarize the impact these types of media have. Have a group discussion about student thoughts.

Part 2: After exploring the three forms of media, students will select one of the three formats and develop a video, podcast or blog about a topic of their choice. Students should use the worksheet and rubric to plan.

FFA Tip

Develop a chapter blog or podcast to share the chapter's yearly activities.

SAE Tip

Challenge your students to create and publish a video, podcast, blog, or newspaper or magazine article to educate the public about agriculture and agriculturally related topics. Help them understand the earning potential for such information and the potential for this to be an SAE.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.01 • **FFA Precepts:** FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.PG-K, FFA.CS-N, FFA.CS-P • **Common Core - Reading: Informational Text:** CCSS.ELA.RI.9-10.2 • **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 • **Common Career Technical Core:** AG.1 • **AFNR Career Ready Practices:** CRP.04, CRP.06, CRP.07, CRP.08 • **P21 Skills:** COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Blog
Influencer
Podcast

EXIT TICKET

What impact do information sources such as YouTube, podcasts and blogs have on your perspective of various topics such as agriculture?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHTS

Appendix 6: Media Center

<https://FFA.box.com/s/ctra9jnya61rzz8g-8z55nxigt5t9a2tk>

APPENDIX

Appendix 2: Arts and Culture in Agriculture

MEDIA CENTER

ARTS & CULTURE IN AGRICULTURE

— By Jessica Wesson

VIDEO BLOGS

Five Ag Influencer Accounts to Follow on YouTube



Fresh Air Farmer **Andrew Campbell**

Andrew Campbell is a Canadian dairy farmer. His YouTube channel features his life on the farm and showcases the facilities and technology it takes to successfully raise dairy cattle. Campbell also visits other farms in a series of videos to learn different farming tactics.



The Farmer's Life **Brian Scott**

With three generations working on the same farm, life can get hectic, but that doesn't stop Brian Scott from sharing the adventures on his family's farm from season to season. He and his wife, Nicole, raise two kids in Indiana and grow corn, popcorn, soybeans and wheat with Brian's dad and grandfather.



Epic Gardening **Kevin Espiritu**

Growing a garden can be challenging, especially in an urban setting. Kevin Espiritu is passionate about teaching people how to grow their own food in a variety of environments. His YouTube channel features tips and tricks for urban gardening, organic gardening, container gardening, houseplant care and vegetable gardening.



This Farm Wife **Meredith Bernard**

A farmer, wife and mother of two, Meredith Bernard has her hands full. She uses her YouTube channel to share the ins and outs of her family's North Carolina beef cattle operation with her audience. Along with videos about cattle ranching and hay production, she highlights life as a mom and wife, as well as the struggles of farming today.

PODCAST

MTSU COLLEGIATE FFA PODCAST

Hear about hot topics in agriculture from college students who are soon to be on the agricultural frontlines.



Home of the Blue Raiders, the Middle Tennessee State University campus is full of movers and shakers. Members of the collegiate FFA chapter used their knowledge to produce Squabbles of the Soil, a podcast highlighting various agricultural topics. Members cover livestock showing, genetically modified organisms, pesticides and bees, precision agriculture, antibiotic use in livestock and more. Each episode comes with a teaching guide for further instruction.



TIK TOK

@reverentwildranch

This regenerative agriculture advocate shares his daily life on the ranch.

Michael Kinsey manages Reverent Wild Ranch in Chickamauga, Ga., and advocates for regenerative agricultural practices by sharing his day-to-day experiences on social media platforms. Life on Reverent Wild Ranch includes moving cattle, evaluating forage, calving and much more. Catch his ranch adventures on TikTok.



Name: _____

Aligned to the following standards:

AG1; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.PG-K; FFA.CS-N; FFA.CS-P; CS.01; CCSS.RI.9-10.2; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.04; CRP.06; CRP.07; CRP.08

Appendix 2: Arts and Culture in Agriculture

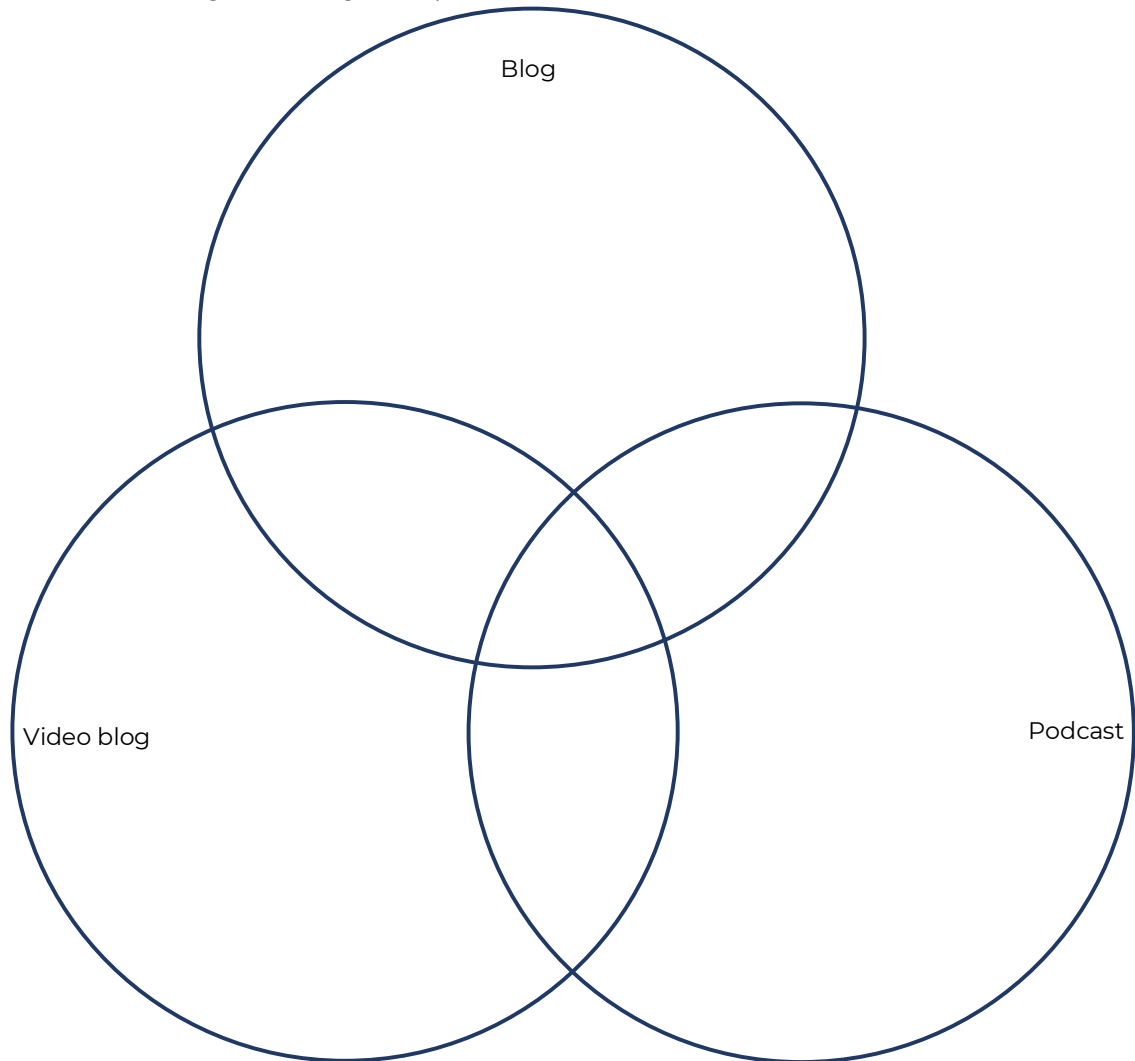
Part 1

Directions:

Read the article “Media Center: Arts and Culture in Agriculture” in the fall 2021 issue of *FFA New Horizons* and complete the activities.



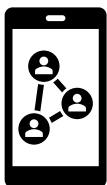
Compare and contrast a blog, video blog and a podcast.



An influencer is a person that genuinely has the ability to influence those that follow him or her on digital platforms.



What impact does an “influencer” have?



What impact could an influencer have on the agriculture industry?

Name: _____

Select one video blog from the article to watch.

Title: _____

What did you learn from the video blog you selected?

1. _____
2. _____
3. _____

How was using a video blog beneficial for sharing this information?

How was using a video blog not beneficial for sharing this information?

How was using a podcast beneficial for sharing this information?

How was using a podcast not beneficial for sharing this information?

What did you learn from the podcast you selected?

1. _____
2. _____
3. _____

Listen to one podcast from the article.

Title: _____

What did you learn from the blog you selected?

1. _____
2. _____
3. _____

How was using a blog beneficial for sharing this information?

How was using a blog not beneficial for sharing this information?

In your own words, summarize the impact these types of media (podcast, video blog, blog) have on your everyday life.

How do these forms of media influence your friends and families?

How can these forms of media be used to positively influence the general population about agriculture?

Name: _____

Part 2

Directions:

You have just explored the role that blogs, video blogs and podcasts have. Now, you are going to select a format (podcast, video blog, blog) and develop your own YouTube video, podcast or blog about a topic of importance to you (Ex. The school soccer field should be artificial turf, not grass). Use the space below and the rubric to plan.

What is your topic?

Why is this topic important to you? Why should it be important to others?

What are the two sides of the issue?

What facts can you use to back up your discussion? Be sure to include the sources below and make sure they are valid. Example resources: United States Department of Agriculture, Purdue University, academic journal articles

How will you make your blog, video blog or podcast interesting so that a person will want to continue to follow you?



NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

CRAFT THE PERFECT DIGITAL RESUME

As communications become more digital, so do resumes. Since resumes are now commonly submitted through email or posted on career websites, it is important to ensure your resume will grab the attention of a future employer.

Bell Ringer

What should be included on a resume?

Discussion Questions

1. What is a resume?
2. What are the important components of a resume?
3. Why do you think resumes are more often submitted digitally rather than in person?
4. Why is a well-designed resume so important?

Activity

Part 1: Hand out the worksheet "Appendix 3: Craft the Perfect Digital Resume." Students should read the article "The Feed: Craft the Perfect Digital Resume" in the fall 2021 issue of FFA New Horizons and complete the following activities.

Part 2: Have students cut out the resume component headings and the definitions into separate strips. Students will then match the heading with the definition. Check each student's matches for accuracy and then have students glue them into their notes. If students are attending virtually or are unable to cut and paste, have students draw lines between component headings and definitions.

Part 3: Students will choose and circle one of the jobs listed. Next, students will research the career on AgExplorer.FFA.org and complete the resume activity where they will fill in the circles with information about the career they selected.

Part 4: Next, students will use the "What Do I Need?" part of the worksheet to determine the information needed for their resume. Students will then use the information they recorded on the worksheet along with the [FFA Resume Generator](https://FFAResumeGenerator.org) to complete their resumes. Note: Students will need an account to use the FFA Resume Generator.

Part 5: Students will share their resume with three other students who will evaluate the resume and provide comments.

FFA Tip

Have students compete in the Employment Skills LDE to develop their interview and networking skills.

SAE Tip

Agricultural education students with SAEs have work experience to add to their resumes! Entrepreneurship, placement and research experiences can all be included to show career readiness and work experience. Work with a guidance counselor, English teacher or local employment specialist or recruiter to help students use the right language and descriptions to catch the eye of future employers.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.05 • FFA Precepts: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PG-J, FFA.CS-M, FFA.CS-N
• NASDCTec-State Directors (Career Clusters): AGC09.02 • Common Core – Reading: Informational Text: CCSS.ELA-LITERACY.RI.9-10.4 • Common Core-Literacy in Science & Technical Subjects: Writing: CCSS.WHST.9.10.4, CCSS.WHST.9.10.6 • Common Core – Writing: CCSS.ELA.W.9-10.2 • Common Core – Speaking and Listening: CCSS.SL.9-10.1 • Common Career Technical Core: AGS • AFNR Career Ready Practices: CRP.04, CRP.10 • P21 Skills: CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Cover letter
Employer
Recommendation
Resume

EXIT TICKET

How have resumes changed over time?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHTS

Employment Skills Classroom Resource, <https://FFA.box.com/s/m8kzzy2wrmjtsis4x-4uqosn1ws3wga7y>

Resumes with National FFA, <https://ffa.box.com/s/tf3p4zdxzd9bohufc96401nruu1rxxt>

REFERENCES

AgExplorer, <https://AgExplorer.FFA.org>
FFA Resume Generator

RELATABLE LINKS

Employment Skills LDE, FFA.org/participate/ides/employment-skills

APPENDIX

Appendix 3: Craft the Perfect Digital Resume

[CAREER SUCCESS]



CRAFT THE PERFECT DIGITAL RESUME

MAKE YOUR RESUME STAND OUT IN THE MODERN JOB MARKET.

— By Jessica Mozo

As communications become increasingly digital, resume writing trends continue to change. Gone are the days when job seekers printed their resumes and snail-mailed them to employers. Today, most resumes are submitted digitally, whether they're uploaded, emailed or posted to career websites.

Grabbing the attention of a future employer might mean presenting work samples in an online portfolio or creating a highlight video showcasing your previous work — depending on what type of career you're pursuing. For most career fields, Bonnie Johnson, marketing and communications manager for AgCareers.com, says a digital-first format has become the norm in resume writing.

"The initial interaction with an employer will typically be digital, so optimizing your resume for online should take priority," Johnson says. "Print resumes were more designed, but those graphic elements don't transfer well digitally. We see more simple, clean formats in online resumes."

Customizing resumes for each job application is vital, and it's quick and easy to do digitally.

"Incorporate keywords from the job description into the resume text to help your resume make it through the applicant tracking system and catch the employer's attention," Johnson says.

When creating your resume, include accomplishments from volunteer or extracurricular activities in addition to work or internship experience. This is a great way to expand a resume without an extensive work history.

One caveat: Be brief and to the point. Experts say your resume has only between five and 10 seconds to grab a hiring manager's attention. Include the most important information in the top third of your resume because

that's the part most likely to be read. Companies are often overwhelmed with a high volume of resumes, and most submissions get only a quick glance, not a thorough read-through.

Despite digital shifts in resume trends, the cover letter is here to stay.

"I feel strongly that cover letters are the best way to get employers to read your resume," Johnson says. "Cover letters are a chance for you to explain why you're a good fit for the company and role, emphasize skills that may not be easily identifiable or visible on your resume, and expand on correlating experiences that didn't fit in your resume's limited space. If you don't take the time to submit a cover letter, it feels like you're not

really interested or invested in the process."

FFA Resume Generator

Use this code with your smartphone to start building your best resume.



Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PG-J; FFA.PL-C; FFA.CS-M; FFA-CS.N; CS.05; AG5;
AGC09.02; CSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.WHST.9.10.4;
CSS.WHST.9.10.6; CRP.04; CRP.10

Appendix 3: Craft the Perfect Digital Resume

Part 1:

Directions:

Read the article "The Feed: Craft the Perfect Digital Resume" in the fall 2021 issue of *FFA New Horizons* and complete the following activities.

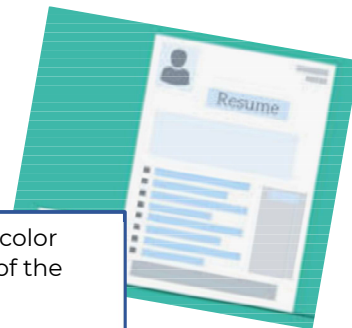
How are resumes **NOT** submitted today?

- a. Uploaded digitally
- b. E-mailed
- c. Sent through the United States Postal Service (USPS)
- d. Posted to a career website

Today, a resume should include lots of color and graphic elements to grab the eye of the potential future employer.

True

False



When creating your resume, what are some different pieces of information you should include?

- a. Accomplishments from volunteer and extracurricular activities
- b. Work and/or internship experience
- c. Key words
- d. All of the above
- e. None of the above



You should include lots of detail when writing your resume.

True

False

In your own words, describe a cover letter and its purpose.



In a maximum of three sentences, describe the purpose and components of an effective digital resume.



Name: _____

Part 2:

Directions:

Cut out the resume component headings and the definitions into separate strips. Match the heading with the definition. When completed, glue them on blank paper to keep for notes. If you are unable to print this page, draw arrows to match.

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PG-J; FFA.PL-C; FFA.CS-M; FFA-CS-N; CS.05; AG5;
AGC09.02; CSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.WHST.9.10.4;
CSS.WHST.9.10.6; MP1; MP3; MP6; CRP.04; CRP.10

Resume Heading	Definition/Purpose
Contact Information	This section will include items like honor roll or dean's list, a team's most valuable player, scholarships earned and awards received.
Objective	This section includes the name of each school attended, the degree received, and the graduation date or projected graduation date or dates of attendance if no degree was completed.
Education	Paid and unpaid or volunteer work will be listed here. This section emphasizes duties, responsibilities, skills, abilities and accomplishments appropriate to the purpose of the resume.
Work Experience	This section should include identifying information such as name, address, email address and phone number.
Activities/Volunteer Experience/Extracurricular Activities	This is typically a separate sheet of paper that lists the names, titles and contact information of people who know about your work-related abilities.
Achievements/Honors	This section is a list of organizations, clubs, sports, committees and community service in which the person has participated. This area should also list leadership positions held.
Skills and Certifications	This is a list of abilities like speaking a foreign language, computer skills, office skills, lab techniques or other transferable abilities not mentioned elsewhere in the resume. Special certifications can also be listed here.
References	A one-line description of the desired job or position. This section is optional, depending on the purpose of the resume.

Name: _____

Building a Resume

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PG-J; FFA.PL-C; FFA.CS-M; FFA-CS.N; CS.05; AG5;
AGC09.02; CSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.WHST.9.10.4;
CSS.WHST.9.10.6; MP1; MP3; MP6; CRP.04; CRP.10

Part 3:

Directions:

Choose and circle one of the jobs listed below. Use AgExplorer, <https://AgExplorer.FFA.org/>, to complete each section below about the career you select.

Floral Assistant
Sunnyside Florist
123 First Avenue
Sunnyside, AZ 83505
Contact Hiring Manager:
Mary Smith

Sales Representative
Agriseed
111 Stem Street
Sunnyside, AZ 83505
Contact Sales Director:
John Doe

Engineer
Angus Works
321 Beef Drive
Sunnyside, AZ 83505
Contact Sales Director:
Jess Brown

Resume Activity

Brainstorm experiences for each category that are relevant to the job position you are seeking. Try to capture at least one experience in each category.

Work (Paid & Unpaid)

Leadership Roles

Awards/Honor

Classes/Coursework

Community Service

Certifications

Club Involvement

Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PG-J; FFA.PL-C; FFA-CS-M; FFA-CS.N; CS.05; AG5;
AGC09.02; CSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.WHST.9.10.4;
CSS.WHST.9.10.6; MP1; MP3; MP6; CRP.04; CRP.10

What Do I Need?

Part 4:

Directions:

Use the worksheet below to determine what information you need for your resume. Have this completed worksheet with you when you use the FFA Resume Generator to complete your own resume. Reference your matching activity to know what goes in each box. If there is a section that you do not have experience with, just skip that box and head to the next.

Information Needed	Your Information
What is your objective? (Your objective should explain your career and educational goals.)	
Where have you worked? Include all dates that you were employed, job duties and addresses for each place of employment.	
What leadership experience do you have? Include all opportunities that you have had as a leader within organizations. Examples: holding an office within a club or being a team captain	
What community service have you done? The focus here is on all the volunteer work completed in your school career. Examples: worked for the local food pantry or animal shelter	
What classes have you taken? Highlight schoolwork that taught skills relevant to the job for which you are applying.	
Have you received any awards or honors? If so, list them in the box along with the year you received the award or honor.	

Name: _____

Additional Items to Note:

1. List any clubs or teams that you are associated with as well as the years of participation.

2. List any FFA activities that you have done along with the years you participated. If you are not in FFA, list other activities in which you are involved and include the years you participated.

