Spring 2021 Teaching Guide

In this guide, you will find activities for eight articles in the spring 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

Have students use the worksheet (Appendix 9) to create their own crossword puzzle using the vocabulary from the spring 2021 issue of FFA New Horizons. Students should use the vocabulary word definitions as a clue. Once they have completed their crossword, have students exchange their crosswords with another classmate and solve them. The creator can then "grade" the crossword. For a virtual learning environment, you can upload the puzzles to a learning management system or email the students and have them choose one puzzle to complete. Students can either type their answers to complete the puzzle or write answers on their own pieces of paper. Appendix 9: Vocabulary.

THE FEED: COME TO ORDER

Parliamentary procedure is used across many industries and organizations. In this article, Dr. Foster discusses his passion for parliamentary procedure. In the accompanying lesson, students will learn the basics of parliamentary procedure rules and how to arrange a meeting room.

Appendix 1: The Feed: Come to Order

5 TIPS TO PLAN A PERFECT FFA BANQUET

Banquets are a great way to celebrate the accomplishments of those that share common interests and goals. However, the planning process can be overwhelming. Students will read the article and use the information included to develop a banquet plan.

Appendix 2: Banquet

ON THE RECORD: STEVE ROSENZWEIG

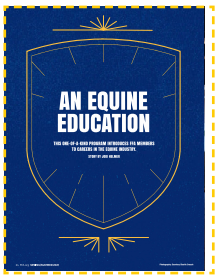
Protecting the health of soil is crucial for food production and many other facets of our day-to-day lives. Steve Rosenzweig, of the NRCS, discusses the renewed interest in soil health and what is being done to ensure soil is healthy.

Appendix 3: On the Record: Steve Rosenzweig

WELLNESS IN THE WORRY

Stress management and incorporating self-care are incredibly important for maintaining health. In the accompanying lesson, students will use the article and worksheet to learn about self-care and develop their own self-care plan.

Appendix 4: Wellness in the Worry



AN EQUINE EDUCATION

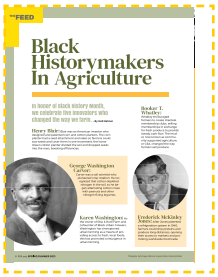
While the equine industry is important to agriculture, many are unaware of the broad range of equine-related careers, resulting in a lack of skilled workers. In the lesson, students will learn about the opportunities in and impact of the industry.

Appendix 5: An Equine Education

MEDIA CENTER ARTS AND CULTURE IN AGRICULTURE

Podcasts, blogs and documentaries are growing in popularity in today's digital world. This article highlights several podcasts, blogs and documentaries that have ties to agriculture. Check this article out to learn more.

Appendix 6: Media Center



BLACK INNOVATORS IN AGRICULTURE

There are numerous individuals who have made major contributions to the agriculture industry. This article explorers five innovators who changed the way we farm thanks to their contributions.

Appendix 7: Black Innovators in Agriculture

DEVOTED TO #DAIRYSTRONG

COVID-19 has impacted communities, schools, industries, and more. Read this article to learn how one FFA chapter in Wisconsin recognized a need in their community and worked to bring awareness of the dairy industry to their local community.

Appendix 8: Devoted to Dairy Strong

NEW
HORIZONS

Spring 2021
TEACHING GUIDE

ARTICLE SUMMARY

THE FEED: COME TO ORDER

Parliamentary procedure is used across many industries and organizations. In this article, Dr. Foster discusses his interest in and passion for parliamentary procedure.

Bell Ringer

How should a meeting be conducted for a club, group, etc.?

Discussion Questions

1. What is parliamentary procedure?
2. Why is parliamentary procedure used?
3. When will you use parliamentary procedure in the future?

Activity

Part 1: Hand out the worksheet (Appendix 1) to each student. Students will begin by reading the article "The Feed: Come to Order" in the Spring 2021 issue of FFA New Horizons and answering the questions.

Part 2: Students will utilize the FFA Handbook (English, Spanish) to learn how to set up a room for a meeting. Students will cut out the station markers and glue pictures where each officer should be stationed during an FFA meeting. Students should understand from the note included that all groups set up meetings differently. Note: For a virtual learning environment, have students draw arrows to indicate where each station marker should go.

Part 3: Now that students have identified where officers are stationed during a meeting, they will examine how a meeting is conducted. Using the FFA Handbook (English, Spanish), students will place a number (1 to 11) next to each order of business to indicate in what order it occurs during a meeting. Students should begin by placing a 1 in the "Student Order" column next to the item they believe occurs first. Next, students will answer a few questions to prepare them to set up a brief discussion for a meeting of their choice. Students will write a motion and "for" and "against" discussion points.

FFA Tip

Check out the Conduct of Chapter Meeting CDE to learn more about parliamentary procedure and practice what they learned in this lesson.

STANDARDS ALIGNMENT

FFA Precepts: FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA.PG-I; FFA.CS-N • **Common Core - Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, CCSS.ELA.RI.9-10.4 • **Common Core - Writing:** CCSS.ELA.W.9-10.2 • **Common Core - Speaking and Listening:** CCSS.SL.9-10.4 • **AFNR Career Ready Practices:** CRP.02, CRP.04, CRP.08 • **P21 Skills:** CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Ex officio
Parliamentary procedure
Quorum

EXIT TICKET

Why is parliamentary procedure used during meetings?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHTS

Student Handbook

- o English: https://ffa.box.com/v/studenthandbook
- o Spanish: https://ffa.box.com/s/r6dwij8bqdcz9jfw7f30twjwtfyfu579

REFERENCES

Student Handbook

- o English: https://ffa.box.com/v/studenthandbook
- o Spanish: https://ffa.box.com/s/r6dwij8bqdcz9jfw7f30twjwtfyfu579

RELATABLE LINKS

CDE, LDE and Agriscience Research Choice Board, https://ffa.box.com/v/CDE-LDE-AgriscienceChoiceboard

Parliamentary Procedure LDE Resources, https://ffa.box.com/s/duxc2dp0d40pgl2subhxl7lesh2lx9l2

APPENDIX

Appendix 1: The Feed: Come to Order

COME TO ORDER

- By Bev Flatt

I now declare this interview duly open for the transaction of questions or attention to any matter that Dr. Daniel Foster, registered parliamentarian, may properly present.

When it comes to leadership development events, parliamentary procedure is among the most popular. But how often are these skills used outside the chapter meeting room or competition space? Dr. Daniel Foster, one of several professional parliamentarians who serve as superintendents and members of National FFA's Conduct of Chapter Meeting and Parliamentary Procedure Leadership Development committees, shares his experiences with FFA members across the country.