3. What year were you in the following grades (start with the grade you are in now and work backward):

Senior (12th grade): _____

Freshman (9th grade): _____

Junior (11th grade): _____

8th Grade: _____

Sophomore (10th grade): _____

7th Grade: _____

4. List three individuals you would like to ask for permission to use as references.

Mr. Example	Agriculture Teacher FFA Advisor	Sunnyside High School 1982 Sun Drive Sunnyside, AZ 83505	555-555-5555	example@email.com

Name: _____

5. Since a lot of communication is done via email, practice writing an email to one of your references, asking for permission to use them as a reference.

Subject Line: Need your help as a reference

Check in on the other person with a question about his or her life. Example: How is everything going at Acme Corporation?

Hello _____,
Insert recipient's name

I am applying for a job with _____ for their _____ position and want to have references ready in case I need them. Could I list you as a reference? It would be a big help.

If so, give me your best phone number and email address. In addition, do I have your job title correct?

List the person's job title and company.

Please let me know and thanks so much,

NOTE: Never assume you know the person's job title and company. Always double check contact details.

Insert your first name
Email signature

Name: _____

Outside Evaluation Signature Page

Part 5:

Directions:

Take this signature page and have each person that evaluates your resume sign and leave feedback. You will use this feedback to make any necessary changes. You will turn this in when finished with any changes.

Evaluation 1:

Comments:

Signature: _____

Evaluation 2:

Comments:

Signature: _____

Evaluation 3:

Comments:

Signature: _____



NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

LIFESAVING LABRADOR

In this article, read about how the North Clay FFA Chapter is working to raise enough money to provide a service dog to one of their chapter members.

Bell Ringer

What is a service animal?

Discussion Questions

1. What is the purpose of a service animal?
2. What types of dogs can become service animals?
3. What physical and personality characteristics should a service dog have?

Activity

Part 1: Hand out the worksheet "Lifesaving Labrador" to each student, and have them read the article "Lifesaving Labrador" in the fall 2021 issue of FFA New Horizons and complete the questions. Next, students will use the American Kennel Club (AKC) website, <https://www.akc.org/expert-advice/training/service-dog-training-101>, to learn about the types of dogs that can be used for service animals and the type of service they would be talented at performing.

Part 2: Using the SIT Service Dogs website, <https://www.sit servicedogs.com>, students will learn about four different services that dogs can be trained for. Students will then take what they have learned and will apply their learning in three scenarios. Students should read the scenarios and determine the type of service each dog would be able to perform.

Part 3: Students will now develop an acrostic poem using the word "Service Animal" to describe why service dogs are so important to society.

FFA Tip

Have students compete in the Veterinary Science CDE to learn more about animal breeds and behavior.

SAE Tip

Producing, training and caring for service animals and other companion animals can be great SAEs. What organizations in your area could potentially provide employment or volunteer opportunities for student SAEs? A school-based SAE run by FFA members to raise, train or care for service or other companion animals could be a wonderful resource for student opportunities and community outreach.

STANDARDS ALIGNMENT

FFA Precepts: FFA-PL-F, FFA-PG-I, FFA-PG-J, FFA-CS-P • **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 - Writing:** CCSS.W.9-10.4 • **AFNR Career Ready Practices:** CRP.04, CRP.06, CRP.08 • **P21 Skills:** CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Adopt
Excursion
Seizure

EXIT TICKET

What role do service animals play in society?

CAREER FOCUS AREA

Animal Systems

RESOURCE HIGHLIGHTS

Appendix 3: Engineering and Agriculture, <https://ffa.box.com/s/mkcas8a83j805tni-98k0owxxg8m8gg1w>

REFERENCES

American Kennel Club (AKC), <https://www.akc.org/expert-advice/training/service-dog-training-101>

SIT Service Dogs, <https://www.sit service-dogs.com>

APPENDIX

Appendix 4: Lifesaving Labrador

Lifesaving Labrador

— By Jodi Helmer

In 2020, members of the North Clay FFA Chapter in Louisville, Ill., started fundraising to purchase a seizure-response dog for one of their members, Macy Worthey, who has experienced uncontrolled seizures since the fifth grade. Their “fun run” raised the \$20,000 the Worthey family needed to purchase a trained seizure-response dog from SIT Service Dogs in Ava, Ill.

It can take up to two years to train a service dog for duty. Worthey, a sophomore at North Clay High School, met the latest litter of Labrador retriever puppies and fell head over paws for the adorable dogs; she hopes to be matched with a dog before graduation.

“They were the sweetest things ever,” she says.

While Worthey waits for the right dog to be trained, the North Clay FFA Chapter has “adopted” SIT Service Dogs as a favorite FFA chapter project. The members hosted a donation drive for National FFA Week, collecting treats, towels and leashes for the service dogs in training; community members contributed cash donations to support the cause.

“The owners of SIT Service Dogs were so surprised that a group of students and their idea generated so many donations for them,” says Katrina Van Dyke, agricultural education teacher and FFA advisor.

Worthey plans to volunteer with the organization this summer.

She’ll take the dogs in training on excursions to parks and retail shops

to help them get used to different sights, sounds and smells.

“It’s so hard to wait,” she admits. “It feels really good to be able to help until I’m matched [with a dog].”

While Worthey waits for the right dog to be trained, the North Clay FFA Chapter has “adopted” SIT Service Dogs as a favorite FFA chapter project.



Ag News for Your Inbox

Former FFA member creates an email newsletter for agriculture.

— By Lauren Denton

In an era with an email newsletter for everything, Travis Martin, the 2009-10 Indiana FFA state president, found one industry missing – agriculture.

While reviewing emails as a freelance marketer for tech startups, he thought, “Maybe I can be that curator for my niche.”



Enter his side hustle, Magnetic Ag, which launched in November 2020 “for the busy farmer, agribiz professional, college student, policy guru, ag teacher and others that call ag their ‘thing,’” according to the welcome email.

At inception, the five-minute news fix deployed twice a week with a snapshot of ag headlines, commodity market moves, policy updates, tech insights and more. Quirky and conversational, it’s “concise, digestible and enjoyable to read,” Martin says. The primary goal is to build advocacy and awareness for what’s happening across the entire industry, not just one’s own discipline.

“That interconnectedness is more tangible in ag than other places,” he says.

Martin wants to build an entire community out of that connection. Future plans include online reader forums and live events at colleges and ag company offices. Daily frequency of the newsletter and content catered to specific verticals (i.e., row crops and livestock) are also in the works.

The growth of Magnetic Ag – and the small team of writers behind it – can be attributed entirely to word of mouth; Martin has used no paid promotions. “Everyone just passes it on to someone else who they think will enjoy it,” he says.



Read All About It

Hover your smartphone camera over this code to read Magnetic Ag and subscribe.

Name: _____

Aligned to the following standards:

FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N; FFA.CS-P; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.RI.9-10.4; CCSS.W.9-10.4; CRP.04; CRP.06; CRP.08

Appendix 4: Lifesaving Labrador

Part 1

Directions:

Read the article "Lifesaving Labrador" in the fall 2021 issue of *FFA New Horizons* and complete the following activities.

Place a ★ on the location of the North Clay FFA Chapter.



What event did the chapter coordinate to raise money for a service dog for their fellow FFA member?

- a. Chili cook-off
- b. Dog supply collection drive
- c. Basketball tournament
- d. A fun race for people to run

How long can it take to train a service dog, depending on the need?

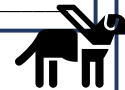
- a. Up to 6 months
- b. Up to 1 year
- c. Up to 2 years
- d. Up to 3 years



Why do you think it takes this long to train a service dog?

How else has the chapter, or Worthey, engaged with and planned to help the SIT Service Dogs group?

1. _____
2. _____



Directions:

Use the American Kennel Club (AKC) website, <https://www.akc.org/expert-advice/training/service-dog-training-101/>, to complete the following activities.

Circle the dog(s) below that are specifically mentioned by the AKC as beneficial dogs for the service animal industry. Place an X through the dog(s) that are not specifically mentioned.



Name: _____

Why do you think there is such a large variety of dogs that are recommended by the AKC for service positions?

What are three qualities a dog must have to be considered for a service animal training program?

1. _____
2. _____
3. _____



What are three qualities that would not make for a good service animal?

1. _____
2. _____
3. _____

Why are these "must-have" qualities good for a service dog? Why would the "not-so-good" qualities be a problem for a service dog?



Part 2:

Directions: Using the SIT Service Dogs website, <https://www.sitservicedogs.com/>, complete the following

What types of service dogs are trained/provided by SIT Service Dogs?

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

Circle the type of service dog Worthey (from the article you read) is waiting for.

Can the same breeds of dogs be used for all four of these different types of service needs? Why or why not?

Directions:

Read each of the descriptions below and determine which type of service the dog has been trained to perform. Be sure to explain why you selected the service that you did.

This is Marco. He is a 65lb Labrador retriever and very talented at keeping his friends safe. He has even been known to help when a person may be having a tough time standing. What type of service might he have been trained for? Why?



This is Maxine. She is an 8lb toy poodle that is very intelligent and has a very powerful nose. She is very good at getting the attention of her owner. What type of service might she have been trained for? Why?



This is Roman. He is a Saint Bernard and weighs 152lbs. He is very strong and can pull and sit still to assist his owner with movement. What type of service might he have been trained for? Why?



Name: _____

In your own words, describe what role service dogs play in society.

Part 3:

Directions:

Develop an acrostic poem to describe why service dogs are so important to society. An acrostic poem uses a word, in this case "Service Animal," and has a statement that starts with each letter in the word.



S
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ARTICLE SUMMARY

WHAT'S UP WITH ALMOND GIRL JENNY?

Production agriculture, the heart of agricultural education and FFA involvement, holds a special place in Jenny Holtermann's life. As a female farmer, she has found success in leadership roles advocating for the industry and raising the next generation of agriculturists.

Bell Ringer

**Do you think almonds are nutritional?
Explain your answer.**

Discussion Questions

1. What crop or agricultural product do you think your state/region produces the most of?
2. What are some popular recipes that utilize almonds?
3. What are some ways that small business owners can market and promote their businesses?

Activity

Part 1: Hand out the worksheet "Appendix 5: What's Up With Almond Girl Jenny?" to each student. Have them read the article "What's Up With Almond Girl Jenny?" in the fall 2021 issue of FFA New Horizons and complete the questions.

Part 2: Have students utilize these websites, <https://www.almonds.com/why-almonds/almond-lifecycle> and [FFA.org/value-chain-lessons](https://www.ffa.org/value-chain-lessons), to learn about the growth cycle and requirements for almonds. Students will complete a chart from November through August identifying the growth cycle step that occurs for that month. Students will also identify the step of the growth cycle in the Agriculture, Food and Natural Resources (AFNR) Value Chain. Next, students will identify the state that produces the most almond trees and the step that occurs after almonds are harvested.

Part 3: Students will learn about the nutritional benefits of almonds by matching the nutritional benefit with the amount per serving utilizing this website, <https://www.almonds.com/why-almonds/health-and-nutrition/nutritional-value>. Specifically, students will identify how vitamin E helps the body. Then students will complete a chart listing the different types of milks and facts about each by utilizing this website, <https://www.healthline.com/health/milk-almond-cow-soy-rice>.

FFA Tip

Have FFA members learn about the Milk Quality and Products CDE and then compete in the event.

SAE Tip

Just as agricultural education teachers have a professional association, most careers have some type of professional or trade organization. Many have junior or associate memberships for little or no cost. Challenge students to learn about and join such organizations in the area of their SAE to grow leadership and networking skills. Invite representatives of these organizations to present on career fields in your classroom and involve them in your FFA events.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02; CS.03 • FFA Precepts: FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I; FFA.PG-J, FFA.CS-M, FFA.CS-N • Common Core – Reading: Informational Text: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4 • Common Core-Literacy in Science & Technical Subjects: Writing: CCSS.WHST.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 • Common Career Technical Core: AG.2, AG.3 • AFNR Career Ready Practices: CRP.02, CRP.03, CRP.04, CRP.07, CRP.08 • P.21 Skills: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Advocacy
Testify
Infrastructure
Supply chain

EXIT TICKET

Have students complete the following statements on their own paper and then share out loud with a seat neighbor:

I learned ...
I was surprised ...
I think ...

CAREER FOCUS AREA

Animal Systems, Food Products
and Processing

REFERENCES

Almond Lifecycle, <https://www.almonds.com/why-almonds/almond-lifecycle>

AFNR Value Chain, [FFA.org/value-chain-lessons](https://www.ffa.org/value-chain-lessons)

Growing Almond Trees-Information on the Care of Almond Trees, <https://www.gardeningknowhow.com/edible/nut-trees/almonds/growing-almond-nut-trees.html>

Powerful Nutrition, <https://www.almonds.com/why-almonds/health-and-nutrition/nutritional-value>

Comparing Milks: Almond, Dairy, Soy, Rice and Coconut, <https://www.healthline.com/health/milk-almond-cow-soy-rice>

Balanced Diet, <https://www.healthline.com/health/balanced-diet#what-is-it>

RELATABLE LINKS

Milk Quality and Products Career Development Event, [FFA.org/participate/cdes/milk-quality-and-products](https://www.ffa.org/participate/cdes/milk-quality-and-products)

APPENDIX

Appendix 5: What's Up With Almond Girl Jenny?



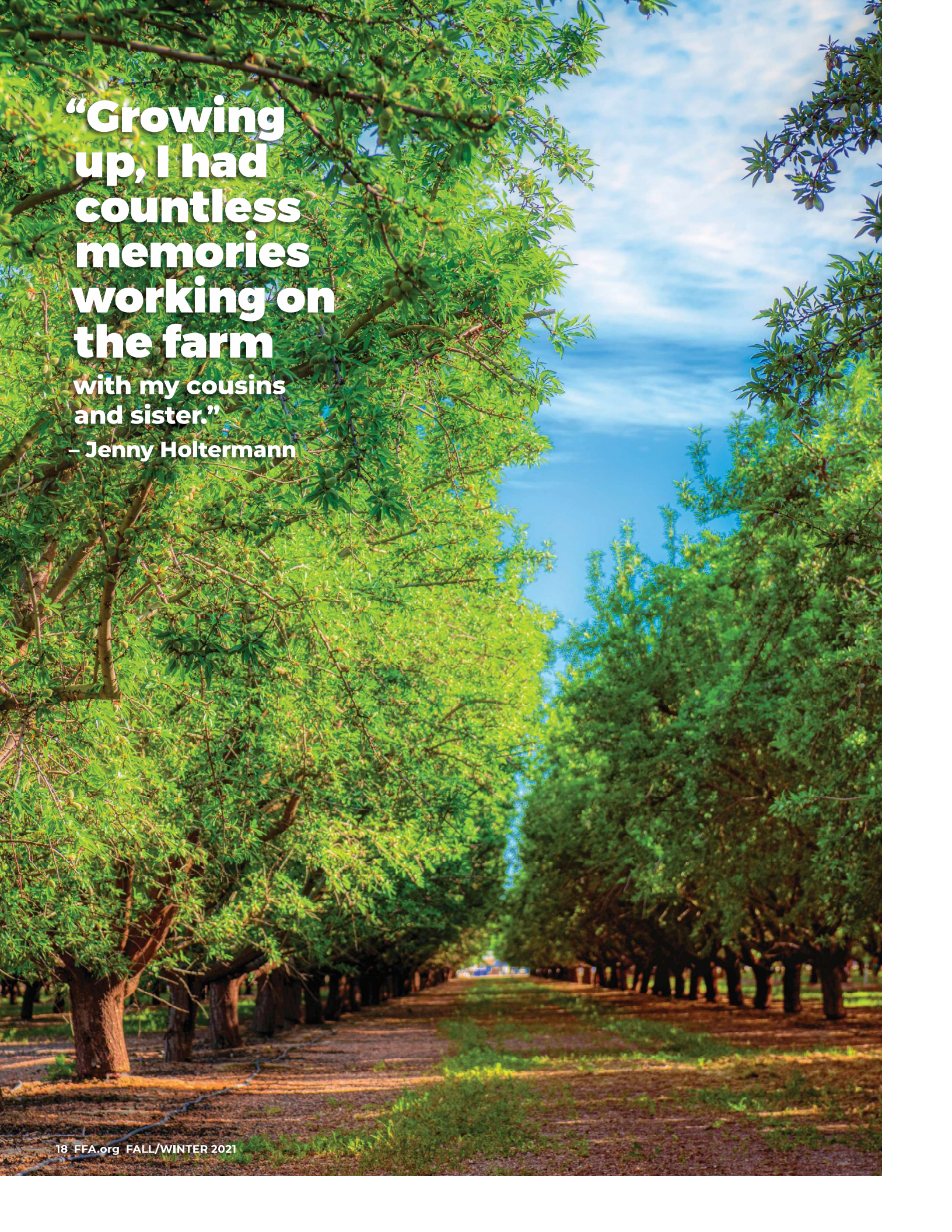
What's Up With Almond Girl Jenny?

As a female farmer, Jenny Holtermann has found success in leadership roles advocating for the industry and raising the next generation of agriculturists.

By Bev Flatt • Photography by Jeff Noble



**Almonds
growing on
Holtermann's
California farm**



**“Growing
up, I had
countless
memories
working on
the farm**

**with my cousins
and sister.”**

– Jenny Holtermann



More than 100 years ago, a young man made his way to the Central Valley of California, determined to put down roots. His dream of owning his own farm lives on for the Holtermann family.

“My husband and I are both fourth-generation farmers,” says Jenny Holtermann. “Both of our great-grandfathers started their farms in the early 1900s, and now the fifth generation is active on the farm today – our son and daughter as well as our niece and nephew.”

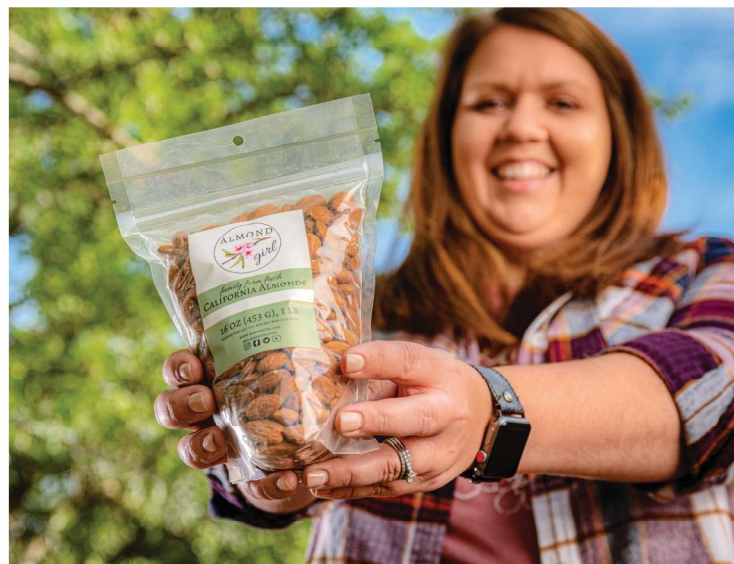
Nearly a century after the family’s first plants made their way into the ground, Holtermann shares her story of living and working on the family almond farm

through her online presence, Almond Girl Jenny, an advocacy stage that was built out of a lifetime of agricultural experiences and a love for the National FFA Organization.

Leadership Through FFA

“Growing up, I had countless memories working on the farm with my cousins and sister,” Holtermann says. “During summer months and school breaks, I was usually found helping out on the farm with whatever needed to be done: checking irrigation pipes, painting walnut trees to prevent sunburn, managing pests and rodents, and taking care of odds and ends around the family farm.”

Holtermann took her love of living and working on the farm with her into high school and joined the Chico FFA Chapter in Northern California. While she loved working in the orchards, she pursued a supervised agricultural experience (SAE) in raising sheep and hogs. She



held various FFA leadership positions and competed in events such as parliamentary procedure, job interview and floriculture. However, her favorite FFA memory came after a short break from wearing her blue corduroy jacket.

“Having the chance to go to Indianapolis and receive my American FFA Degree was the icing on the cake for my FFA career,” Holtermann says. “I had recently moved away from the farm to pursue an agriculture business degree from Cal Poly in San Luis Obispo, Calif. So, taking that trip with my parents, who I didn’t see all the time anymore, was a great experi-



**Learn More
About Almond
Girl Jenny.**

Scan this code
with your smartphone's camera
to visit Jenny's website.

ence. All that hard work had paid off and it was very humbling.”

After bringing home her gold key, Holtermann returned to college and put her FFA knowledge to the test by working at a florist shop and on the university farm to help pay for college. It was there she met her future husband and began to make plans for life after graduation. She made the difficult decision not to move home upon gradua-

Top: The Holtermanns (from left to right: Hazel, Jenny, Henry and Tim) enjoy a ride through the almond orchard.

Inset: Jenny Holtermann holds a bag of almonds from the family farm.

Earn Your American FFA Degree

Holtermann's favorite FFA memory was receiving the American FFA Degree. Do you have what it takes? To learn more about how to earn your American FFA Degree, check out FFA.org/American-FFA-Degree.





Above: In addition to growing almonds, the Holtermanns raise chickens for farm-fresh eggs. **Below:** Checking trees in an almond grove is a family affair. **Opposite:** Holtermann shows off her American FFA Degree.

tion and instead followed her heart to California's Kern County to start a new farm life with her husband. Today, Holtermann works full-time off the farm, manages the farm books and finances, and raises two young children.

Leadership After FFA

Her FFA leadership positions were just the beginning; she now serves on several agriculture boards.

"I became involved in different leadership positions through the Farm Bureau after college," Holtermann says. "I've been the chair for the California Young Farmers and Ranchers and currently sit on the California Farm Bureau Board of Directors. I also serve on the Global Communications Committee for the Almond Board of California as well as participate locally on the Agriculture Advocacy Committee for Bakersfield College."

Holtermann was also recently selected to represent California in the Partners in

Advocacy Leadership program through the American Farm Bureau Federation, a two-year executive-level leadership class.

Advocacy has always been a big part of Holtermann's life, and that passion turned into her thriving blog and online storytelling platforms.

"About seven years ago, I started the blog Almond Girl," she says. "So much information is available on the internet and you can find whatever you want, but it's not always accurate, especially for farming. I started the blog to highlight and share what life on the farm looks like and who a farmer really is. As we had children and our leadership roles progressed, the blog morphed to reflect how my life was changing. I began to talk about raising children on the farm, how the weather affects us and how regulations affect us. It's a way for me to share what a farmer looks like, what our farm looks like and testify that family farms are still alive."

More recently, the Almond Girl blog has become much more than a simple way to reach the masses. It has become an essential part of the farm's marketing strategy.

"Last year was the tipping point for us and is why we started our direct marketing efforts," Holtermann says. "The price of almonds went from \$4 a pound to \$1.50 per pound to the farmer. You can't quickly diversify when you grow almonds. The trees are there for 20 to 25 years. The infrastructure and equipment are really specialized. In 2020, we started selling our almonds direct and it worked out well because of COVID-19 supply chain challenges. Consumers were looking for a tie to their food. The grocery store shelves were empty. The supply chain was inconsistent. The average American wanted to know where their food was coming from and wanted a connection to that. We were able to help fill that need."

"Making My Own Success"

Although marketing, sales and blogging are a passion for Holtermann, a career and life six hours from her childhood home wasn't always the plan. Being open to new opportunities is the greatest piece of advice she feels she can offer to anyone.

"I had my mind set on what I was going to do after high school and after college. And it's not what I'm doing

now. That's OK!" she says. "It's OK to let life lead you down alternative paths. I thought I was going to go home and farm with my father after college, and it took me a while to realize that wasn't what I was going to do after I met my husband. I am making my own strides and I'm making my own success. I started my own business and my own path into leadership positions in a part of the state that was completely foreign to me. That wouldn't have happened if I hadn't been open to opportunities. It's OK to follow your heart because it might lead to bigger and greater success."

Today, the Holtermann family takes nightly strolls in the summer to check irrigation, and Holtermann uses her weekend time to tend to anything that needs to be done around the farm. Instead of sheep and hogs, she now raises chickens, and her free time is spent chasing down an active farm boy and sassy little farm girl.

But in the quiet moments between all the work, she still finds time to grab her camera or write down her experiences to share with the world, thanking her blue and gold past for preparing her for life as the Almond Girl. •



Name: _____

Aligned to the following standards:

CS.02; CS.03, FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I; FFA.PG-J, FFA.CS-M, FFA.CS-N, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.WHST.9.10.4, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.SL.9-10.2, AG2; AG3, CRP.02, CRP.03, CRP.04, CRP.07, CRP.08

Appendix 5:

What's Up With Almond Girl Jenny?

Directions:

Read the article "What's Up With Almond Girl Jenny?" in the fall 2021 issue of *FFA New Horizons* and answer the following questions.

What state is the family farm located in?

Growing up on the family farm, what were some of Jenny's responsibilities? *Identify 4.*

What FFA chapter did she join in high school? _____



What was her SAE?

What does she consider the "icing on the cake" for her FFA career?

What is the title of her blog?

Why did she start a blog?

How does the blog help her farm today?

What advice does she feel she can offer to anyone? *Explain how she came to that conclusion.*

How can you apply her advice in your own life?



Name: _____

Directions:

Answer the following questions and complete the activities to learn about the growth cycle and requirements for almonds.

Part 2

Use this website, <https://www.almonds.com/why-almonds/almond-lifecycle>, to fill in the month/time period and a description of what occurs during that period in the chart below. Additionally, this website can be used to answer questions about the Agriculture, Food and Natural Resources (AFNR) Value Chain: [FFA.org/value-chain-lessons/](https://ffa.org/value-chain-lessons/).

Month	What occurs during this time?
November to January	
Mid-February to Mid-March	
March to June	
July	
August to October	<i>What step is this in the AFNR Value Chain?</i>

What step is November to July in the AFNR Value Chain?

1. Draw the state that produces the most almond trees. Use this link to answer: <https://www.growpeanuts.com/where-do-almond-trees-grow.html>.

2. What happens to the almonds after harvest?

What step is this in the AFNR Value Chain?

Name: _____

3. Almond farmers have a zero-waste approach. Explain what this means.

4. What is the next step after harvest?

What step is this in the AFNR Value Chain?

5. After sizing, what happens next?

What step is this in the AFNR Value Chain?



Now that we have talked about production of almonds, let's discuss and learn about the growth requirements for almonds. Utilize this website to answer the questions below, <https://www.gardeningknowhow.com/edible/nut-trees/almonds/growing-almond-nut-trees.htm>.

6. List the conditions in which almond trees like to grow. *Identify 5 conditions.*

Name: _____

Directions:

Utilize these websites, <https://www.almonds.com/why-almonds/health-and-nutrition/nutritional-value> and <https://www.healthline.com/health/balanced-diet> to answer the following questions and complete the activities to learn about the nutritional aspects of almonds.

Part 3

Match the nutritional benefit with the amount per serving (1 oz).

- | | |
|--------------------------------|-----------------------------------|
| A. Protein | _____ 9 g |
| B. Fiber | _____ 1 mg (4% daily rec. intake) |
| C. Calcium | _____ 7.3 mg |
| D. Iron | _____ 0.3 mg |
| E. Vitamin E | _____ 210 mg |
| F. Riboflavin | _____ 6 g |
| G. Potassium | _____ 4 g |
| H. Niacin | _____ 75 mg |
| I. "Good" monounsaturated fats | _____ 1 mg |



What is a balanced diet? How can almonds fit into a balanced diet?

Describe the nutritional benefit of each of the components as identified above utilizing websites such as <https://medlineplus.gov/definitions/nutritiondefinitions.html>.

Protein:

Fiber:

Calcium:

Iron:

Vitamin E:

Riboflavin:

Potassium:

Niacin:

"Good" monounsaturated fats:

Almonds contain 50% of the daily value for vitamin E. What does vitamin E help the body do?

Name: _____

Now that we have learned about the nutritional facts, let's compare the different types of milks. Utilize this website, <https://www.healthline.com/health/milk-almond-cow-soy-rice>, to answer the questions below.

Type of Milk:	Nutritional Facts:



What is one fact that stood out to you?

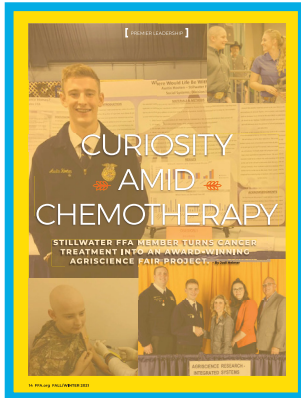
Let's review! We have learned about the production, growth requirements, nutritional facts and different types of alternative milks. Complete the activities below to review what you have learned.

1. Summarize, in one sentence, the production timetable for producing almonds. _____

2. Summarize, in one sentence, the methods for producing almonds. _____

3. Create a hashtag to summarize the nutritional values of almonds. _____

4. Summarize, in one sentence, the growth requirements for almonds. _____



ARTICLE SUMMARY

CURIOSITY AMID CHEMOTHERAPY

Stillwater FFA member turns cancer treatment into an award-winning agriscience fair project.

Bell Ringer

What is chemotherapy?

Discussion Questions

1. What does "by-products" mean?
2. What are products made from oil by-products?
3. What are products made from gas by-products?

Activity

Part 1: Hand out the worksheet "Appendix 6: Curiosity Amid Chemotherapy." Begin by having students read the article "Curiosity Amid Chemotherapy" in the fall 2021 issue of FFA New Horizons and complete the questions.

Part 2: Students will learn about where our natural gas comes from and about the industry. They will utilize these websites to answer the questions: <https://www.eia.gov/energyexplained/natural-gas/where-our-natural-gas-comes-from.php> and <https://www.eia.gov/energyexplained/natural-gas/>. Additionally, students will answer questions to learn where our oil comes from and will utilize this website: <https://www.eia.gov/energyexplained/oil-and-petroleum-products/where-our-oil-comes-from.php>. In this section, students will learn which states are in the top five for crude oil production and which countries are in the top five for crude oil production and then identify them on a map.

Part 3: Students will learn how plastics are made and will utilize these websites to answer questions: <https://plastics.americanchemistry.com/How-Plastics-Are-Made> and <https://homeguides.sfgate.com/renewable-plastics-79403.html>.

Part 4: Students will complete a soy plastic lab from National Agriculture in the Classroom. Students will follow the steps outlined in Part 4 of the worksheet to complete the lab. Students will answer questions as they complete the lab, which has two parts.

FFA Tip

-During a chapter meeting, have members create "thinking of you" cards for patients at a local/regional children's hospital.

-Team up with a local elementary class and have FFA members do the soy plastics activity/lab with the elementary students.

SAE Tip

What agriculture and natural resource industries are in your area? What challenges do they face? What research and invention could students conduct to learn about or address those challenges through an agriscience fair project and/or a research SAE?

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02, CS.03 • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N • **Common Core - Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4 • **Common Core-Literacy in Science & Technical Subjects: Writing:** CCSS.WHST.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 • **Common Career Technical Core:** AG2, AG3 • **AFNR Career Ready Practices:** CRP.02, CRP.03, CRP.04, CRP.07, CRP.08 • **P21 Skills:** COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Chemotherapy	Precision
Lymphoma	agriculture
Oncologist	Morale
Port	Hydroponics
By-products	Aquaponics
	Remission

EXIT TICKET

How can you take what you learned and apply it in your life?

CAREER FOCUS AREA

Natural Resources Systems, Power, Structural and Technical Systems

RESOURCE HIGHLIGHTS

Agriscience Fair Classroom Resource, <https://FFA.box.com/s/bxf1zz1hcsn5rvgt0k61hr35r049vts1>

National FFA Agriscience Fair, FFA.org/participate/awards/agriscience-fair

REFERENCES

Natural Gas Explained-Where Our Natural Gas Comes From, <https://www.eia.gov/energyexplained/natural-gas/where-our-natural-gas-comes-from.php>

Natural Gas Explained, <https://www.eia.gov/energyexplained/natural-gas/>

Oil and Petroleum Products Explained-Where Our Oil Comes From, <https://www.eia.gov/energyexplained/oil-and-petroleum-products/where-our-oil-comes-from.php>

How Plastics Are Made, <https://plastics.americanchemistry.com/How-Plastics-Are-Made>

What Are Renewable Plastics? <https://homeguides.sfgate.com/renewable-plastics-79403.html>

National Agriculture in the Classroom, Agricultural Literacy Curriculum Matrix, Activity 2: Soybean Plastic, <https://agclassroom.org/matrix/lesson/740>

APPENDIX

Appendix 6: Curiosity Amid Chemotherapy

[PREMIER LEADERSHIP]

CURIOSITY AMID CHEMOTHERAPY

**STILLWATER FFA MEMBER TURNS CANCER
TREATMENT INTO AN AWARD-WINNING
AGRISCIENCE FAIR PROJECT.** — By Jodi Helmer





Austin Hooten knew oil and gas was the biggest industry in Oklahoma, but he had no idea it would play an important role in his life.

Hooten, 18, a senior at Stillwater High School in Stillwater, Okla., was diagnosed with lymphoma in the sixth grade. During an appointment with his oncologist, he learned the port used to deliver his chemotherapy medications was made of plastic and rubber, both oil and gas by-products.

"Indirectly, oil and gas by-products saved my life," he says.

Hooten suspected that others would be just as surprised to learn about all the products made from oil and gas by-products; it inspired his agriscience fair project. The Stillwater FFA Chapter president won several awards, including a first-place win in the power, structural and technical

systems category at the Oklahoma FFA Agriscience Fair contest and first place at the National FFA Convention & Expo.

"It was a huge accomplishment for me and really cool to know that all of the hard work really paid off," he says.

The wins – and positive feedback from his agriscience teachers, Robbie Branscum, Tanner Nipper and Bailey Kliever – inspired Hooten to continue pursuing his interests.

Hooten used the research from

Opposite, clockwise from top left: Austin Hooten showcased his research at the Oklahoma FFA Agriscience Fair; Hooten and his sister, Hailea, exit the show ring; Hooten won third place in agriscience research - integrated systems at the Oklahoma State FFA Convention; Hooten received chemotherapy treatments.

his agriscience fair project for his supervised agricultural experience (SAE) and as the basis for exploring precision agriculture.

With the help of a grant from the Stillwater Public Education Foundation and the Oklahoma FFA Foundation, he acquired a "farm bot," a hydroponics cart and an aquaponics system. As part of his research, he measured the energy efficiency of these up-and-coming agricultural technologies. He competed at the National FFA Convention and placed as a top four finalist for the Agricultural Proficiency Award in

agriscience research – integrated systems.

"It was very cool to see that side of the national FFA convention," Hooten says. "I was so proud to showcase all of the research I'd done over the last few years."

For Hooten, who has been in remission

since 2015 and plans to major in animal science and agribusiness at Oklahoma State University this fall, the experiences were also healing.

"Looking back, I was fresh off of medicines and surgeries; my hair had just started to grow back, and it was hard to be constantly on the go, going to practices and doing research. I did get very tired at times," he admits. "It helped heal me just as much as chemotherapy and surgery because it helped boost my morale and spirit and taught me to live life to the fullest and never take an opportunity for granted."

Learn more about participating in the agriscience fair at FFA.org/Agriscience-Fair.

**"It was a huge accomplishment for me and really cool to know that all of the hard work really paid off."
- Austin Hooten**

For Hooten, who has been in remission since 2015 and plans to major in animal science and agribusiness at Oklahoma State University this fall, the experiences were also healing.



Name: _____

Aligned to the following standards:

FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I; FFA.PG-J, FFA.CS-M, FFA.CS-N, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.WHST.9.10.4, CCSS.W.9-10.2, CCSS.ELA.W.9-10.4, CCSS.SL.9-10.2, AG2; AG3, CRP.02, CRP.03, CRP.04, CRP.07, CRP.08

Appendix 6: Curiosity Amid Chemotherapy

Directions:

Read the article "Curiosity Amid Chemotherapy" in the fall 2021 issue of *FFA New Horizons* and answer the following questions.

Part 1

1. Draw the state where Austin Hooten is from.	2. What is the port that is used to deliver his chemotherapy medications made of?	3. Learning what the port was made of inspired him to do what in FFA?
4. What awards did he win?	5. Austin used the research from his _____ project for his _____ experience and as the basis for exploring _____ agriculture.	6. What FFA office does Austin hold?
7. Where did he receive a grant from?	8. What did he use the grant for?	9. What proficiency area did he compete in on the national level?
10. Where does he plan to attend college? What does he plan to major in?	11. Overall, how did this experience have an impact on him?	



Name: _____

Directions:

Learn about where our natural gas comes from and about the industry. Utilize these websites to answer the questions below: <https://www.eia.gov/energyexplained/natural-gas/where-our-natural-gas-comes-from.php> and <https://www.eia.gov/energyexplained/natural-gas/>. Additionally, you'll answer questions to learn where our oil comes from. Utilize this site to answer the questions: <https://www.eia.gov/energyexplained/oil-and-petroleum-products/where-our-oil-comes-from.php>.

Part 2

What is natural gas?

How did natural gas form?

In the blank space below, draw each of the top five natural gas-producing states and write its share of total U.S. natural gas production in 2019 in the box.



= _____



= _____



= _____



= _____



= _____

Name: _____

1. What country is one of the largest crude oil producers?

How long has that country held that position?

2. What does "crude" mean?

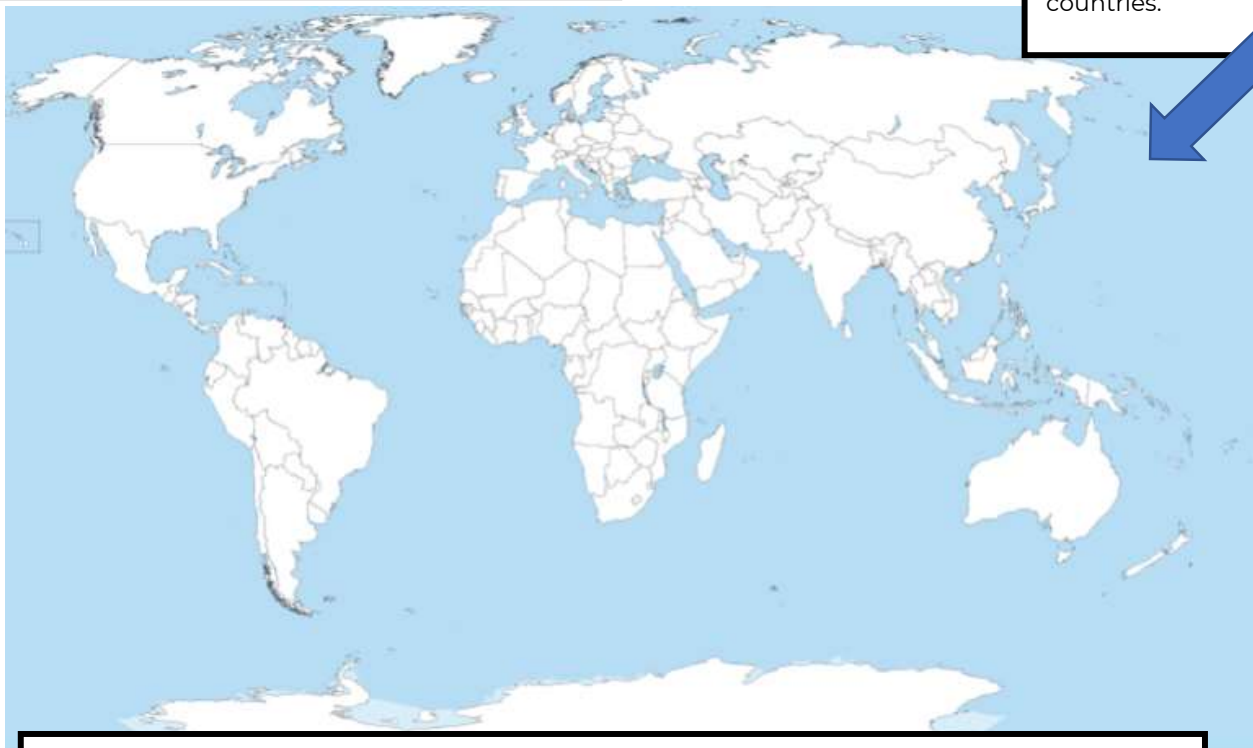
3. How many U.S. states produce crude oil?