"Engage with your professional organization early. For any profession, there are groups of individuals who care about advancing the standards and ideals of that profession. Seek those out."

- Dr. Daniel Foster

Q: What inspired you to become a professionally registered parliamentarian (PRP)?

A: If you are going to do something, do it 100%. I was looking for a way to document and convey my parliamentary knowledge to potential clients and stakeholders. Earning an industry credential allowed me to show creditability as well as create a talking point as we come together.

Q: What are some of the most misunderstood topics related to parliamentary procedure that you see?

A: There are several, but two are top of mind: quorum and ex officio. Quorum is the number of members required to legally transact business. It is codified in the bylaws of the organization. Most people mistakenly assume that it has to be a majority, which is not true. It is what is indicated in the bylaws. *Ex officio* means by virtue of title. For example, some organizations will make the president an ex officio member of all committees. The mistake is that people believe that ex officio members do not have a vote, which is not true.

Q: What advice would you give to FFA members looking to pursue a career in this field?

A: Engage with your professional organization early. For any profession, there are groups of individuals who care about advancing the standards and ideals of that profession. Seek those out. You already know the power of belonging to an organization through your membership in the National FFA Organization. Don't assume your personal journey of development and growth ends when your FFA membership is over. For parliamentary procedure, there are two organizations: the American Institute of Parliamentarians (AIP) and the National Association of Parliamentarians (NAP). By the way, if you compete in the National FFA Parliamentary Procedure Leadership Development Event, AIP will provide you membership in the organization until the age of 30.

See the BIG Picture

Participation in events like Parliamentary Procedure and Conduct of Chapter Meetings is about more than the direct link to the field of study. These skills will transfer to other fields you pursue, including preparing for careers and other professional roles. And you're sure to develop numerous soft skills about presenting yourself professionally, communicating effectively and working as a team to achieve a common goal.

Photography: Courtesy Daniel Foster, Copyright © FFA

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.PG-I; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.ELA.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.08

Appendix 1: The Feed: Come to Order

Created: Spring 2021 by the National FFA Organization

Part 1

DIRECTIONS:
Read the article "The Feed: Come to Order" in the Spring 2021 issue of FFA New Horizons and answer the questions below.

Why did Dr. Daniel Foster decide to become a professionally registered parliamentarian?

In your own words, define the terms below.

Quorum:

Ex officio:

Give your own specific example of each term.

Quorum:

Ex officio:

What are the two professional organizations you could join that focus on parliamentary procedure?

1.

2.

If you compete in the National FFA Parliamentary Procedure Leadership Development Event, you gain membership through AIP for how many years?

a. 22
b. 25
c. 27
d. 30

When do you think you may use parliamentary procedure in the future? Why?

Why is parliamentary procedure used in many groups, organizations, and businesses?

NAME: _____

Part 2

DIRECTIONS:

Understanding parliamentary procedure is important as many businesses, organizations, clubs, etc. use this method to maintain order when conducting formal business. Using the FFA Handbook (English, Spanish), we will look at how to set up a room for a meeting. Below you will find the FFA station markers. Cut out each marker and glue it where each officer should be stationed during an FFA meeting. (Note: This is for an FFA meeting; other groups may have variations regarding where officers should be located during the meeting). Note: If you are in a virtual learning environment, draw arrows to indicate where each station marker should go.

Reporter

President

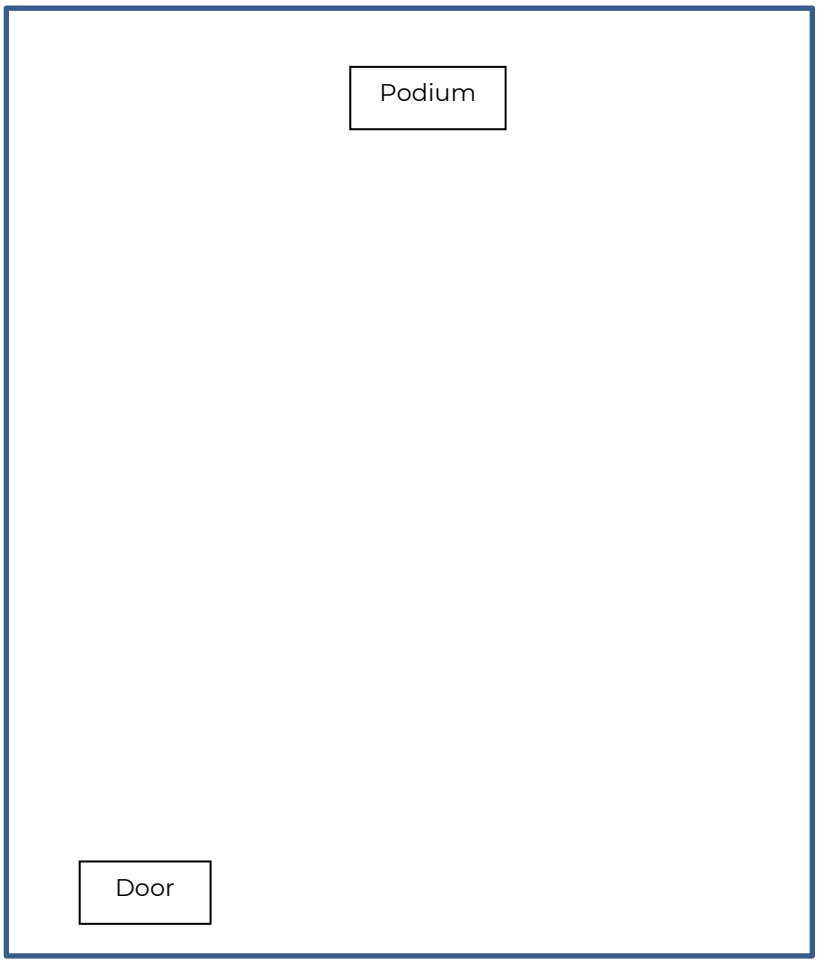
Secretary

Vice President

Treasurer

Advisor

Sentinel



NAME: _____

Part 3

DIRECTIONS:

Now that we have identified where officers are stationed during a meeting, let's look at how a meeting is conducted. Using the FFA Handbook (English, Spanish), place a number (1 to 11) next to each item below in the order that you think it occurs during a meeting. Begin by placing a *1* in the "Student Order" column next to the item that you believe occurs first.

Student Order	Order of Business	Official Order
_____	Committee Reports	_____
_____	Entertainment, Recreation, Refreshments	_____
_____	Officer Reports	_____
_____	Unfinished (Old) Business	_____
_____	Opening Ceremonies	_____
_____	Closing Ceremonies	_____
_____	Minutes of Previous Meeting	_____
_____	New Business	_____
_____	Special Features (guest speakers, activities, etc.)	_____
_____	Degree and Installation Ceremonies	_____

After discussing the official order as a class, jot down your thoughts to the following questions.