Color in on the U.S. map the top five crude oil-producing states.

4. List the top five crude oil-producing states and their percentage shares in the space below:



5. Color in the top five crude oil-producing countries.



6. Conduct research to determine one similarity and one difference between the top crude oil-producing states and the top crude oil-producing countries.

Name: _____

Directions:

Answer the questions below and complete the activities to learn how plastics are made. Utilize these websites to answer the questions below: <https://plastics.americanchemistry.com/How-Plastics-Are-Made/> and <https://homeguides.sfgate.com/renewable-plastics-79403.html>.

Part 3

1. What does the term "plastics" include?

2. What is another name for plastics?



3. What is another term for renewable plastics?

4. What are renewable plastics made from?



5. List seven uses of renewable plastic.

6. Identify at least one renewable plastic in your life (at home, school, etc.).

Name: _____

Directions:

Let's make soy plastic. Utilize this website, <https://agclassroom.org/matrix/lesson/740/>, to aid in the activity below. *Note: This activity is from National Agriculture in the Classroom. Have students make soy plastic (Activity 2 in the lesson).

Part 4

Step 1: Collect the items needed for this activity:

- Measuring spoon
- 1 tablespoon cornstarch
- 2 drops (about 1/8 teaspoon) of soybean oil
- 1 tablespoon water
- 2 drops food coloring
- Resealable sandwich-sized bag
- Microwave
- Kitchen scale



Answer the following questions as you are completing the activity (Part 1):

1. How many grams does your bag of contents weigh before microwaving?
2. Describe the mixture in your plastic bag.
3. How does it feel when you squish the bag?
4. Is your mixture a solid or a liquid?

Step 2: Follow these steps:

- **Part 1:**
 - Place 1 tablespoon of cornstarch into the plastic bag. (Figure 1)
 - Add 2 drops of soybean oil. (Figure 2)
 - Add 1 tablespoon of water. (Figure 3)
 - Close the bag and knead it with your fingers, mixing the contents. (Figure 4)
 - Add 2 drops of food coloring. (Figure 5)
 - Seal the bag and mix remaining contents.
 - Open the bag slightly so it can vent.
 - Weigh the contents of the bag on a kitchen scale. (Figure 6)
- **Part 2:**
 - Heat the bag in the microwave for 20 to 25 seconds. (Figure 7)
 - Remove the bag from the microwave and let the plastic cool. **Caution: The bag and contents will be hot!**
 - Weigh the contents of the bag again. (Figure 8) Compare the weight measurements from before and after microwaving.



Answer the following questions as you are completing the activity (Part 2):

5. What does your new substance look like?
6. How many grams does your bioplastic weigh? Is it the same weight as before? Why or why not?
8. What products can be made with bioplastic?



NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

MORE THAN A JACKET

Learn more about the famous blue corduroy FFA jacket that has been worn by members for nearly 90 years.

Bell Ringer

Why do you think the FFA jacket has become a long-standing symbol of the organization?

Discussion Questions

1. Describe an FFA jacket or what you think a jacket looks like, etc. (what is on it, what it feels like, etc.).
2. Why was the FFA jacket created?
3. Why was corduroy selected as the material for the jacket?
4. How has the jacket evolved over the years?

Activity

Part 1: Hand out the worksheet "Appendix 7: More Than a Jacket." Begin by having students read the article "More Than a Jacket" in the fall 2021 issue of FFA New Horizons and complete the questions.

Part 2: Next, students should read the article "The FFA Jacket: A Global Effect," available at <https://en.calameo.com/read/0004203087c2ac7dfb4d2>. Students will identify, shade and label, on the map, where cotton is woven and dyed in yellow. Then, students will identify, shade and label, on the map, where the FFA jackets are manufactured in blue. Lastly, students will list the production process of the FFA jacket and identify the step in the Agriculture, Food and Natural Resources (AFNR) Value Chain.

FFA Tip

Have junior and/or senior FFA members talk with freshmen or first year FFA members about what their jackets means to them.

SAE Tip

Assign students to report on the string of agricultural careers and businesses involved in manufacturing corduroy cloth. Are any of these career or business opportunities available in your area from which students can develop an SAE?

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02, CS.03 • FFA Precepts: FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N • Common Core - Reading: Informational Text: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4 • Common Core-Literacy in Science & Technical Subjects: Writing: CCSS.WHST.9-10.4 • Common Core - Writing: ELA.W.9-10.2, CCSS.ELA.W.9-10.4 • Common Core - Speaking and Listening: CCSS.ELA.SL.9-10.2 • Common Career Technical Core: AG2, AG3 • AFNR Career Ready Practices: CRP.02, CRP.03, CRP.04, CRP.07, CRP.08 • P21 Skills: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Corduroy
Delegate

EXIT TICKET

What are two facts that surprised you about the FFA jacket?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

Give the Gift of Blue program, [FFA.org/GiveBlue](https://www.ffa.org/give-blue)

REFERENCES

Agriculture, Food and Natural Resources (AFNR) Value Chain, [FFA.org/value-chain](https://www.ffa.org/value-chain)

The FFA Jacket: A Global Effect, [FFA.org/the-feed/the-ffa-jacket-a-global-effect](https://www.ffa.org/the-feed/the-ffa-jacket-a-global-effect)

APPENDIX

Appendix 7: More Than a Jacket

In honor of National Corduroy Day on Nov. 11, read on for a selection of favorite facts about the iconic blue corduroy jacket. A few will probably surprise you.

- The blue jacket's origin dates to 1933 when FFA advisor Gus Linter saw a blue corduroy jacket in the window of a hardware store in Fredericktown, Ohio. He connected with the jacket supplier, Universal Uniform Company, and had his chapter's name stitched on the back of the jackets with gold thread.
- At the 1933 National FFA Convention in Kansas City, the members of Linter's chapter – Fredericktown FFA – debuted their blue jackets. They were so popular, the convention's official delegates made them part of the official FFA attire.
- The millionth FFA jacket was sold in 1964, and by 1976, 2 million jackets had been sold. Today, more than 80,000 jackets are sold annually.
- It requires 1.6 yards of corduroy to create one FFA jacket. Over the course of a year, that's approximately 128,000 yards of corduroy devoted to FFA jackets.
- Over time, the jackets have evolved to offer a better fit and feature zippers rather than snaps, and the pockets are now rounded instead of squared.
- FFA members can earn pins for their jackets, but there should never be more than three pins on the front. The three medals worn should represent the highest degree earned, the highest office held, and the highest award earned by the member. If members have a State or American degree, they may place that pin above their name, with the other two pins displayed below the name.

Thanks to the Give the Gift of Blue program, funded by individual donors, foundations and corporate sponsors, the National FFA Organization gives jackets to members who wouldn't otherwise be able to own one. Since 2014, National FFA has gifted more than 12,000 jackets. Learn more at FFA.org/GiveBlue.

Browse the ShopFFA Look Book in this issue or ShopFFA.org for your very own FFA jacket.



Scan the code to see how the iconic FFA jacket is made.



More Than a Jacket

Learn more about the famous blue corduroy FFA jacket that's been worn and loved by members for nearly 90 years. – By Jessica Walker Boehm

Name: _____

Aligned to the following standards:
CS.02; CS. 03, FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I; FFA.PG-J, FFA.CS-M, FFA.CS-N,
CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.WHST.9.10.4, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.SL.9-10.2,
AG2; AG3, CRP.02, CRP.03, CRP.04, CRP.07, CRP.08

Appendix 7: More Than a Jacket

Directions:

Read the article "More Than a Jacket" in the fall 2021 issue of *FFA New Horizons*. Answer the questions below.

Part 1

1. What year did the blue jacket originate?

2. How did the idea for the FFA jacket come about?

3. What was the result for the FFA advisor?

4. What happened at the 1933 National FFA Convention?

5. What milestone occurred in 1964?

6. How many jackets are sold today, annually?



7. How much corduroy does it take to create one FFA jacket?

8. What is one main difference from the original style of the jacket to today's jacket?

9. What program is available that gives jackets to members who wouldn't otherwise be able to own an FFA jacket?

10. What company sponsors this program?



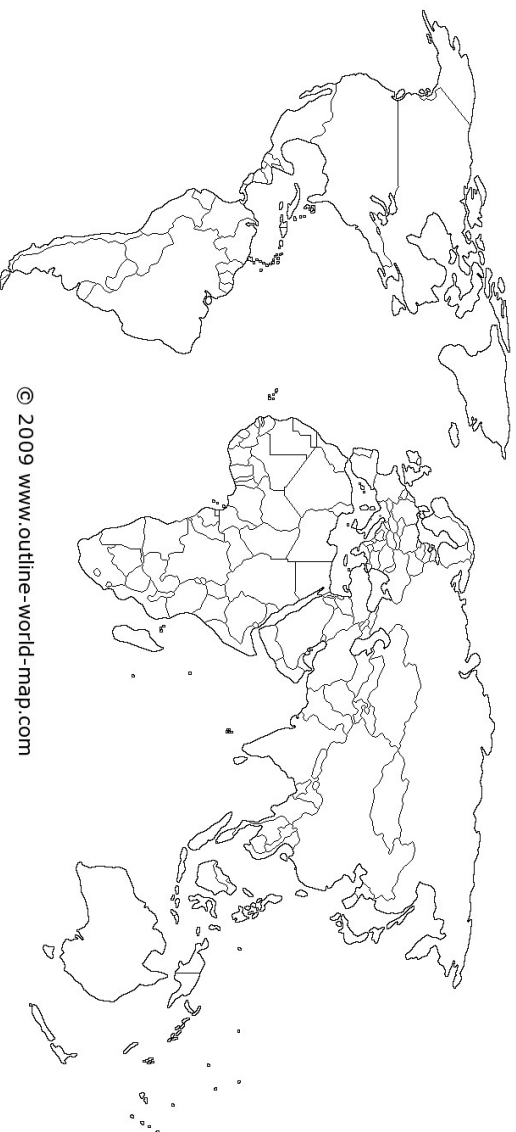
Name: _____

Directions:

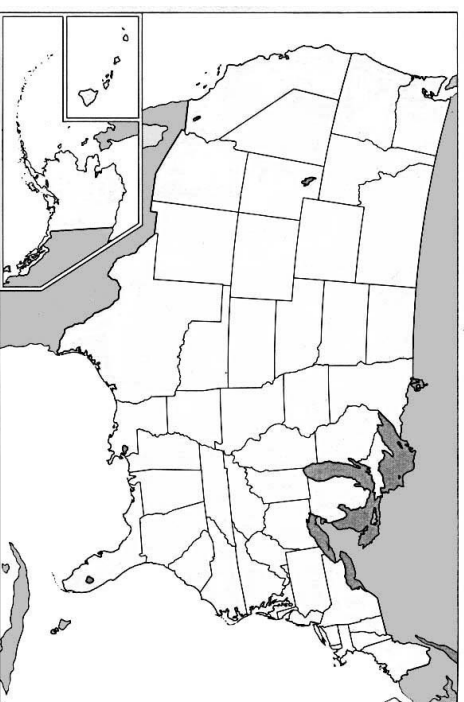
Read the article "The FFA Jacket: A Global Effect," available at <https://en.calameo.com/read/0004203087c2ac7dfb4d2>. Complete the questions below. Additionally, use this website, [FFA.org/value-chain/](https://www.ffa.org/value-chain/), to answer the questions about the AFNR Food Value Chain.

Part 2

1.
 - a. Identify, color in with yellow and label on the map below where the cotton is woven and dyed.
 - b. Identify, color in with blue and label on the map below where the FFA Jackets are manufactured.



© 2009 www.outline-world-map.com

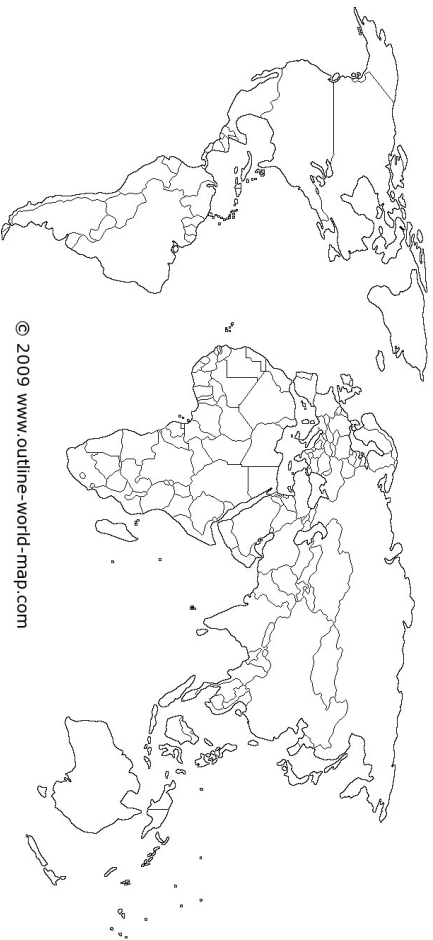


2. What company embroiders jackets with the names of states, chapters and FFA members? Where is this company located?

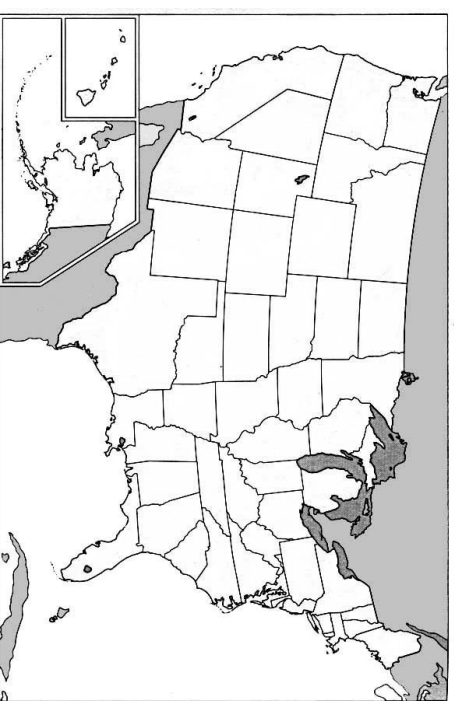
3.
 - a. You learned where the cotton for the jacket is woven and dyed. What step is this in the AFNR Value Chain?
 - b. You learned where FFA jackets are manufactured. What step is this in the AFNR Value Chain?

Name: _____

4. Utilizing the maps below and this website, <https://en.calameo.com/read/0004203087c2ac7dfb4d2>, illustrate the entire production process of the FFA jacket from start to finish.



Use this space to explain the process and identify the step in the AFNR Value Chain where it would fit.



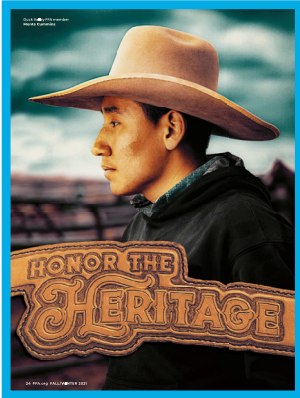
Why do we source products globally? What would happen if we didn't?

5. What is global sourcing?



NEW HORIZONS

Fall 2021 TEACHING GUIDE



ARTICLE SUMMARY

HONOR THE HERITAGE

In this article, Monte Cummins discusses how he came to love ranching and how he established his own herd. Cummins also learned a valuable skill from his father — leatherworking.

Bell Ringer

Look around your classroom or home and list as many items as you can that are made with or contain leather.

Discussion Questions

1. What role does leather play in the economy?
2. How is leather produced?
3. What careers exist in the leatherworking industry?

Activity

Part 1: Hand out the worksheet "Honor the Heritage" to each student. Have them read the article "Honor the Heritage" in the 2021 issue of FFA New Horizons and complete the following activities.

Part 2: Leather is a by-product of the meat-animal industry. Have students complete the activities to learn how leather is produced. Students will begin by identifying items around them that are made from leather and describe why it is so common. Next, students will learn from a chart about the process of leather production. They will describe (1) Why each step is important and (2) What would happen if that step was skipped in the production process. Students will then use the Agriculture, Food and Natural Resources (AFNR) Value Chain to identify in which part of the value chain 11 different steps in the leather production process fall. Students will use this website, <https://www.crookhornedavis.com/blogs/news/how-is-leather-made>, to answer the questions. Use the underlined letters to unscramble the hidden word (agriculture). Students will use AgExplorer to learn about careers that exist in the leather production industry and the personality traits a person should have to be successful in those careers. Lastly, students will discuss the industry and summarize what they have learned in two to three sentences.

FFA Tip

Have a crafting night where students can make items out of leather. For example, earrings, bracelets, simple wallets, etc.

SAE Tip

How many potential SAEs can you think of for students with a creative mind? (Ex: floral arranging, advertising agricultural products or events, photography for livestock sales, etc.)

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02, CS.05 • **FFA Precepts:** FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.CS-N, FFA.CS-P • **Common Core – Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3 • **Common Core – Writing:** CCSS.ELA.W.9-10.4 • **Common Core – Speaking and Listening:** CCSS.SL.9-10.6 • **Common Career Technical Core:** AG2, AG5 • **AFNR Career Ready Practices:** CRP.04, CRP.05, CRP.06 • **P21 Skills:** COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Angus	Hide
Chromium	Leather
Colagin	Tanning

EXIT TICKET

What role does leather play in the economy?

CAREER FOCUS AREA

Animal Systems

REFERENCES

AgExplorer, [AgExplorer.FFA.org](https://www.agexplorer.org)

Crookhorn Davis, <https://www.crookhornedavis.com/blogs/news/how-is-leather-made>

Oklahoma State University, <http://afs.okstate.edu/breeds/cattle>

APPENDIX

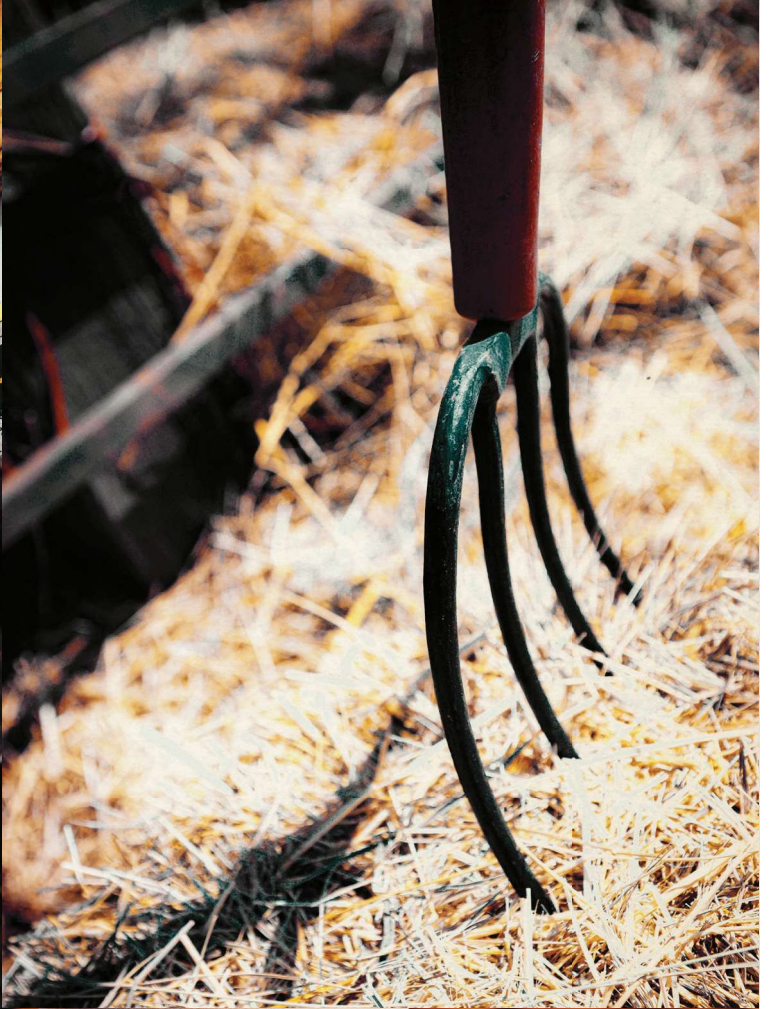
Appendix 8: Honor the Heritage

Duck Valley FFA member
Monte Cummins





**THIS NEVADA FFA MEMBER COMBINES CURIOSITY, CREATIVITY AND LOVE
OF COMMUNITY TO KEEP RANCHING TRADITIONS ALIVE. • BY JODI HELMER
PHOTOGRAPHY BY JEFF NOBLE • LEATHERWORK BY WILL GHORMLEY**





WHEN MONTE CUMMINS SAW RYAN CARPENTER BALING HAY ON HIS RANCH, HE OFFERED TO HELP.