1. What is most surprising about the official order of business?
   _____

   _____

2. What is the Program of Activities?
   _____

   _____

3. Think of a group you are passionate about (ex. FFA, 4-H, art club, foreign language club, music, etc.). What is an important order of business that would need to come before that group?
   _____

   _____

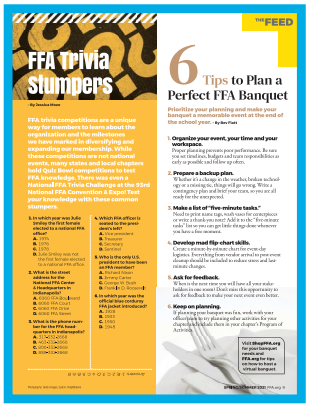
4. A motion is a statement to be brought before the group. What would your motion be based on what you wrote for Question 3 above?
   I move _____

   _____

5. Now, develop discussion points for the motion you just posed.
   a. For:
   b. Against:
   c. For:
   d. Against:

NEW HORIZONS

Spring 2021
TEACHING GUIDE



ARTICLE SUMMARY

5 TIPS TO PLAN A PERFECT FFA BANQUET

Banquets are great way to celebrate the accomplishments of those that share common interests and goals. In this article, readers will learn about the important components that need to be considered when planning a banquet.

Bell Ringer

What is the purpose of a banquet for an organization, club, etc.?

Discussion Questions

1. What is the purpose of a banquet?
2. What are the steps to plan a banquet?
3. How can we plan a virtual banquet?

Activity

Part 1: Have students begin by reading the article "5 Tips to Plan a Perfect FFA Banquet" in the spring 2021 FFA New Horizons magazine. Students will then use the steps in the article and the steps outlined on the worksheet (Appendix 2) to plan a banquet of their choice (Ex. FFA, 4-H, art club, academic, sports, etc.).

Part 2: Sometimes things do not go as planned, and people cannot gather in person to host a banquet. Have students think about each of the steps they previously outlined and brainstorm how they can take the banquet they just planned and make it a virtual or distance event. Students should follow the steps outlined on the worksheet.

FFA Tip

Have students participate in committees to help put the annual FFA banquet together.

SAE Tip

SAEs play a large role in an agricultural education program. Celebrate the accomplishments of members by highlighting the various SAEs of members. Also, consider giving products from student SAEs to people honored at the banquet, as door prizes, as part of the meal or as table favors (Ex. goat soap).

STANDARDS ALIGNMENT

FFA Precepts: FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA.CS-M; FFA.CS-N • **Common Core – Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3 • **Common Core - Writing:** CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.4 • **AFNR Career Ready Practices:** CRP.02, CRP.04, CRP.06, CRP.07, CRP.08, CRP.11 • **P21 Skills:** COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Banquet
Feedback
Vendor

EXIT TICKET

What is the process for planning a banquet? What is the most important step or consideration to keep in mind when planning a banquet?

CAREER FOCUS AREA

Any

RELATABLE LINKS

Reaching New Heights – Banquet, https://ffa.box.com/s/redkj9jbu717wx05nnr28xz5xin9ptpv

Student Handbook – Banquet, Word: https://ffa.box.com/s/0pypaymjnhltzuvvfrjxkcf0ndn8fx0c, PDF: https://ffa.box.com/s/0gevlnxnb15b-7caumzzxz7btmrd54hjz

RESOURCE HIGHLIGHTS

Banquet Planning Guide, https://ffa.box.com/s/tu8nniaww7imgcxnir9omaoubuu-bo270

APPENDIX

Appendix 2: Banquet

FFA Trivia Stumpers

– By Jessica Mozo

FFA trivia competitions are a unique way for members to learn about the organization and the milestones we have marked in diversifying and expanding our membership. While these competitions are not national events, many states and local chapters hold Quiz Bowl competitions to test FFA knowledge. There was even a National FFA Trivia Challenge at the 93rd National FFA Convention & Expo! Test *your* knowledge with these common stumpers.

1. **In which year was Julie Smiley the first female elected to a national FFA office?**
   A. 1974
   B. 1976
   C. 1978
   D. Julie Smiley was not the first female elected to a national FFA office.
2. **What is the street address for the National FFA Center & Headquarters in Indianapolis?**
   A. 6060 FFA Boulevard
   B. 6060 FFA Court
   C. 6060 FFA Drive
   D. 6060 FFA Street
3. **What is the phone number for the FFA headquarters in Indianapolis?**
   A. 317-332-2668
   B. 463-332-2668
   C. 800-332-2668
   D. 888-332-2668
4. **Which FFA officer is seated to the president's left?**
   A. Vice president
   B. Treasurer
   C. Secretary
   D. Sentinel
5. **Who is the only U.S. president to have been an FFA member?**
   A. Richard Nixon
   B. Jimmy Carter
   C. George W. Bush
   D. Franklin D. Roosevelt
6. **In which year was the official blue corduroy FFA jacket introduced?**
   A. 1928
   B. 1933
   C. 1950
   D. 1948

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

Photography: Getty Images, EyeEm, RalphBaleno

6 Tips to Plan a Perfect FFA Banquet

Prioritize your planning and make your banquet a memorable event at the end of the school year. – By Bev Flatt

1. **Organize your event, your time and your workspace.**
   Proper planning prevents poor performance. Be sure you set timelines, budgets and team responsibilities as early as possible and follow up often.
2. **Prepare a backup plan.**
   Whether it's a change in the weather, broken technology or a missing tie, things will go wrong. Write a contingency plan and brief your team, so you are all ready for the unexpected.
3. **Make a list of "five-minute tasks."**
   Need to print name tags, wash vases for centerpieces or write a thank-you note? Add it to the "five-minute tasks" list so you can get little things done whenever you have a free moment.
4. **Develop mad flip-chart skills.**
   Create a minute-by-minute chart for event-day logistics. Everything from vendor arrival to post-event cleanup should be included to reduce stress and last-minute changes.
5. **Ask for feedback.**
   When is the next time you will have all your stakeholders in one room? Don't miss this opportunity to ask for feedback to make your next event even better.
6. **Keep on planning.**
   If planning your banquet was fun, work with your officer team to try planning other activities for your chapter and include them in your chapter's Program of Activities.