Although Cummins was only 8 years old – too small to move a hay bale or drive the four-wheeler – Carpenter welcomed the assistance.

“From then on, Monte would come and help no matter what we were doing,” Carpenter recalls. “If it was snowing or raining, if we were branding or feeding cows, Monte was there.”

Although agriculture is an important industry for the members of the Shoshone-Paiute Tribes who live on the Duck

Valley Indian Reservation in Idaho and Nevada, Cummins didn’t grow up on a farm. Instead, he learned everything he knows about raising cattle from Carpenter.

“My dad used to work for a local ranch and I rode horses with him for a while, but I was interested in starting my own herd and trying to learn something new,” Cummins recalls. “I like to rope and ride, and I was always running around the community helping people.”

Community members noticed. Someone gifted him a horse and, almost every season, a grateful neighbor branded a heifer for Cummins, helping him build his own herd. Today, he ropes and rides, running his own 20-head herd of Black Angus-cross commercial cows across the wide-open plains in Nevada and Idaho.

“What I like about having my own herd is that I have the opportunity to make a bigger and better business for my future,” Cummins says.

Personal Growth Through FFA

Carpenter was a willing mentor. In addition to operating a cattle ranch, he is also the agriculture education instructor and FFA advisor at Owyhee High School in Owyhee,

Above: Ryan Carpenter pounds a pattern into a leather coaster.

Left: Horseshoes line the walls of a barn on the Walker-Carpenter Ranch.

Opposite, clockwise from top left: Assorted leatherworking tools line the workshop walls; a pitchfork and hay are signs of a working ranch; Cummins is all smiles.







Nev. He recruited Cummins to join Duck Valley FFA when he started high school.

“Our chapter right now has almost a 100% native student population,” Carpenter says. “We’ve also had two state officers, including one who was the first native Nevada state president.”

FFA has provided Cummins with numerous opportunities. He’s competed in the agriscience fair, participated in livestock judging and horse judging, and competed in an agriculture mechanics competition. Through FFA, he’s been able to travel throughout Nevada and meet other members with similar interests.

“Being in FFA helped me communicate with other people and learn the management side of the ranching business,” he says.

Cummins, now a senior, is his chapter’s president. He used his interest in cattle as inspiration for his supervised agricultural experience (SAE).

The SAE, he explains, required him to keep detailed records of his cattle operation, from the weights and colors of his branded heifers to their feed ratios and medicine doses.

Every fall, he decides which heifers to keep; he breeds them, sells most of his steers, and prepares for calving the following spring. Thanks to his relationships with other ranchers on the reservation, including Carpenter, he has help managing the herd and sells them through the same channels. The SAE, he explains, helped him determine the cost of running the operation and made him a better rancher.

“It helped me track the cattle and keep an eye on them better,” he explains.

For Carpenter, it’s gratifying to see FFA members embrace ranching and apply it to their studies.

“It’s very encouraging to see students like Monte who are happy to work hard in a very challenging business for the love of the life more than the money,” he says. “Some years are profitable and some are not, but kids like him just keep trying to make it work,

and that is exactly what the agriculture industry needs to thrive.

“Ranching and cowboys and horses are a very culturally important part of this community,” Carpenter adds. “Millions of dollars come into this community through a handful of ranches every year, and most of that money stays right here.”

Learning an Old Craft

Working on the Walker-Carpenter Ranch, which Carpenter operates with his wife, also allowed Cummins to pursue another passion: leatherworking.

Cummins learned the traditional craft from his dad. He started using leather to make coasters, carefully carving designs, stamping the leather and polishing the edges until each was a work of art.

In a shop on the ranch, Carpenter, a professional saddlemaker, encouraged Cummins to tackle larger projects. He makes headstalls for the horses, cutting the leather, gluing pieces together, shaping and stamping each one until perfect. Cummins has also made a belt, camera strap and several pairs of chaps, honing his technique.

“Anybody can learn leatherworking, but you have to really push yourself to try to achieve some of these things that Monte is doing,” Carpenter says. “He has a lot of natural creativity and talent.”

Carpenter, who is making Cummins a custom saddle as a graduation present, suspects there might come a time when his student takes over the shop, carrying on the tradition of making handcrafted leather saddles. In the meantime, Cummins continues to hone his skill and admits that turning scraps of leather into beautiful, functional pieces “feels kind of good.”

“A couple of times, I didn’t expect it to look as good as it did, and it just kind of motivates me to do a better job every time,” he says. “I get to use my creativity and it’s something I really enjoy doing.”

Although Cummins has sold his coasters and chaps, tucking the money into a checking account for his future, he admits that pursuing the traditional craft is about much more than earning an income.

“I think it’s very important to learn these skills so I can pass them on to the younger generation,” he says.

It’s also important to Cummins to continue running cattle and preserve the ranching tradition on the reservation. The knowledge he’s gaining through agriculture education classes, FFA activities and ongoing mentoring with Carpenter ensures that he’ll have the skills to run his own ranch and make his community proud.

“Honestly, I think it would have a really big effect on this community [if my generation didn’t carry on the ranching tradition] because our agricultural industry would just basically go downhill; there would be nobody to keep passing it on,” he says. “It’s important to keep this community in agriculture.” •

For more information about SAEs, including ideas and inspiration, check out SAEForAll.org.



Western Traditions Come to Life

Scan this code with your smartphone's camera to watch our video about Cummins' and Carpenter's leatherwork.

Opposite, top: Carpenter, the Duck Valley FFA advisor, stops outside a barn on Walker-Carpenter Ranch.
Opposite, bottom: Cummins stops to talk by a saddle made by Carpenter.
Above: Cummins designs a leather coaster.

Name: _____

Aligned to the following standards:

AG2: AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-N; FFA.CS-P; CS.02; CS.05; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.4; CCSS.L.9-10.6; CRP.04; CRP.05; CRP.06

Honor the Heritage

Part 1

Directions:

Read the article "Honor the Heritage" in the fall 2021 issue of *FFA New Horizons* and complete the following activities.

Place a ★ on the two states the Duck Valley Indian Reservation spans.

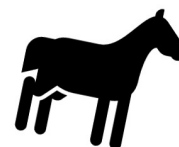


How many head of cattle does Cummins now manage?

- a. 10
- b. 20
- c. 30
- d. 40
- e. 50

What percentage of the Duck Valley FFA Chapter population is native?

- a. 25%
- b. 50%
- c. 75%
- d. 100%



What does Cummins enjoy about having his own herd?



What breed of cattle does Cummins raise?

- a. Angus
- b. Hereford
- c. Simmental
- d. Holstein



What are two physical characteristics of this breed of cattle? Tip: Use this resource to help you: <http://afs.okstate.edu/breeds/cattle/>.

- 1.
- 2.

What are three tasks Cummins completed in his SAE for his cattle operation?

- 1.
- 2.
- 3.

Identify four skills Cummins has gained from his cattle operation.

- 1.
- 2.
- 3.
- 4.

What craft did Cummins learn from his dad?

Name: _____

Part 2

Directions:

Leather is a by-product of the meat-animal industry. Complete the following activities to gain a better understanding of the production process that goes into producing leather.

Think about the things in your house. Identify five items that are made of leather.

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

Why do you think leather is such a common product in our homes/lives?



Using this resource, <https://www.crookhorndavis.com/blogs/news/how-is-leather-made>, and the chart below, answer the following questions about each step:

- (1) Why is this step performed?
- (2) What would happen if this step was skipped?

Step 1:

Step 6:

Step 2:

Step 5:

Step 3:

Step 4:

HOW IS LEATHER MADE?

STEP 6: FINISHING

Hides can be finished with a coating of pigment or polish, depending on grade and application

STEP 1: PREP

Fresh Hides are cured in salt for several days, then soaked in acidic solution. The hair and flesh are removed.

STEP 2: SPLITTING

The hide is separated into two layers:
1. The high quality Full Grain
2. Lower quality split grain, which can be turned into Suede



STEP 5: DRYING /ROLLING

Tanned leather is stretched, dried, and rolled by machines to soften the leather.

STEP 4: RETANNING

Hides are given a second round of tanning to preserve the collagen and add any dyes or conditioning agents

STEP 3: TANNING

Hides receive an initial soak in plant-based tannins, or a chemical equivalent. These tannins break down the collagen in the hide.

WWW.CROOKHORNDAVIS.COM

CROOKHORNDAVIS

Name: _____

Directions:

Using the Agriculture, Food and Natural Resources (AFNR) Value Chain (shown below), identify where the following processes in leather making would occur along the AFNR Value Chain by drawing arrows to the different steps.

- (1) Hide salting and curing
- (2) Hair and flesh removed
- (3) Initial hide soak
- (4) Consumer purchases the leather product/good
- (5) Hide finished with coating
- (6) Stretching and drying
- (7) Second round of tanning
- (8) Hide made into leather goods
- (9) Leather product/good marketed to the consumer
- (10) Hide separated
- (11) Leather stocked in stores for sale



Directions:

Use this resource, <https://www.crookhorndavis.com/blogs/news/how-is-leather-made>, to answer the following questions. Use the underlined letters to unscramble the hidden word.

1. The hides are packed in salt to prevent _____l_____g.
2. Liming helps to break down the stiffened _____a_____.
3. _____i_____ is the final step to turn the hide into a useable leather product.
4. One form of tanning is _____e tanning, which is the oldest form of tanning.
5. Today, many leather products are tanned by using C_____u_____.
6. This process of tanning is faster: _____r_____u_____.
7. Lastly, leather may receive a coating of _____t_____ to mask any imperfections.

Name: _____

What role does leather production have in the agriculture industry? What would happen if we did not produce leather?

Using AgExplorer.FFA.org, identify three careers that exist in leather production and the tasks performed within those careers.

1. _____:

2. _____:

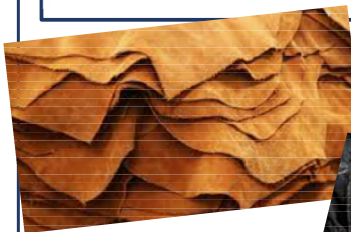
3. _____:

What personality traits do you think you should have if you want to work in the leather production industry? Identify a minimum of three.

1.

2.

3.



How does the leather industry impact you every day?

What would life be like without leather?



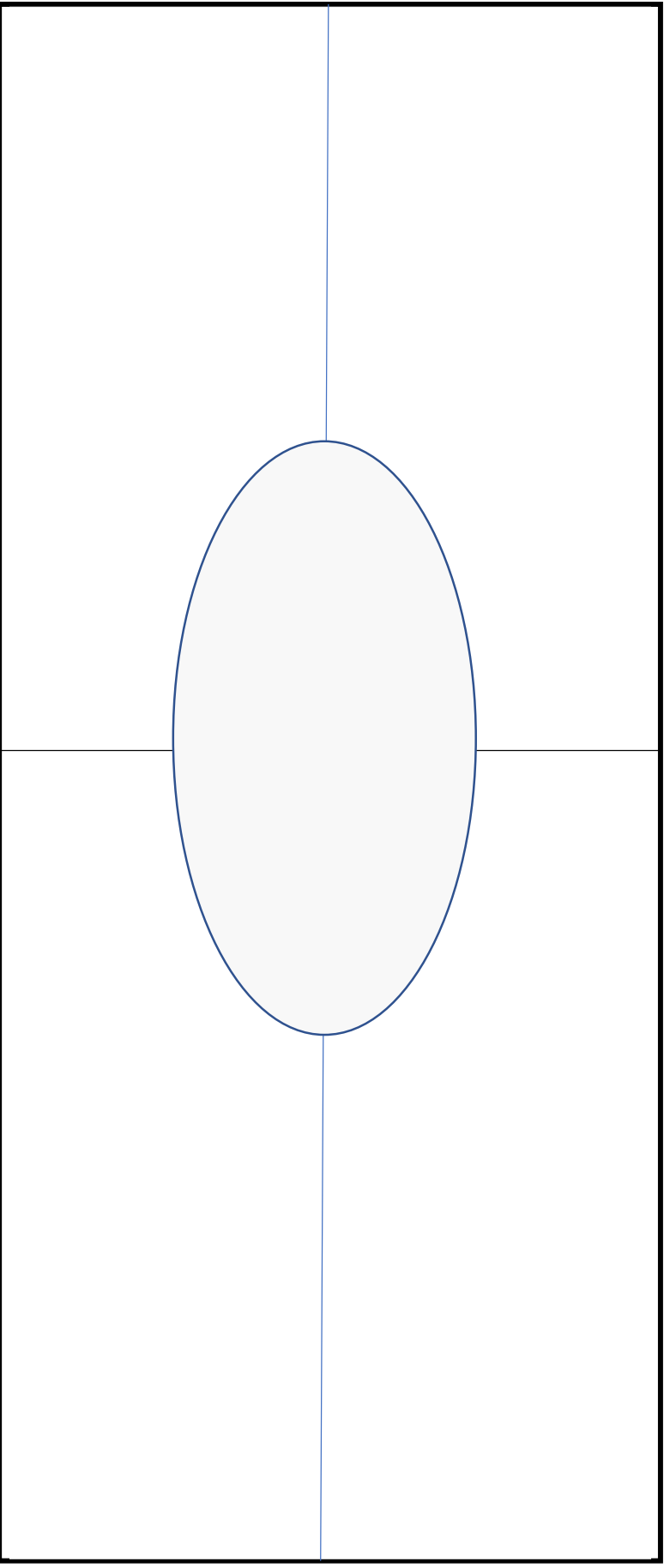
In two to three sentences, describe the leather production process and its impact on the economy and our day-to-day lives.

Appendix 9: Graffiti Word Wall

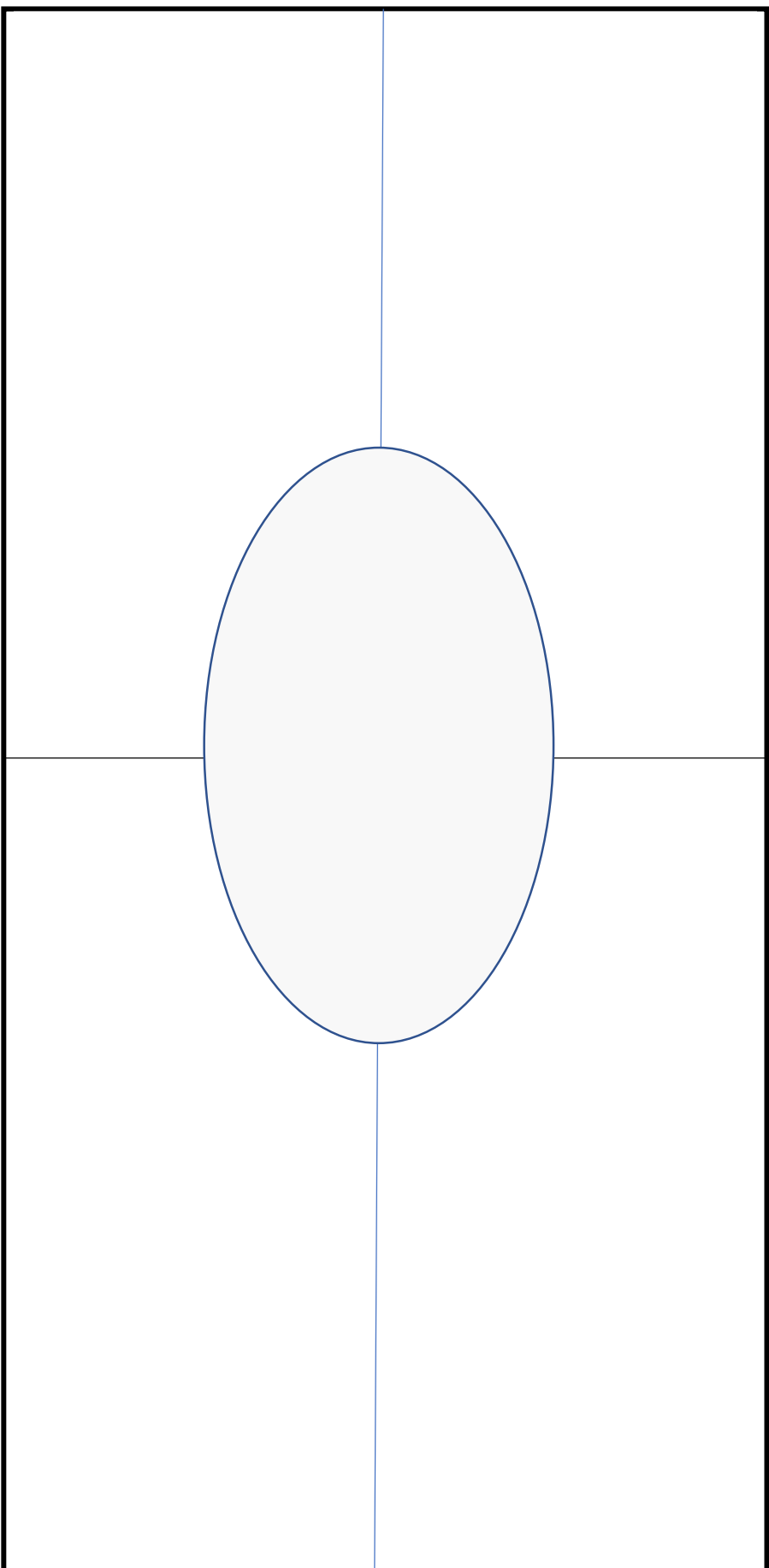
Directions:

Choose five words from the vocabulary list below. For each word, write it in a graffiti style across the center of the piece of paper and then complete each corner of the Frayer model: a definition in one corner (and/or a synonym), antonyms in another, a sentence highlighting the word's meaning in the third corner and an illustration showing the word's meaning in the fourth.