Visit **ShopFFA.org** for your banquet needs and **FFA.org** for tips on how to host a virtual banquet.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.2; CCSS.W.9-10.4; CRP.02; CRP.04; CRP.06; CRP.07; CRP.08; CRP.11

Appendix 2: Banquet

Created: Spring 2021 by the National FFA Organization

Part 1

DIRECTIONS:

Banquets are a great way to gather and celebrate the accomplishments of those that share common interests and goals. However, the planning process can be overwhelming. Read the article "5 Tips to Plan a Perfect FFA Banquet" in the spring 2021 issue of *FFA New Horizons*. Follow the steps below to plan your own banquet.

1. Select a banquet you would like to plan. Examples include academic banquets, sports banquets, FFA banquets, etc.

   _____

   - Why did you select this banquet? What meaning does it have for you? Answer in the space below.

Identify a minimum of five people, including yourself, who will help put the selected banquet together.

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

2. Read the article "5 Tips to Plan a Perfect FFA Banquet." While reading, complete the following activity. Use the Banquet Planning Guide for ideas, https://ffa.box.com/s/tu8nniaww7imgcxnir9omaoubuubo270.

Using no more than three words, give each step a title.	**Summarize the step and its purpose.**	**Using what you have learned from the article, outline a banquet for the group you selected in question one.**
1.		**What is your timeline? When will tasks need to happen?**

NAME: _____

		What is the budget? **_____** **Team members and their responsibilities:**
2.		**Identify three things that could happen and the backup plan that you have.** Ex. missing tie 1. 2.

NAME: _____

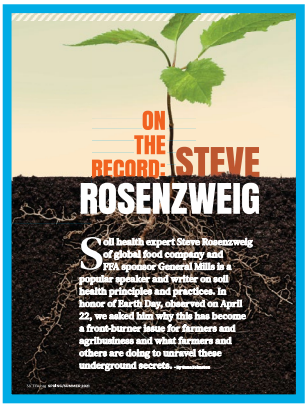
		3.
3.		**Identify six "five-minute tasks" that need to be completed, why that task is important and who is going to complete the task.** Tip: Look in the article. 1. 2. 3. 4.

NAME: _____

		5. 6.
4.		**Identify each flip chart page you will need to develop, explain why and detail who will oversee the task.** Tip: Look in the article.
5.		**How will you ask for feedback?**

NEW HORIZONS

Spring 2021
TEACHING GUIDE



ARTICLE SUMMARY

ON THE RECORD: STEVE ROSENZWEIG

Soil health is important in food production and many other facets of our day-to-day lives. In this article, read how soil health has become more important than ever and why a focus has been placed on this important topic.

Bell Ringer

What does soil health mean?

Discussion Questions

- What is soil health?
- Why is soil health important?
- What are farmers doing to ensure soil health?
- How does soil impact you?

Activity

Have students begin by reading the article "On the Record: Steve Rosenzweig" in the spring 2021 issue of FFA New Horizons. Students will begin by answering questions about the article (Appendix 3). They will then be led through a series of steps to evaluate the soil where they live. Students will identify what to look for when it comes to healthy soil (found in the article). They will then select a tool. This can be anything they can use to pull a small soil sample at their home. Once students pull a sample, they will evaluate the health using the questions and steps outlined. Following this activity, students will select another location, not at their home, to gather another sample and follow the same steps. This second location can be at a relative's home, the school, the library, a local park, etc. Students will discuss the differences and similarities between the two samples and summarize what they have learned.

FFA Tip

Students can get involved in their soil judging or land evaluation CDE at their local level to continue to learn more about soil and soil health.

SAE Tip

Help your students identify soil-related careers they may wish to explore through an SAE. What soil-related SAE research projects can your students envision? What soil improvement projects are your students doing or could they be incorporating into their SAEs? Are they documenting soil research and improvement practices in their SAE records?

STANDARDS ALIGNMENT

AFNR Performance Element: CS.01; CS.02 • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA.CS-N • **Common Core – Reading: Informational Text:** CCSS.ELA-Literacy.RI.9-10.1; CCSS.ELA-Literacy.RI.9-10.3 • **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 Career Technical Core:** AG1; AG2 • **AFNR Career Ready Practices:** CRP.02, CRP.04, CRP.08 • **P21 Skills:** CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Diversity
Integrate
Intercropping
Natural Resources Conservation Service (NRCS)

EXIT TICKET

Why should you care about soil health?

CAREER FOCUS AREA

Natural Resources Systems

Plant Systems

RELATABLE LINKS

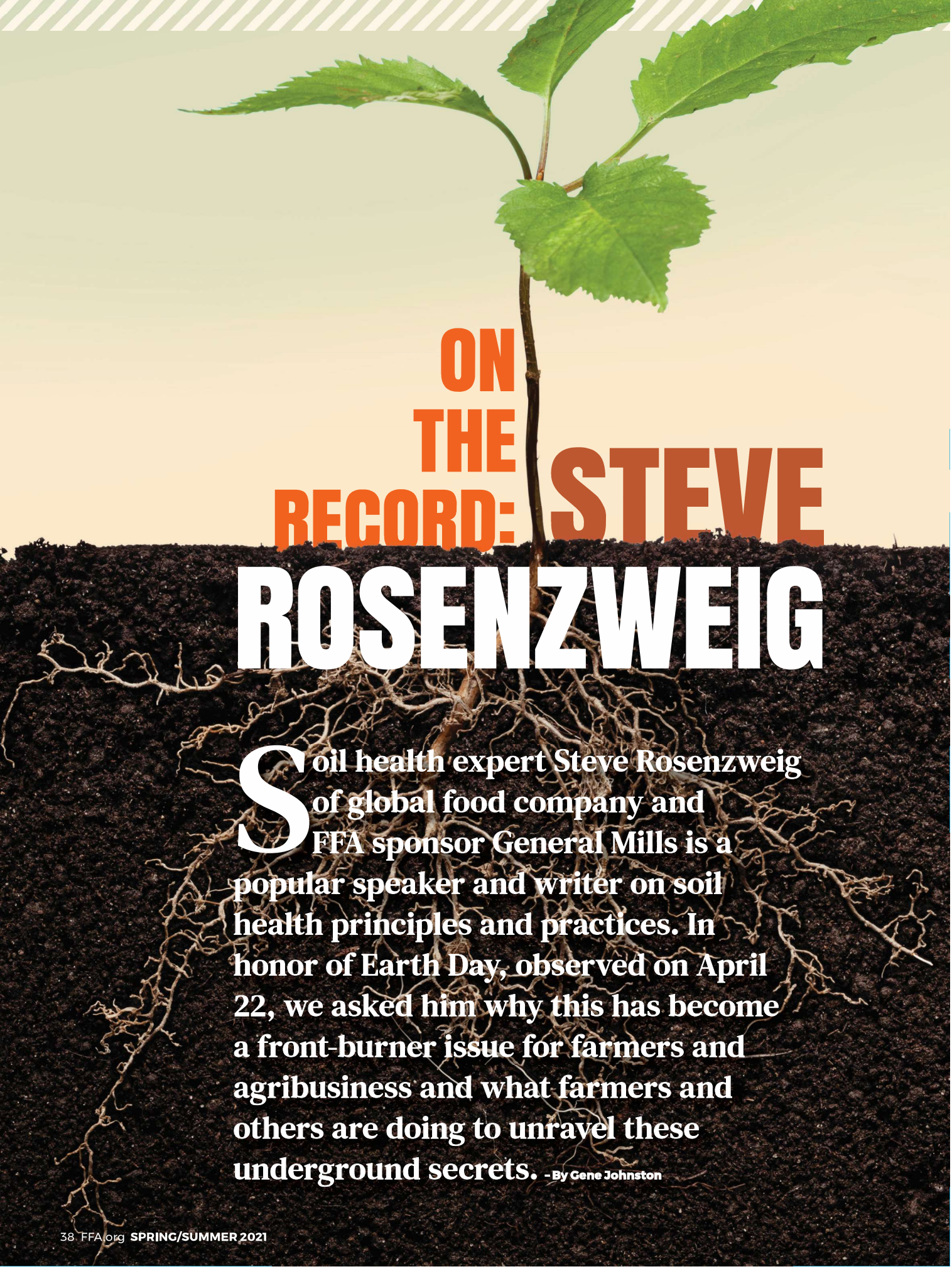
Natural Resources Conservation Service (NRCS), https://www.nrcs.usda.gov/wps/portal/nrcs/site/national/home

RESOURCE HIGHLIGHT

- Syngenta, Word: https://ffa.box.com/s/3p7z-zoc3pvrpqni2whopcgdjrg00zt7v, PDF: https://ffa.box.com/v/whyissoilsoimportant
- 4.1 The Effects of Soil Erosion on Soil Profiles, https://ffa.box.com/s/dm8pak1h-4k7ut913dwxgkjui4oq0wodz
- 4.2 The Effects of Soil Quality on Animal Life, https://ffa.box.com/s/yh6uij48k0z00de1ix-8infismhlkjmg7
- 4.3 The Effects of Soil Quality on Animal Life, https://ffa.box.com/s/wbj55ngs5dh41vi-w1dz2q3xybwuyshfi

APPENDIX

Appendix 3: On the Record: Steve Rosenzweig



ON THE RECORD: STEVE ROSENZWEIG

Soil health expert Steve Rosenzweig of global food company and FFA sponsor General Mills is a popular speaker and writer on soil health principles and practices. In honor of Earth Day, observed on April 22, we asked him why this has become a front-burner issue for farmers and agribusiness and what farmers and others are doing to unravel these underground secrets. - By Gene Johnston

"Knowledge and passion, strong communication skills and leadership are all traits that make an effective soil health practitioner. The entire industry is yearning for more people like that."
– STEVE ROSENZWEIG

General Mills soil health expert Steve Rosenzweig

Q: Why are we seeing a renewed interest in soil health now?

A: I think it's a combination of new insights from soil science research, innovations by farmers and ranchers, and a big educational campaign by the Natural Resources Conservation Service (NRCS).

Q: What are some healthy soil practices farmers are incorporating?

A: There are six principles they are implementing in a system – minimize soil disturbance, keep the soil covered, maximize plant diversity, keep a living root in the ground as long as possible throughout the year, integrate livestock and do this all within the unique context of your farming operation. There are hundreds of practices that can be used to achieve those principles, and practices are emerging in different contexts. For instance, in Canada, farmers are experimenting with intercropping, where multiple cash crops grow at the same time to maximize diversity. In Kansas, they're terminating cover crops with a roller-crimper to minimize soil disturbance.

Q: Is there an easy way to begin to measure soil health?

A: One simple thing anyone can do is take a shovel and dig. Look at the color (darker is better), the smell (earthy and rich) and how crumbly it is (like cottage cheese).

Q: What are the costs and returns to soil health practices?

A: Cover crop seed, fencing and water for livestock, and new equipment can potentially add costs when transitioning. There is also the cost of time to learn new things. But the returns can be great. Farmers can maintain or increase yields while reducing expensive inputs. They can improve resilience to weather extremes. Maybe most importantly, farmers who are managing for soil health report being more optimistic about the future, having more fun farming, and being less stressed. That's not to mention all of the benefits to the environment and society more broadly.

Q: Why is this effort important to General Mills?

A: As a food company that's been around for over 150 years, we know that the only way we'll be around for another 150 is with resilient farmers and strong ecosystems. We are piloting a range of strategies to figure out how to most meaningfully grow this movement.

Q: Does this topic suggest career opportunities for young people?

A: Conservation districts, NRCS, consultants, university Extensions and farmers need good employees to improve soil health. Knowledge and passion, strong communication skills and leadership are all traits that make an effective soil health practitioner. The entire industry is yearning for more people like that.

Photography: Getty Images, ThomasVogel, Courtesy Steve Rosenzweig

NAME: _____

Aligned to the following standards:
CS.01; CS.02; AG1; AG2; FFA.PL-A; FFA.PL-E; FFA.PL-F; FA.PG-J; FFA.CS-N; CCAA.RI.9-10.1; CCSS.RI.9-10.3; CCSS.WHST.9.10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CRP.02; CRP.04; CRP.08

Appendix 3: On the Record: Steve Rosenzweig

Created: Spring 2021 by the National FFA Organization

DIRECTIONS:

Begin reading the article "On the Record: Steve Rosenzweig" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. What company does Steve Rosenzweig work for?

   a. Kraft
   b. Sargento
   c. Nabisco
   d. General Mills

2. What day is Earth Day observed?

   a. April 20
   b. April 22
   c. April 24
   d. April 26

3. What is NRCS?

   a. National Resources Conservation Services
   b. Natural Resources Conservation Systems
   c. Natural Resources Conservation Service
   d. National Regional Conservation Systems

4. Which of the following are NOT one of the six soil practices being incorporated by farmers?

   a. Minimize soil disturbance
   b. Keep the soil covered
   c. Maximize plant diversity
   d. Integrate livestock
   e. Plant the same crop

What benefits come from caring for the soil?

Soil health is undoubtedly important, not only for farmers but for everything that we do in society. Today, you are going to evaluate the soil where you live. Follow the steps below to evaluate the soil in your area.