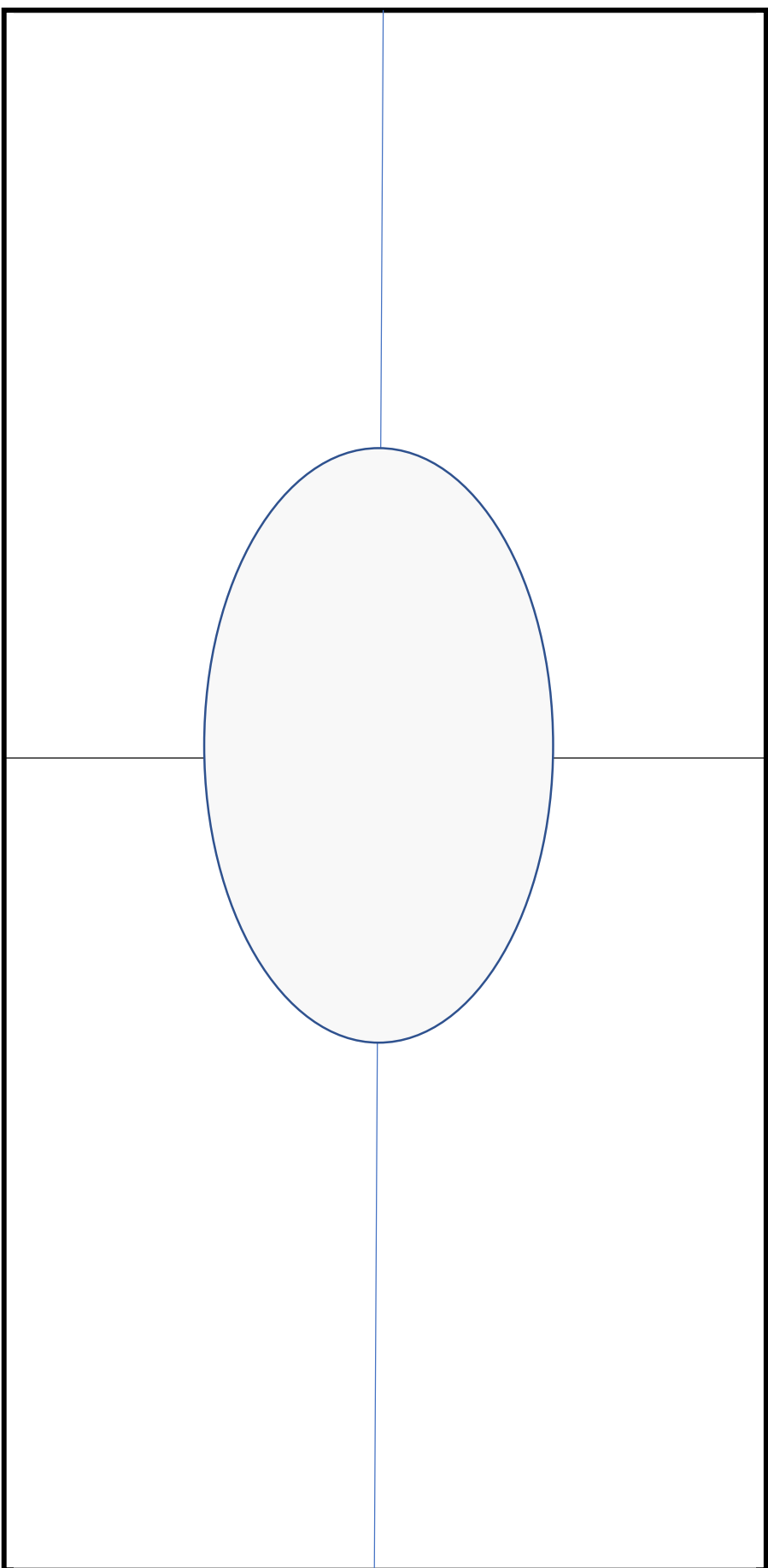
Vocabulary Words: Adopt, Advocacy, Angus, Aquaponics, Blog, By-products, Chemotherapy, Chromium, Collagen, Compost, Corduroy, Cover Letter, Delegate, Employer, Excursion, Generated, Hide, Hydroponics, Influencer, Infrastructure, Leather, Lymphoma, Morale, Oncologist, Podcast, Port, Precision Agriculture, Recommendation, Remission, Resume, Seizure, Supply Chain, Tanning, Testify, Waste



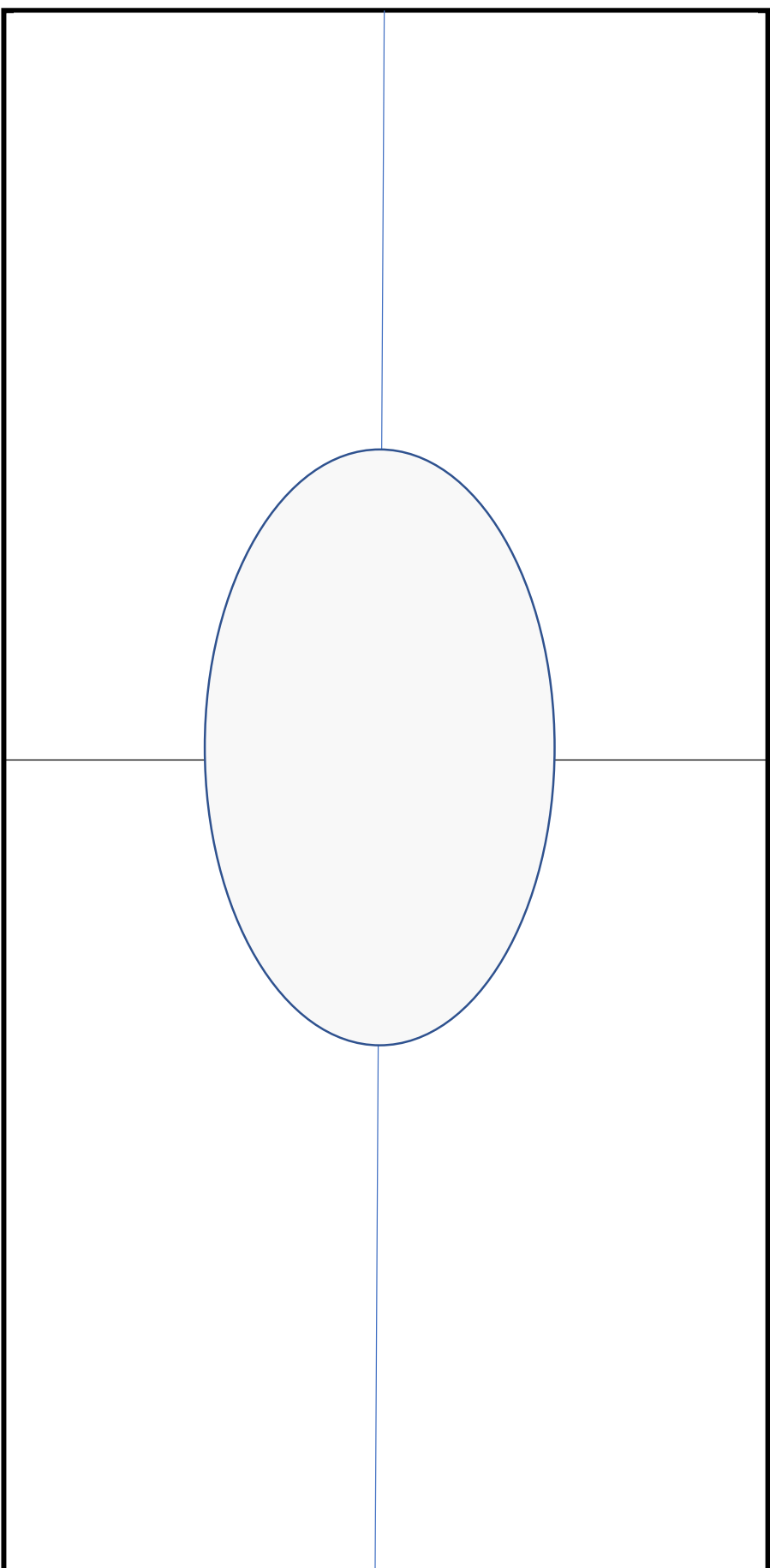
Name: _____



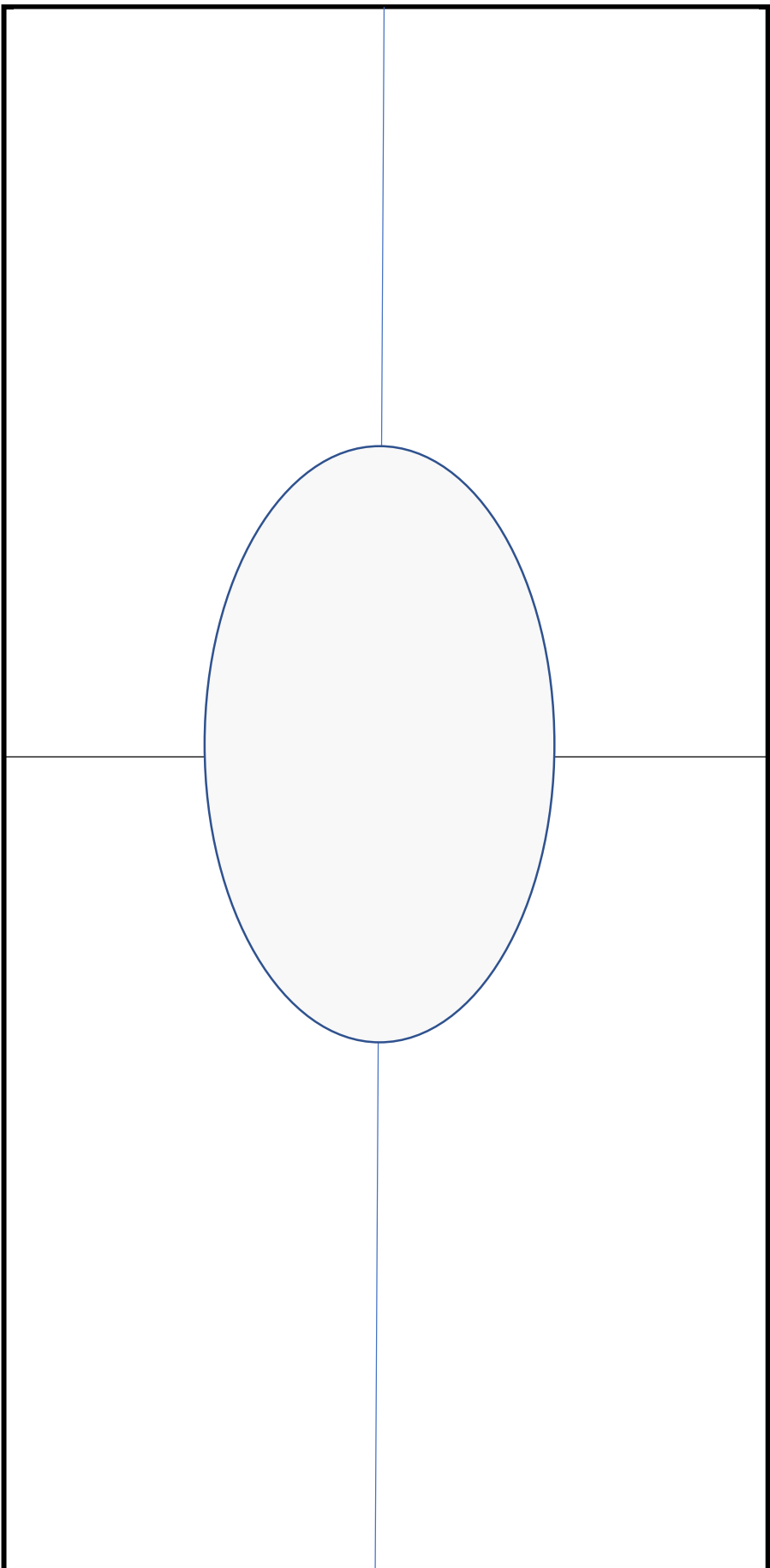
Name: _____



Name: _____



Name: _____



ANSWER KEYS

Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N;
FFA.CS-P; CS.06; AG6; AGC05.02; CCSS.SL.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.1; MP1; CCSS.RST.9-10.4; CCSS.WHST.9-10.6; CRP.02; CRP.04; CRP.05

KEY: Waste Not, Want Not

Part 1

Directions:

Take the quiz “Waste Not, Want Not” in the fall 2021 issue of *FFA New Horizons*. Circle your answers and then complete the questions.

- What percentage of the U.S. food supply goes to waste?
 - 10% to 20%
 - 30% to 40%**
 - 50% to 60%
- In the year 2017, how much food waste was generated by American households?
 - 17 million tons
 - 22 million tons
 - 41 million tons**
- What category of product gets thrown out most frequently?
 - Dairy**
 - Fruit
 - Vegetables
- How much food does the average American family of four waste per year, in terms of cost?
 - \$700
 - \$1,000
 - \$1,500**
- Misreading labels is one of the biggest reasons people throw away food. What percentage of Americans throw away perfectly good food because they misunderstand expiration labels, such as “sell by” and “use by”?
 - 30%
 - 50%
 - 80%**
- What are some ways you can reduce food waste at home?
 - Utilizing leftovers
 - Composting food scraps
 - Both of the above**



Do any of the questions and/or answers from the quiz surprise you? Why or why not?

Answers will vary.



Why do you think there is so much food wasted in the United States?

Answers will vary.



How do you think food waste impacts local communities?

Answers will vary.



Name: _____

Part 2

Directions:

Food waste is a large issue facing the U.S. population. But what can you do to help reduce the amount of food wasted each year? Complete the activities below using the Environmental Protection Agency (EPA) website, <https://www.epa.gov/recycle/composting-home>, to see what you can do.

Select and circle the most recent meal you consumed.

Breakfast

Lunch

Dinner

List *all* the items that you had for your meal. (Ex. Cheerios, milk, banana)

List *everything* that you threw away. This includes packaging, food, food peels, etc. (Ex. leftover cheerios, banana peel)



Place a square around all the food that was thrown out.

Complete the activities below, and then circle the green and brown composting ingredients.



In your own words, what is composting?

Composting requires three ingredients. Give a minimum of five examples of browns and greens. Explain why water is needed.

Greens

Browns

Water

What are five items that you regularly consume, see or use that you can compost?

What two items in your compost pile should have equal amounts?

_____ = _____

Identify two benefits that come from composting food waste.

What are five items you should NOT compost?

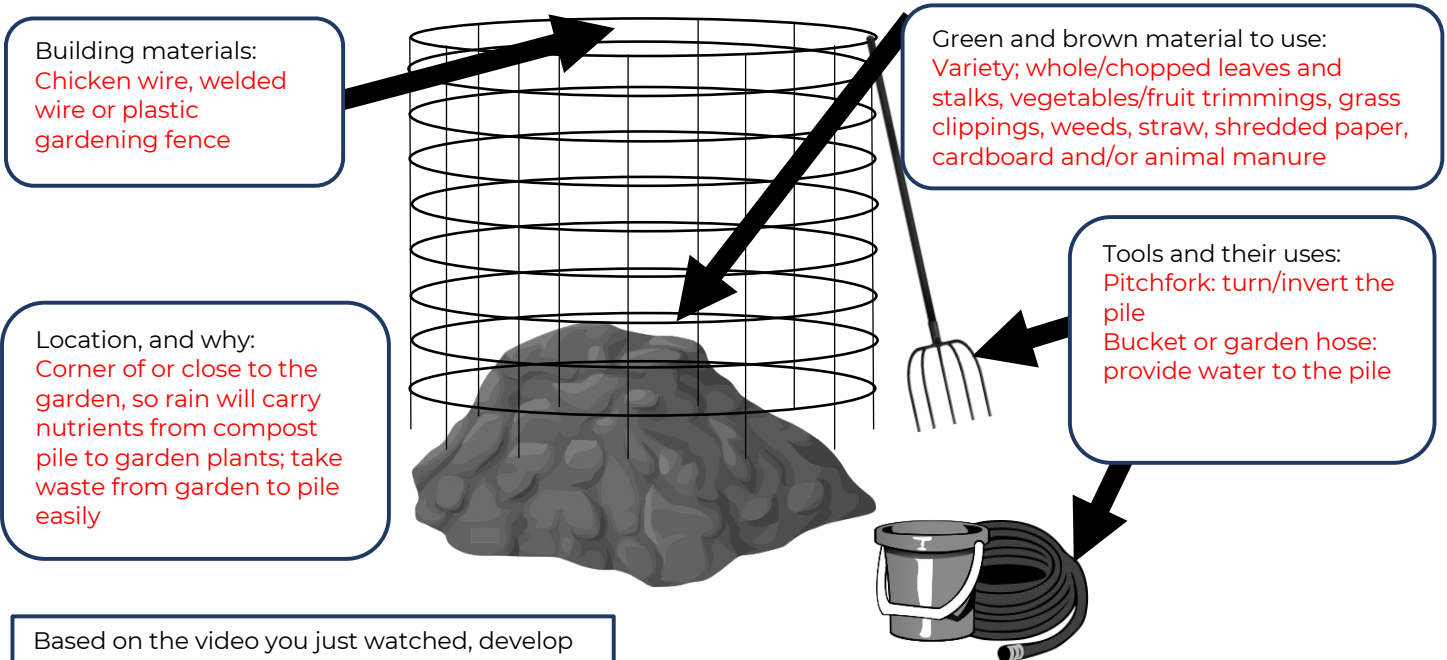
Name: _____

Part 4

Directions:

You have now learned about food waste in the United States, learned the basics of composting and have witnessed how food is wasted in your school. Today, we are going to plan and design a compost bin for your school. Watch the "How and Why to Compost" video from Tractor Supply Co., <https://youtu.be/kmdswODQDPs>, and complete the following activity.

Label the image below with the examples Tractor Supply Company recommends for **constructing a compost pile**:



Based on the video you just watched, develop a supply list and determine the cost using the Tractor Supply Co. website, https://www.tractorsupply.com/?cm_sp=Header_Nav_-Links_-Logo.

Supply

Cost

Answers will vary.

Total: _____

What impact could a compost bin have at your school to combat the food waste issue?

Answers will vary.

Draw an aerial view of your school, and place an X where you would place your new compost bin. Answers will vary.

Name: _____

Aligned to the following standards:

AG1; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.PG-K; FFA.CS-N;
FFA.CS-P; CS.01; CCSS.RI.9-10.2; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4;
CRP.04; CRP.06; CRP.07; CRP.08

KEY: Appendix 2:

Arts and Culture in Agriculture



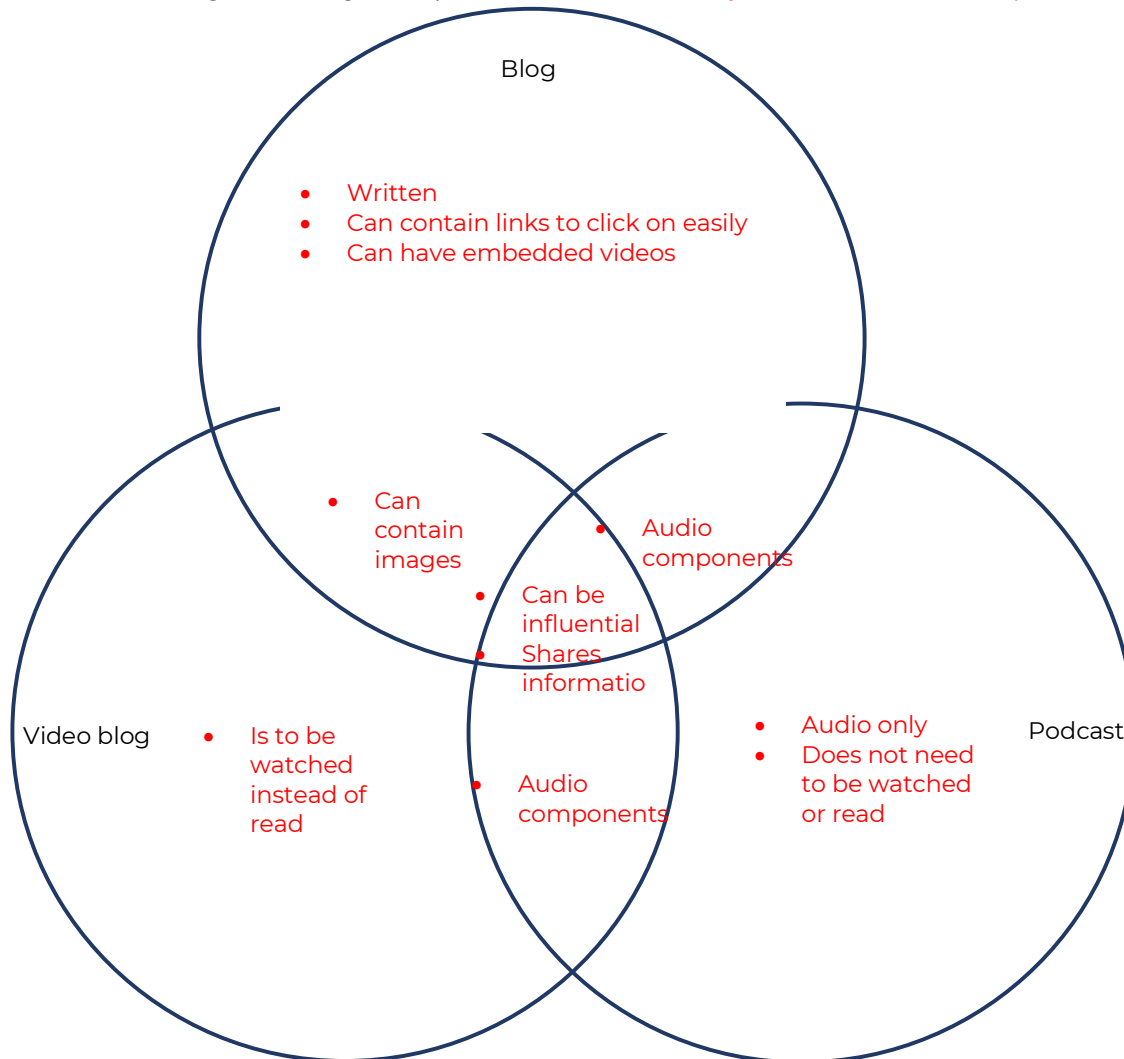
Horizons

Part 1

Directions:

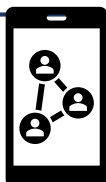
Read the article "Media Center: Arts and Culture in Agriculture" in the fall 2021 issue of *FFA New* and complete the activities.

Compare and contrast a blog, video blog and a podcast. **Answers will vary.** Below are some examples.



An influencer is a person that genuinely has the ability to influence those that follow him or her on digital platforms.

What impact does an "influencer" have? **Answers will vary.** Example: Influencers can have a large role as they have the ability to reach a large number of people.



What role could an influencer have on the agriculture industry? **Answers will vary.** Example: Influencers have the ability to reach a large number of people. This ability allows them to share their thoughts on a subject. These ideas/thoughts can be beneficial or harmful to the agriculture industry.

Name: _____

Select one video blog from the article to watch.

Title: *Answers will vary.*

What did you learn from the video blog you selected?

Answers will vary.

- 1.
- 2.
- 3.

How was using a video blog beneficial for sharing this information?

Answers will vary.

How was using a podcast beneficial for sharing this information?

Answers will vary.

How was using a podcast not beneficial for sharing this information?

Answers will vary.

What did you learn from the podcast you selected?

Answers will vary.

- 1.
- 2.
- 3.

How was using a video blog not beneficial for sharing this information?

Answers will vary.

Listen to one podcast from the article.

Title: *Answers will vary.*

Select one blog from the article to read.

Title: *Answers will vary.*

What did you learn from the blog you selected?

Answers will vary.

- 1.
- 2.
- 3.

How was using a blog beneficial for sharing this information?

Answers will vary.

In your own words, summarize the impact these types of media (podcast, video blog, blog) have on your everyday life.

Answers will vary.

How was using a blog not beneficial for sharing this information?

Answers will vary.

How do these forms of media influence your friends and families?

Answers will vary.

How can these forms of media be used to positively influence the general population about agriculture? *Answers will vary. Example answer: These forms of media can be used to share the facts about the agriculture industry. You should educate the general public in a way that meets them where they are to help avoid misconceptions about the industry.*

Name: _____

Project Rubric

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The media chosen is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The media chosen is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The media chosen is hard to understand with very quiet speaking or very hard to read writing. Little creativity was used.	The media chosen is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The media chosen is clearly presented with no mistakes. Student expressed his or her thoughts clearly.	One mistake is present.	Two mistakes are present.	Three or more mistakes are present. Student expressed his or her thoughts in an unclear manner.
Preparation Page	Completed			Not completed or vague

Total: _____

Comments:

Name: _____

KEY: Appendix 3: Craft the Perfect Digital Resume

Part 1:

Directions:

Read the article “The Feed: Craft the Perfect Digital Resume” in the fall 2021 issue of *FFA New Horizons* and complete the following activities.

How are resumes not submitted today?

- a. Uploaded digitally
- b. E-mailed
- ☒ c. Sent through the United States Postal Service (USPS)
- d. Posted to a career website

Today, a resume should include lots of color and graphic elements to grab the eye of the potential future employer.

True

☒ False

When creating your resume, what are some different pieces of information you should include?

- a. Accomplishments from volunteer and extracurricular activities
- b. Work and/or internship experience
- c. Key words
- ☒ d. All of the above
- e. None of the above

You should include lots of detail when writing your resume.

True

☒ False

In your own words, describe a cover letter and its purpose.

Answers will vary.

In a maximum of three sentences, describe the purpose and components of an effective digital resume.

Answers will vary.



Name: _____

Resume Components Match Game

Part 2:

Directions:

Cut out the resume component headings and the definitions into separate strips. Match the heading with the definition. When completed, glue them on blank paper to keep for notes. If you are unable to print this page, draw arrows to match.

Resume Heading	Definition/Purpose
Contact Information	This section should include identifying information such as name, address, email address and phone number.
Objective	A one line description of the desired job or position. This section is optional, depending on the purpose of the resume.
Education	This section includes the name of each school attended, the degree received, and the graduation date or projected graduation date or dates of attendance if no degree was completed.
Work Experience	Paid and unpaid or volunteer work will be listed here. This section emphasizes duties, responsibilities, skills, abilities and accomplishments appropriate to the purpose of the resume.
Activities/Volunteer Experience/Extracurricular Activities	This section is a list of organizations, clubs, sports, committees and community service in which the person has participated. This area should also list leadership positions held.
Achievements/Honors	This section will include items like honor roll or dean's list, a team's most valuable player, scholarships earned and awards received.
Skills and Certifications	This is a list of abilities like speaking a foreign language, computer skills, office skills, lab techniques or other transferable abilities not mentioned elsewhere in the resume. Special certifications can also be listed here.
References	This is typically a separate sheet of paper that lists the names, titles and contact information of people who know about your work-related abilities.

Name: _____

Aligned to the following standards:

FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N; FFA.CS-P; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.RI.9-10.4; CCSS.W.9-10.4; CRP.04; CRP.06; CRP.08

KEY: Appendix 4: Lifesaving Labrador

Part 1

Directions:

Read the article "Lifesaving Labrador" in the fall 2021 FFA issue of *FFA New Horizons* and complete the following activities.

Place a ★ on the location of the North Clay FFA Chapter.



What event did the chapter coordinate to raise money for a service dog for their fellow FFA member?

- a. Chili cook-off
- b. Dog supply collection drive
- c. Basketball tournament
- d. A fun race for people to run

How long can it take to train a service dog, depending on the need?

- a. Up to 6 months
- b. Up to 1 year
- c. Up to 2 years
- d. Up to 3 years



Why do you think it takes this long to train a service dog?

Answers will vary.

How else has the chapter, or Worthey, engaged with and planned to help the SIT Service Dogs group?

- 1. Hosted a donation drive
- 2. Volunteer



Directions:

Use the American Kennel Club (AKC) website, <https://www.akc.org/expert-advice/training/service-dog-training-101/>, to complete the following activities.

Circle the dog(s) below that are specifically mentioned by the AKC as beneficial dogs for the service animal industry. Place an X through the dog(s) that are not specifically mentioned.



Name: _____

Why do you think there is such a large variety of dogs that are recommended by the AKC for service positions? **Answers will vary.**

What are three qualities a dog must have to be considered for a service animal training program? **Answers will vary.**

1. Be alert, but not reactive
2. Have a willingness to learn
3. Be calm, especially in unfamiliar



What are three qualities that would not make for a good service animal?

Answers will vary.

1. Easily distracted
2. Becomes overly excited and loses focus
3. Cannot perform repetitive tasks

Why are these “must-have” qualities good for a service dog? Why would the “not-so-good” qualities be a problem for a service dog?

Answers will vary.



Part 2:

Directions: Using the SIT Service Dogs website, <https://www.sit servicedogs.com/>, complete the following activities.

What types of service dogs are trained/provided by SIT Service Dogs?

1. Seizure response
2. Mobility assistance
3. Medical alert
4. Traumatic Brain Injury/Neurological

Circle the type of service dog Worthey (from the article you read) is waiting for.

Can the same breeds of dogs be used for all four of these different types of service needs? Why or why not? **No. Different breeds will be more successful in some areas than others. Example: a toy poodle would be too small to help a full-size adult to stand. However, a toy poodle may be skilled enough to help someone that is diabetic with blood sugar issues.**

Directions:

Read each of the descriptions below and determine which type of service the dog has been trained to perform. Be sure to explain why you selected the service that you did.

This is Marco. He is a 65lb Labrador retriever and very talented at keeping his friends safe. He has even been known to help when a person may be having a tough time standing. What type of service might he have been trained for? Why? **Seizure response. Would be able to catch a person that falls.**



This is Maxine. She is an 8lb toy poodle that is very intelligent and has a very powerful nose. She is very good at getting the attention of her owner. What type of service might she have been trained for? Why? **Medical alert. Could smell fluctuations in a person. Example: oxygen, blood sugar**



This is Roman. He is a Saint Bernard and weighs 152lbs. He is very strong and can pull and sit still to assist his owner with movement. What type of service might he have been trained for? Why? **Traumatic brain injury/neurological. Can sit steady to allow a person to use him as a support to stand.**



Name: _____

KEY: Appendix 5:

What's Up With Almond Girl Jenny?

Directions:

Read the article, "What's Up With Almond Girl Jenny?" in the Fall 2021 issue of *FFA New Horizons* and answer the following questions.

Part 1

What state is the family farm located in?
California

What FFA chapter did she join in high school? Chico FFA Chapter

Growing up on the family farm, what were some of Jenny's responsibilities? *Identify 4. Checking irrigation pipes, painting walnut trees to prevent sunburn, managing pests and rodents, and taking care of odds and ends.*



What was her SAE? Raising sheep and hogs

What does she consider the icing on the cake for her FFA career?
Receiving her American FFA Degree



What is the title of her blog?
Almond Girl

Why did she start a blog?
To highlight and share what life on the farm looks like and who a farmer really is.

How does the blog help her farm today?
It has become an essential part of the farm's marketing strategy.

What advice does she feel she can offer to anyone? *Explain how she came to that conclusion.*

Being open to new opportunities is the greatest piece of advice she feels she can offer to anyone.

She had her mind set on what she was going to do after high school and college, but that isn't what she is doing now. She says that is OK, and it is OK to let life lead you down alternative paths. She goes on to say that it is OK to follow your heart because it might lead to bigger and greater success.

How can you apply her advice in your own life?

Answers will vary.



Name: _____

Directions:

Answer the following questions and complete the activities to learn about the growth cycle and requirements for almonds.

Part 2

Use this website, <https://www.almonds.com/why-almonds/almond-lifecycle>, to fill in the month/time period and a description of what occurs during that period in the chart below. Additionally, this website can be used to answer questions about the Agriculture, Food and Natural Resources (AFNR) Value Chain: FFA.org/value-chain-lessons/.

Month	What occurs during this time?
November to January	Almond trees go through a period of dormancy, losing their leaves. Orchard soils store up rainwater for the upcoming growing season, and the trees store nutrients and energy for next year's crop. Toward the end of dormancy, buds begin swelling on each tree's branches in preparation for bloom.
Mid-February to Mid-March	Almond tree buds burst into white and light-pink blooms. Beehives are brought into the orchards to help pollinate the crop.
March to June	Almond kernels mature and grow to full size, with the shell hardening around it, and both are protected by a fuzzy outer hull. Green almonds can be harvested during this time for various culinary uses.
July	Almond hulls split open, exposing the almond shell and allowing it and the kernel inside to dry. Shortly before harvest, the hulls turn a straw-yellow color and open completely.
August to October	Mechanical tree "shakers" harvest the crop by vigorously shaking it to the ground. Protected by their outer hulls and shells, the almonds then dry naturally in the warm sun for 7 to 10 days before being swept into rows by a "sweeper" machine. Next, a harvester or "pickup" machine drives over the rows, vacuuming the nuts up into a cart that brings them to the edge of the orchard for transport to the next stop on their journey. What step is this in the AFNR Value Chain? Supply Chain

What step is November to July in the AFNR Value Chain?
Production

Name: _____

1. Draw the state that produces the most almond trees? Use this link to answer:

<https://www.growpeanuts.com/where-do-almond-trees-grow.html>.

California

2. What happens to the almonds after harvest?

After harvest, almonds go to a huller/sheller facility where the kernels pass through a roller to remove the hull, shell and any debris from the orchard, such as sticks and rocks.

What step is this in the AFNR Value Chain? This step is part of the supply chain.

4. What is the next step after harvest? The processor for sizing, where the almond kernels drop into separate bins according to size.

What step is this in the AFNR Value Chain? This step is part of the supply chain.

3. Almond farmers have a zero-waste approach. Explain what this means.

Everything that is grown is used. Almond shells are used as livestock bedding, and hulls are valuable dairy feed. There is research underway exploring new potential uses in the areas of recycled plastics, fuel and regenerative agriculture.

5. After sizing, what happens next?

The almonds are kept in controlled storage conditions to maintain quality until they're either shipped or further processed into a variety of different almond forms for diverse culinary uses.

What step is this in the AFNR Value Chain? End product

Name: _____

Now that we have talked about production of almonds, let's discuss and learn about the growth requirements for almonds. Utilize this website to answer the questions below, <https://www.gardeningknowhow.com/edible/nut-trees/almonds/growing-almond-nut-trees.htm>.

1. List the conditions in which almond trees like to grow. *Identify 5 conditions.*
 - They don't tolerate overly wet soil and are susceptible to spring frost.
 - They thrive in mild, wet winters and hot, dry summers in full sun.
 - Very few varieties of almond trees are self-fertile and will therefore need cross pollination.
 - Should be planted in deep, fertile and well-draining sandy loam soil
 - Should be planted 19 to 26 feet apart and irrigated despite the fact that the trees are drought tolerant. Nitrogen and organic fertilizer will aid in growth.



Name: _____

Directions:

Utilize these websites, <https://www.almonds.com/why-almonds/benefits/health-and-nutrition/nutritional-value> and <https://www.healthline.com/health/balanced-diet> to answer the following questions and complete the activities to learn about the nutritional aspects of almonds.

Part 3

Match the nutritional benefit with the amount per serving (1 oz).

- | | |
|--------------------------------|--------------------------------------|
| A. Protein | <u>I</u> 9 g |
| B. Fiber | <u>D</u> 1 mg (4% daily rec. intake) |
| C. Calcium | <u>E</u> 7.3 mg |
| D. Iron | <u>F</u> 0.3 mg |
| E. Vitamin E | <u>G</u> 210 mg |
| F. Riboflavin | <u>A</u> 6 g |
| G. Potassium | <u>B</u> 4 g |
| H. Niacin | <u>C</u> 75 mg |
| I. "Good" monounsaturated fats | <u>D</u> 1 mg |



Almonds contain 50% of the daily value for vitamin E. What does vitamin E help the body do?

It helps protect cells from the damaging effects of free radicals, caused by pollution, UV rays from the sun, cigarette smoke and other environmental and intrinsic factors.

What is a balanced diet? How can almonds fit into a balanced diet?

A balanced diet gives your body the nutrients it needs to function correctly. To get the nutrition you need, most of your daily calories should come from fruits, vegetables, whole grains, legumes, nuts and lean proteins. Answers will vary regarding how almonds may fit into a balanced diet.

Describe the nutritional benefit of each of the components as identified above utilizing websites such as <https://medlineplus.gov/definitions/nutritiondefinitions.html>.

Protein: Helps build and maintain bones, muscles and skin

Fiber: Makes you feel full faster and stay full for a longer time, which can help control your weight

Calcium: Helps maintain strong bones

Iron: Essential element for blood production

Vitamin E: Helps maintain healthy skin and eyes and strengthen the body's natural defense against illness and infection (immune system)

Riboflavin: Also known as Vitamin B2 and is one of eight B vitamins; helps the body to convert food (carbohydrates) into fuel (glucose) which is used to produce energy; helps metabolize fats and protein

Potassium: Type of electrolyte. It helps your nerves to function and muscles to contract. It helps your heartbeat stay regular.

Niacin: It is a B vitamin that is used by your body to turn food into energy. It helps keep your nervous system, digestive system and skin healthy.

"Good" monounsaturated fats: It can help lower your LDL (bad) cholesterol level. Cholesterol is a soft, waxy substance that can cause clogged or blocked arteries.

Name: _____

Now that we have learned about the nutritional facts, let's compare the different types of milks. Utilize this website, <https://www.healthline.com/health/milk-almond-cow-soy-rice>, to answer the questions below.



Type of Milk:	Facts:
Cow's Milk (whole milk)	Has the highest fat content of all types of milk. One cup contains: 150 calories, 12 grams of carbs, 8 grams of fat and 8 grams of protein. Pros of cow's milk: whole milk can provide essential proteins; extra calories from fats, and vitamins and minerals; lactose-free versions are widely available. Cons of cow's milk: high in calories; many people are intolerant to lactose (a sugar); some have ethical concerns.
Almond Milk	Made from ground almonds and filtered water. May contain starches and thickeners to improve consistency and shelf life. Typically, lower in calories than other milks (as long as it's unsweetened). It is free of saturated fat and is naturally lactose-free. Per cup, it has 30 to 60 calories, 1 gram of carbs, 3 grams of fat and 1 gram of protein. Pros of almond milk: low in calories; good source of calcium, vitamin A and vitamin D; it is vegan; naturally lactose-free. Cons of almond milk: not a good source of protein; may contain carrageenan, which may cause digestive issues in some people; there are some environmental concerns about the amount of water used to cultivate almonds.
Soy Milk	Soy milk is made from soybeans and filtered water. May contain thickeners to improve consistency and shelf life. One cup of unsweetened soy milk has about 80 to 100 calories, 4 grams of carbs, 4 grams of fat and 7 grams of protein. Soy milk is naturally free of cholesterol and low in saturated fat. It contains no lactose. It is a good source of protein, calcium and potassium. Pros of soy milk: good source of potassium; it contains as much protein as cow's milk; contains very little saturated fat. Cons of soy milk: soy is a common allergen; most of the soy produced in the U.S. comes from genetically modified plants, which is a concern to some
Rice Milk	Rice milk is made from milled rice and water. May contain additives to improve consistency and shelf stability. Least likely of all milk products to cause allergies. Rice milk contains 120 calories, 22 grams of carbs, 2 grams of fat and little protein. FDA recommends not relying solely on rice and rice products, especially for infants, children and pregnant women. Pros of rice milk: least allergenic of milk alternatives; it can be fortified to be a good source of calcium, vitamin A and D; it is naturally sweeter than other milk alternatives. Cons of rice milk: high in carbs; not a good source of protein; eating too much of a rice product may pose a health risk for infants and children due to inorganic arsenic levels
Coconut Milk	Coconut milk is made from filtered water and coconut cream, which is made from grated mature coconut flesh. May contain added thickeners and other ingredients. Coconut milk contains more fat than the other milk alternatives. Each cup of unsweetened coconut milk

Name: _____

	contains about 50 calories, 2 grams of carbs, 5 grams of fat and 0 grams of protein. It doesn't naturally contain calcium, vitamin A or vitamin D. Pros of coconut milk: safe for most people with nut allergies; can be fortified to be a good source of calcium, vitamin A and vitamin D. Cons of coconut milk: not a good source of protein; may contain carrageenan, which may cause digestive issues in some people
--	--

What is one fact that stood out to you?