1. According to the article, what color is better for soil health? _____

2. According to the article, how should the soil smell? _____

3. How should the soil appear for better soil health? _____

4. Go outside with a tool suitable for digging up a small soil sample (shovel, trowel, spoon, etc.). What tool have you selected? _____

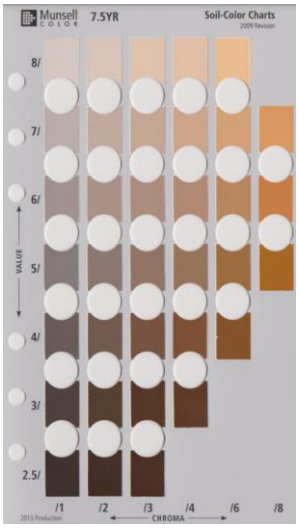
5. Pull the sample using your selected tool and evaluate the health of the soil sample. The sample needs to be large enough to see the color and evaluate the way it feels.
   a. Pull the sample using your selected tool and evaluate the health.

   b. What color is your soil sample? Circle the color on the Munsell Chart that best matches your soil sample.
      - Where did you pull your sample from? _____
      - Do you think your soil is healthy? Circle your answer. Yes No
        1. Why?

   c. How does your soil sample smell? _____

   d. How does the soil appear? (Ex. crumbly, sticky, etc.)

The Munsell Chart helps to scientifically evaluate the color of a soil sample.



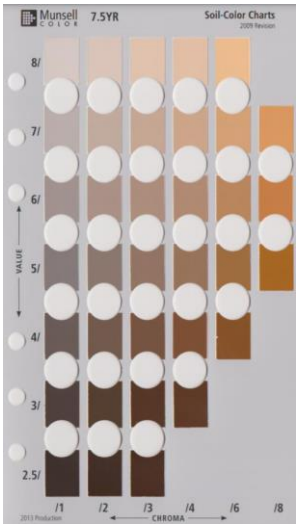
NAME: _____

6. Now, find a different location and follow the same steps as you did for your first sample. Pull the sample using your selected tool and evaluate the health.

   a. What color is your soil sample? Circle the color on the Munsell Chart that best matches your soil sample.
      - Where did you pull your sample from? _____
      - Do you think your soil is healthy? Circle your answer. Yes No
        1. Why?

   b. How does your soil sample smell? _____

   c. How does the soil appear? (Ex. crumbly, sticky, etc.)



What role does soil health play in your community? Explain and give specific examples.

How can evaluating the soil in your home and community be beneficial to you and your family? Explain and give specific examples.

How are the samples similar? How are they different?

Why do you think they are so similar or so different?

Why should everyone, not just farmers, care about the soil and its health?

If you only had two sentences to share with someone about why they should care about soil, what would you say to them?

NEW HORIZONS

Spring 2021
TEACHING GUIDE

[PERSONAL GROWTH]

WELLNESS in the WORRY

When life gets turned upside down, try these tips to find balance and peace. - By Jessica Moss

ARTICLE SUMMARY

WELLNESS IN THE WORRY

Due to the COVID-19 pandemic, the level of stress experienced by students is at an all-time high. Self-care is now more important than ever to help maintain overall health. Read about self-care and ways to incorporate self-care each day.

Bell Ringer

What is self-care?

Discussion Questions

- What is self-care?
- Why is self-care important?

Activity

Have students begin by reading the "Wellness in the Worry" article in the spring 2021 issue of FFA New Horizons and pass out the worksheet (Appendix 4). Have students think about why self-care is important. Next, students will read a series of statements about self-care and identify if they are true (T) or false (F). After this, students will identify things that make them happy. While thinking about what makes them happy, students will read through the self-care ideas found at Healthy Coach Institute and identify self-care ideas they could implement. Lastly, students will identify three specific times during the day they could focus on self-care and describe what self-care action they are going to use at those times.

FFA Tip

As an FFA chapter, host a yoga class either in-person or virtually. The instructor could be from the community or an online video.

SAE Tip

Can working on an SAE fit into a self-care plan? Encourage your students to focus on an SAE they enjoy to help reduce stress. Hands-on work with visible progress and accomplishment can help.

VOCABULARY

Anxiety
Self-care

EXIT TICKET

How can self-care help you?

CAREER FOCUS AREA

Any

REFERENCES

Health Coach Institute, https://www.health-coachinstitute.com/motivational/60-healthy-self-care-ideas-to-feel-better-than-ever

APPENDIX

Appendix 4: Wellness in the Worry

STANDARDS ALIGNMENT

FFA Precepts: FFA.PL-A, FA.PL-C, FFA.PL-E, FFA.PGF, FFA.PG-G, FFA.PG-J, FFA.CS-N • **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 - Literacy in Science & Technical Subjects: Writing:** CCSS.WHST.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

[PERSONAL GROWTH]

WELLNESS *in the* WORRY

When life gets turned upside down, try these tips to find balance and peace.