Let's review! We have learned about the production, growth requirements, nutritional facts and different types of alternative milks. Complete the activities below to review what you have learned. **Answers will vary for Numbers 1 to 4.**

1. Summarize, in one sentence, the production timetable for producing almonds.
2. Summarize, in one sentence, the methods for producing almonds.
3. Create a hashtag to summarize the nutritional values of almonds.
4. Summarize, in one sentence, the growth requirements for almonds.



Name: _____

Aligned to the following standards:

FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.WHST.9.10.4, CCSS.W.9-10.2, CCSS.SL.9-10.2, AG2, AG3, CRP.02, CRP.03, CRP.04, CRP.07, CRP.08

KEY: Appendix 6: Curiosity Amid Chemotherapy

Directions:

Read the article "Curiosity Amid Chemotherapy" in the fall 2021 issue of *FFA New Horizons* and answer the following questions.

Part 1

1. Draw the state where Austin Hooten is from. Oklahoma	2. What is the port that is used to deliver his chemotherapy medications made of? Plastic and rubber, both oil and gas by-products	3. Learning what the port was made of inspired him to do what in FFA? To do an agriscience fair project
4. What awards did he win? He won several awards, including a first-place win in the power, structural and technical systems category at the Oklahoma FFA Agriscience Fair and first place at the National FFA Convention & Expo.	5. Austin used the research from his <u>Agriscience Fair</u> project for his <u>supervised</u> <u>agricultural</u> experience and as the basis for exploring <u>precision</u> agriculture.	6. What FFA office does Austin hold? President
7. Where did he receive a grant? Stillwater Public Education Foundation and the Oklahoma FFA Foundation	8. What did he use the grant for? He acquired a "farm bot," a hydroponics cart and an aquaponics system.	9. What proficiency area did he compete in on the national level? Agriscience Research – Integrated Systems.
10. Where does he plan to attend college? Oklahoma State University What does he plan to major in? Animal science and agribusiness	11. Overall, how did this experience have an impact on him? The experience helped him heal just as much as chemotherapy and surgery because it helped boost his morale and spirit. It taught him to live life to the fullest and never take an opportunity for granted.	



Name: _____

Directions:

Learn about where our natural gas comes from and about the industry. Utilize these websites to answer the questions below: <https://www.eia.gov/energyexplained/natural-gas/where-our-natural-gas-comes-from.php> and <https://www.eia.gov/energyexplained/natural-gas/>. Additionally, you'll answer questions to learn where our oil comes from. Utilize this site to answer the questions: <https://www.eia.gov/energyexplained/oil-and-petroleum-products/where-our-oil-comes-from.php>.

Part 2

What is natural gas?

Natural gas is a fossil energy source that formed deep beneath the earth's surface. Natural gas contains many different compounds. The largest component of natural gas is methane, a compound with one carbon atom and four hydrogen atoms.

How did natural gas form?

Millions to hundreds of millions of years ago and over long periods of time, the remains of plants and animals (such as diatoms) built up in thick layers on the earth's surface and ocean floors, sometimes mixed with sand, silt and calcium carbonate. Over time, the layers were buried under sand, silt and rock. Pressure and heat changed some of the carbon and hydrogen-rich material into coal, some into oil and some into natural gas.

1. In the blank space below, draw each of the top five natural gas-producing states and write in its share of total U.S. natural gas production in 2019 in the box.

Texas



= 23.9%

Pennsylvania



= 20.0 %

Louisiana



= 9.3%

Oklahoma



= 8.5%

Ohio



= 7.7%

Name: _____



1. What country is one of the largest crude oil producers? **United States**

How long has that country held that position?

Became the top oil producer in 2018 and maintained position in 2019 and 2020.



2. What does "crude" mean?

Unrefined petroleum



3. How many U.S. states produce crude oil?

32

Color in on the map the top five crude oil-producing states.



4. List the top five crude oil-producing states and their percentage shares in the space below:

Texas – 43%

North Dakota – 10.4%

New Mexico – 9.2%

Oklahoma – 4.1%

Colorado – 4.0%



5. Color in the top five crude oil-producing countries.



6. Conduct research to determine one similarity and one difference between the top oil-producing states and the top oil-producing countries.

Answers will vary.

Name: _____

Directions:

Answer the questions below and complete the activities to learn how plastics are made. Utilize these websites to answer the questions below: <https://plastics.americanchemistry.com/How-Plastics-Are-Made/> and <https://homeguides.sfgate.com/renewable-plastics-79403.html>.

Part 3

1. What does the term “plastics” include?

The term plastics includes materials composed of various elements such as carbon, hydrogen, oxygen, nitrogen, chlorine and sulfur. Plastics typically have molecular weight, meaning each molecule can have thousands of atoms bound together.

2. What is another name for plastics?

Polymers



3. What is another term for renewable plastics? Bioplastics

4. What are renewable plastics made from?

Renewable plastics are made from plant sources rather than petroleum products.



5. List seven uses of renewable plastic:

Wood fiber-based plastics are used for hard plastics that need to have visual appeal such as toothbrush handles. Corn-based plastics are found in food containers and disposable flatware. Other bioplastics are used in products such as plastic furniture, shoes, electronics, toys and office supplies.

6. Identify at least one renewable plastic in your life (at home, school, etc.).

Answers will vary.

Name: _____

Aligned to the following standards:

CS.02; CS. 03, FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-I; FFA.PG-J, FFA.CS-M, FFA.CS-N, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.WHST.9.10.4, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.SL.9-10.2, AG2; AG3, CRP.02, CRP.03, CRP.04, CRP.07, CRP.08

KEY: Appendix 7: More Than a Jacket

Directions:

Read the article "More Than a Jacket" in the fall 2021 issue of *FFA New Horizons*. Answer the questions below.

Part 1

1. What year did the blue jacket originate? **1933**

2. How did the idea for the FFA jacket come about? **An FFA advisor, Gus Linter, saw a blue corduroy jacket in the window of a hardware store.**

3. What was the end result for the FFA advisor?
He connected with the jacket supplier, Universal Uniform Company, and had his chapter's name stitched on the back of the jackets with gold thread.

4. What happened at the 1933 National FFA Convention?

The members of Linter's chapter debuted their blue jackets. The delegates made them part of the official FFA attire.

5. What milestone occurred in 1964?

The millionth FFA jacket was sold.

6. How many jackets are sold today, annually?
80,000 jackets



7. How much corduroy does it take to create one FFA jacket?
1.6 yards of corduroy

8. What is one main difference from the original style of jacket to today's jacket?

The original had buttons and today's jacket has zippers. (Also, pockets are rounded instead of squared and better fit.)

9. What program is available that gives jackets to members who wouldn't otherwise be able to own an FFA jacket?
Give the Gift of Blue program

10. What company sponsors this program?
Corteva Agriscience



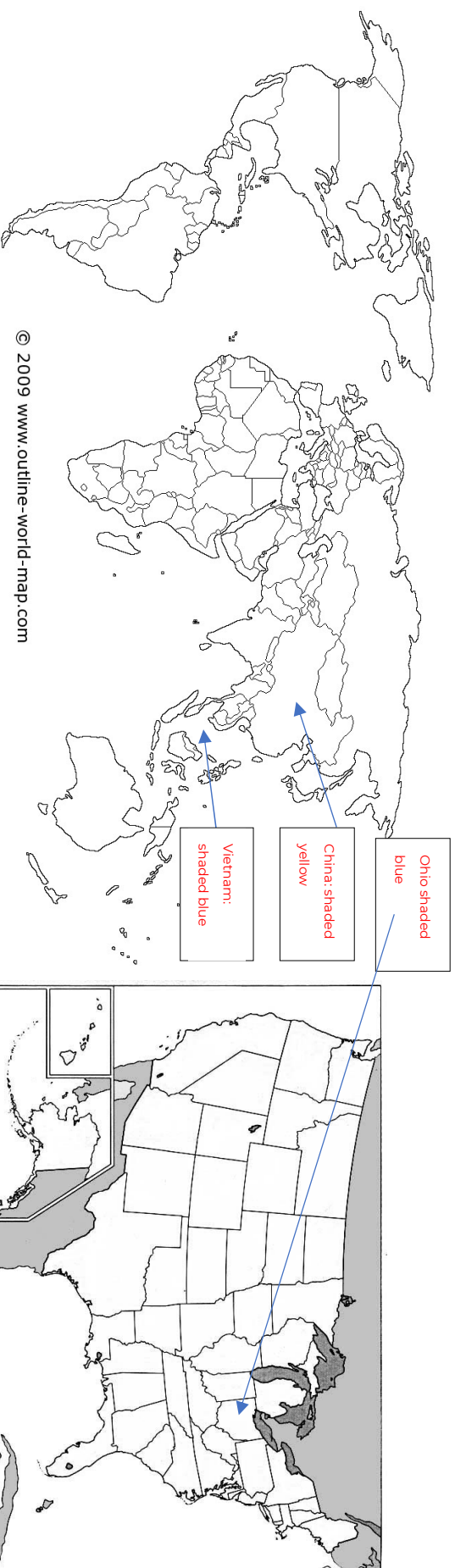
Name: _____

Directions:

Read the article "The FFA Jacket: A Global Effect," available at <https://en.calameo.com/read/0004203087c2ac7dfb4d2>. Complete the questions below. Additionally, use this website, [FFA.org/value-chain/](https://ffa.org/value-chain/), to answer the questions about the AFNR Food Value Chain.

Part 2

1.
 - a. Identify, color in with yellow and label on the map below where the cotton is woven and dyed.
 - b. Identify, color in with blue and label on the map below where the FFA Jackets are manufactured.

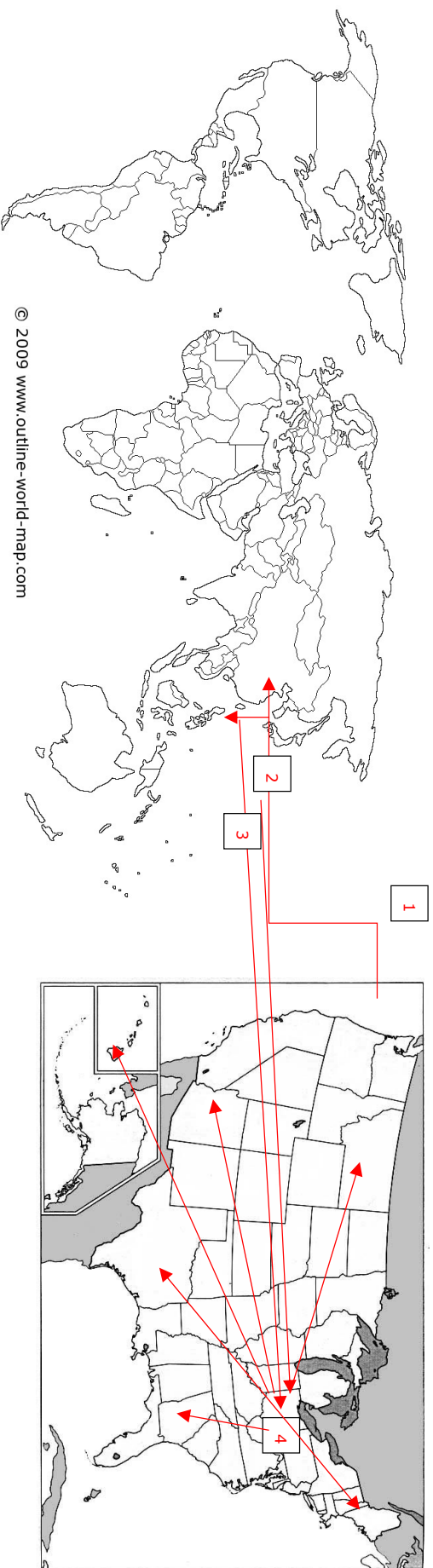


What company embroiders jackets with the names of states, chapters and FFA members? Where is this company located? **Universal Lettering Company in Ohio**

3. a. You learned where the cotton for the jacket is woven and dyed. What step is this in the AFNR Value Chain? **Production**
- b. You learned where FFA jackets are manufactured. What step is this in the AFNR Value Chain? **Supply Chain**

Name: _____

1. Utilizing the maps below and this website, <https://en.calameo.com/read/0004203087c2ac7dffb4d2>, illustrate the entire production process of the FFA jacket from start to finish.



Use this space to explain the process and identify the step in the AFNR Value Chain where it would fit.

1. Cotton is sent to China to be woven and dyed. – Production
2. Woven and dyed cotton is sent to manufacturing facilities in Vietnam and Ohio. – Supply Chain
3. All jackets are sent to Universal Lettering Company in Ohio to be personalized. – End Product
4. Finished jackets are sent to customers. – Consumers

What is global sourcing?

Global sourcing is when you have products made outside the country of origin and then imported.

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Why do we source products globally? What would happen if we didn't?

Answers will vary.

Name: _____

Aligned to the following standards:

AG2: AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-N; FFA.CS-P;
CS.02; CS.05; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.4; CCSS.L.9-10.6; CRP.04;
CRP.05; CRP.06

KEY: Honor the Heritage

Part 1

Directions:

Read the article "Honor the Heritage" in the fall 2021 issue of *FFA New Horizons* and complete the following activities.

Place a ★ on the two states the Duck Valley Indian Reservation spans.

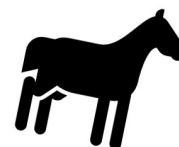


How many head of cattle does Cummins now manage?

- a. 10
- b. 20
- c. 30
- d. 40
- e. 50

What percentage of the Duck Valley FFA Chapter population is native?

- a. 25%
- b. 50%
- c. 75%
- d. 100%



What does Cummins enjoy about having his own herd? The opportunity to build a bigger and better business.



What breed of cattle does Cummins raise?

- a. Angus
- b. Hereford
- c. Simmental
- d. Holstein

What are two physical characteristics of this breed of cattle? Tip: Use this resource to help you: <http://afs.okstate.edu/breeds/cattle/>. Answers will vary.

- 1.
- 2.

What are three tasks Cummins completed in his SAE for his cattle operation? Record weights, record of color, feed ratios, medicine doses given, costs

- 1.
- 2.
- 3.

Identify four skills Cummins has gained from his cattle operation. Answers will vary.

- 1.
- 2.
- 3.
- 4.

What craft did Cummins learn from his dad?

Leatherworking

Name: _____

Part 2

Directions:

Leather is a by-product of the meat-animal industry. Complete the following activities to gain a better understanding of the production process that goes into producing leather.

Think about the things in your house. Identify five items that are made of leather.

1. *Answers will vary.*

2.

3.

4.

5.

Why do you think leather is such a common product in our homes/lives?

Answers will vary.

Using this resource, <https://www.crookhorndavis.com/blogs/news/how-is-leather-made>, and the chart below, answer the following questions about each step:

- (1) Why is this step performed?
- (2) What would happen if this step was skipped?

Step 1: *Prevents molding/decay. If this step was skipped, we would have hides that would decay/rot before they could be turned into a final leather product.*

Step 6: *This allows imperfections to be masked to ensure durability.*

Step 5: *Soft leather is expected by consumers.*

Step 4: *Further prepares the leather for the final product. The leather would not be as smooth and flexible without this step.*

Step 2: *This step allows for multiple different products to be produced. We would not have as much product from one hide.*

Step 3: *Tanning allows for the leather to be more flexible and to resist rotting when wet.*

HOW IS LEATHER MADE?

STEP 6: FINISHING

Hides can be finished with a coating of pigment or polish, depending on grade and application

STEP 1: PREP

Fresh Hides are cured in salt for several days, then soaked in acidic solution. The hair and flesh are removed.

STEP 2: SPLITTING

The hide is separated into two layers:
1. The high quality Full Grain
2. Lower quality split grain, which can be turned into Suede

STEP 3: TANNING

Hides receive an initial soak in plant-based tannins, or a chemical equivalent. These tannins break down the collagen in the hide.

STEP 4: RETANNING

Hides are given a second round of tanning to preserve the collagen and add any dyes or conditioning agents

STEP 5: DRYING /ROLLING

Tanned leather is stretched, dried, and rolled by machines to soften the leather.



WWW.CROOKHORNDAVIS.COM

CROOKHORNDAVIS

Name: _____

Directions:

Using the Agriculture, Food and Natural Resources (AFNR) Value Chain (shown below), identify where the following processes in leather making would occur along the AFNR Value Chain by drawing arrows to the different steps.

- (1) Hide salting and curing **Supply chain**
- (2) Hair and flesh removed **Supply Chain**
- (3) Initial hide soak **Supply Chain**
- (4) Consumer purchases the leather product/good **Consumers**
- (5) Hide finished with coating **Supply Chain**
- (6) Stretching and drying **Supply Chain**
- (7) Second round of tanning **Supply Chain**
- (8) Hide made into leather goods **Supply Chain**
- (9) Leather product/good marketed to the consumer **Sales, Service and Support**
- (10) Hide separated **Supply Chain**
- (11) Leather stocked in stores for sale **End Product**



Directions:

Use this resource, <https://www.crookhorndavis.com/blogs/news/how-is-leather-made>, to answer the following questions. Use the underlined letters to unscramble the hidden word.

1. The hides are packed in salt to prevent spoiling.
2. Liming helps to break down the stiffened colagen.
3. Tanning is the final step to turn the hide into a useable leather product.
4. One form of tanning is vegetable tanning which is the oldest form of tanning.
5. Today, many leather products are tanned by using chromium.
6. This process of tanning is faster: chromium.
7. Lastly, leather may receive a coating of pigment to mask any imperfections.

AGRICULTURE

Name: _____

What role does leather production have in the agriculture industry? What would happen if we did not produce leather? **Answers will vary. Example answer:** Leather sales are a large part of the economy, adding money to the buying and selling of goods. If we did not have leather, we would not have many of the products we have come to accept, and there would potentially be a large amount of waste from the livestock industry after animal processing.

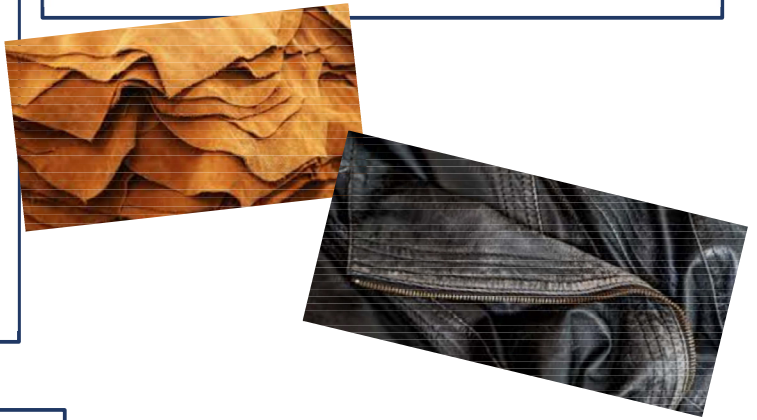
Using AgExplorer.FFA.org, identify three careers that exist in leather production and the tasks performed within those careers. **Answers will vary.**

1. _____:
2. _____:
3. _____:

What personality traits do you think you should have if you want to work in the leather production industry? Identify a minimum of three.

Answers will vary.

- 1.
- 2.
- 3.



How does the leather industry impact you every day?

Answers will vary.

What would life be like without leather?

Without leather we would not have a lot of the items we have come to expect in our everyday lives. Examples: leather seats in our cars, leather wallets/purses, etc. Also, with leather being a by-product of the livestock industry, we are ensuring we are using all parts of the animal.



In two to three sentences, describe the leather production process and its impact on the economy and our day-to-day lives.

Answers will vary.