– By Jessica Mozo

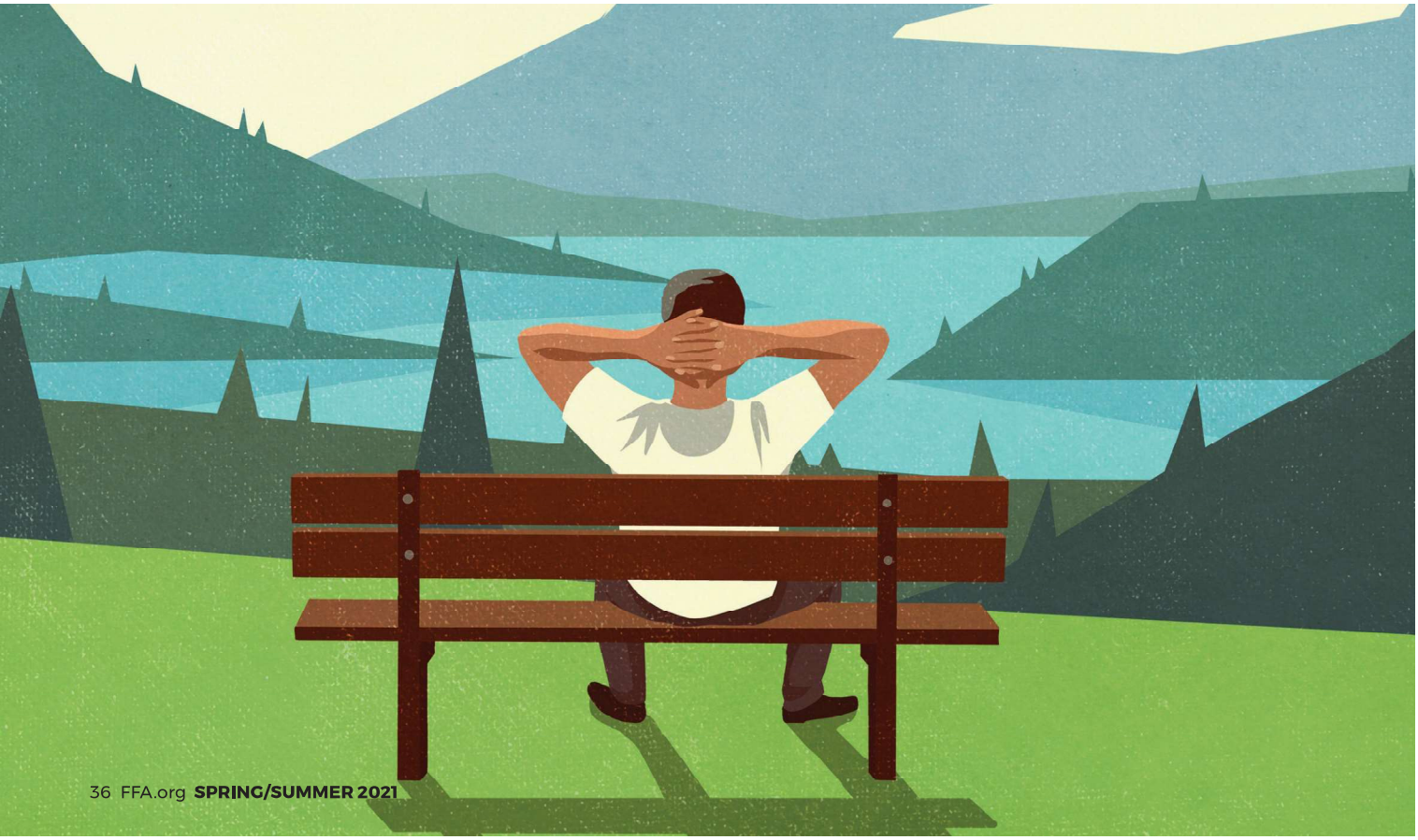
If you've been feeling more anxious than usual in recent months, you're not alone. The COVID-19 pandemic has caused a spike in anxiety, depression and other mental health concerns for people across the globe. Physical distancing has made life especially challenging for teens who enjoy social interactions with friends at school, sports and organizations such as FFA.

Without a doubt, school and extracurricular activities look different for FFA members now than they did one year ago. Some students are attending school in person, while others are learning virtually from home.

"Teens are already dealing with the normal stressors they feel related to social relationships, academics and family life, and now they have added Zoom fatigue and an increase in time being spent on electronics and computers," says Janelle Stewart, co-author of a Michigan State University Extension report called "Youth Farm Stress."

Virtual learning alone is a stressor because students have to adapt to a whole new process of learning, submitting assignments and taking tests.

"Most students are used to being face-to-face and having social connections with their peers and teachers, so virtual learning has been very challenging," says Kea Norrell-Aitch, co-author of the report. "We also hear a lot of students say how stressful test-taking is, including exams and standardized tests. Preparing for the SAT and ACT takes academic stress to another level because those tests determine their future and often dictate their next step after graduation,



such as which college they'll attend."

Experts say one of the best things you can do to manage anxiety is create your own self-care plan.

"While many teens have a sense of when they are feeling overwhelmed, anxious or depressed, they don't always know what to do about it," Norrell-Aitch says. "A self-care plan is something you can act upon whenever you feel stressed or saddened about things going on in your household, community or nation. Think of ways to improve your social, emotional and physical well-being. Your plan should definitely include getting proper nutrition by eating balanced meals, getting outside and connecting with nature, and getting adequate sleep – at least eight hours each night."

Without a doubt, school and extracurricular activities look different for FFA members now than they did one year ago. Some students are attending school in person, while others are learning virtually from home.

Remember that your self-care plan may look different than your best friend's plan.

"It's an individualized plan," Stewart says. "Riding my bike may be a stress reliever for me, but not for you. It's very much about what helps you."

Include a variety of things in your plan, and remember that doing everything in moderation is important.

"We all get out of balance from time to time," Norrell-Aitch says, "but we should strive to get back to that balance to keep our minds and bodies healthy and well."

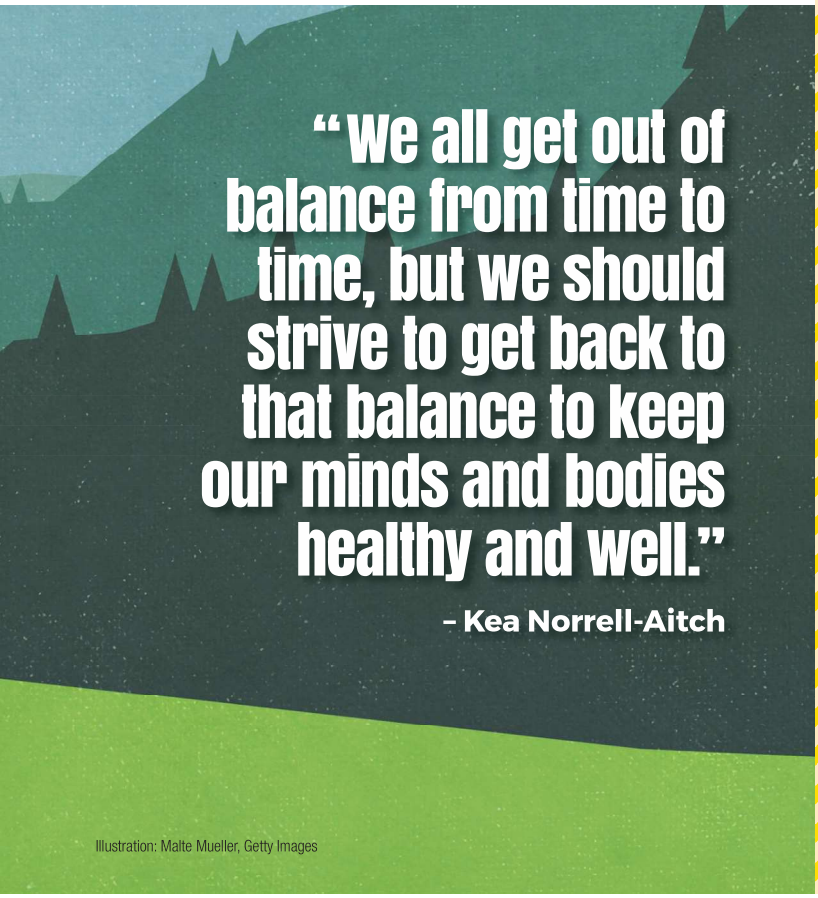


Illustration: Malte Mueller, Getty Images

8 Ideas for Self-Care

In addition to eating a balanced diet, getting enough sleep and spending time outdoors, consider including these ideas in your self-care plan.

1. Identify and talk with an adult you trust, whether it's a parent, coach, teacher, neighbor or FFA advisor. Studies show having a caring adult in your life is proven to reduce suicidal tendencies among teens.
2. Avoid caffeine. Caffeine is a stimulant, and the jittery effects it has on your body can provoke anxiety.
3. Do something kind for someone or take part in a community service project.
4. Cook a meal with your family or engage in another fun family activity.
5. Go to the theater, an art gallery or other creative venues.
6. Focus on positive talk. Negative talk creates a downward spiral, while positive talk can lift your mood.
7. Limit your time on social media. Ask yourself if social media is contributing to your stress level. If the answer is yes, take a break from it.
8. Get outdoors and take a hike. Physical activity has been proven to reduce stress and improve your ability to sleep.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FA.PL-C; FFA.PL-E; FFA.PGF; FFA.PG-G; FFA.PG-J; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.WHST.9.10.4; CRP.04; CRP.06; CRP.08

Appendix 4: Wellness in the Worry

Created: Spring 2021 by the National FFA Organization

DIRECTIONS:

Read the "Wellness in the Worry" article in the spring 2021 issue of *FFA New Horizons*. Answer the questions below.

According to the article, what are five stressors impacting people?

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

Circle the stressors you are currently facing.

In your own words, define self-care.

According to the article, what should everyone have to help with stress?

_____

Why is self-care important? Explain.

Mark each statement as true (T) or false (F).

1. ____ Taking a walk can be beneficial to mental health.
2. ____ You should not talk to others about how you are feeling.
3. ____ Facebook is a great way to de-stress.
4. ____ Consuming caffeine can help me with my stress and anxiety.
5. ____ Community service/doing something kind for others can help with stress.
6. ____ Meditation can be a great way to de-stress.
7. ____ I should look at myself in the mirror each morning and say something positive about myself.
8. ____ Attending a sporting event, art gallery, etc. can be a great way to de-stress.
9. ____ Yoga can help you de-stress.
10. ____ When stressed, I should just make a post on Snapchat.

Identify ten things that make you happy.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Using the Healthy Coach Institute, identify five new self-care ideas that you would enjoy.

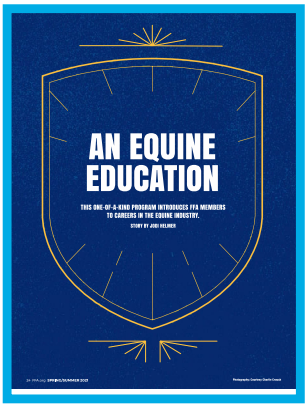
1. _____
2. _____
3. _____
4. _____
5. _____

It is so important to plan self-care into each day. Select three times during the day that you could focus on you and identify what you can do in that moment to practice self care.

Time	Self-care Action
Example: 6:00 p.m.	*Example: Ten minutes of journaling*

NEW
HORIZONS

Spring 2021
TEACHING GUIDE



ARTICLE SUMMARY

AN EQUINE EDUCATION

The equine industry is an important part of the agriculture industry as a whole. At a school in Kentucky, students receive hands-on experience in the equine industry through the three-circle model, which prepares them for a career in the industry.

Bell Ringer

What impact do horses have in your state? Give specific examples.

Discussion Questions

- What role does the equine industry play in the economy?
- What careers exist in the equine industry?

Activity

Part 1: Hand out the worksheet (Appendix 5) to each student. Have students begin reading the article "An Equine Education" in the spring issue of FFA New Horizons and complete the questions about the article. Students will then use the map to identify the "horse capital" of the world. Next, students will describe the economic impact of the horse industry overall as well as within their state. Students will then identify supervised agricultural experiences (SAEs) that students could have in the equine industry. Students can use the SAE for All website for help (https://saeforall.org/).

Part 2: Careers in the equine industry are very diverse. Students will learn about just three of the opportunities that exist within the industry. Have students read each career description and research the following: education needed, skills required and day-to-day-activities of the career. Students will finish with three review questions about what they have learned.

FFA Tip

Host a watch party for an equine event, such as the Kentucky Derby, to view the equine industry in action.

SAE Tip

What agricultural production, processing or natural resources employment opportunities are in your area? Establish a relationship with those employers to expose your students to them and create a pool of potential interns and employees for those industries.

VOCABULARY

Canter
Equine
Gallop
Thoroughbred
Trot

EXIT TICKET

How do horses impact you?

CAREER FOCUS AREA

Animal Systems

RESOURCE HIGHLIGHT

Equine Dentistry – Looking a Horse in the Mouth: PDF: https://ffa.box.com/s/vppauc-52rhyxtsvf6ezhe3eu8cenexi2, Word: https://ffa.box.com/s/4wcg63rcujoxmx3yx2nvzrgq-h1ejur47

REFERENCES

AgExplorer.FFA.org

SAEforall.org

APPENDIX

Appendix 5: An Equine Education

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02; CS.05 • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-I; FFA.PG-J, FFA. CS-N • **Common Career Technical Core:** AG2; AG5 • **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 - Literacy in Science & Technical Subjects: Writing:** CCSS. WHST.9.10.4 • **AFNR Career Ready Practices:** CRP.02, CRP.04, CRP.07, CRP.08 • **P21 Skills:** CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

AN EQUINE EDUCATION

THIS ONE-OF-A-KIND PROGRAM INTRODUCES FFA MEMBERS TO CAREERS IN THE EQUINE INDUSTRY.

STORY BY JODI HELMER

Photography: Courtesy Charlie Crouch

Locust Trace FFA member Lily Crouch

This photo: Lily Crouch practices jumping skills.
Opposite: Saniyah Smith receives guidance from equine instructor Jermo Reese.

ERICK TORRES STARTED GOING TO THE HORSE STABLES WHEN HE WAS JUST 8 YEARS OLD. HE TAGGED ALONG WITH HIS DAD, A PROFESSIONAL HORSE GROOM, TO HELP BATHE AND BRUSH THE THOROUGHBREDS.

The experience convinced Torres, now 18, that he wanted a career working with horses. When he learned that Locust Trace AgriScience Center in Lexington, Ky., had an equine program for high school students, he couldn't wait to sign up. The program exceeded his expectations.

"It was really fast-paced and really fun, and I learned a lot of things," Torres says. "It gave me a special boost."

After his 2020 graduation, Torres accepted a job at the iconic Thoroughbred Center in Lexington as a horse groom and set his sights on becoming an equine veterinarian. Torres believes the high school program provided the skills and confidence he needs to take his equine career to the next level.

The equine program has been part of the curriculum since Locust Trace opened its doors in 2011. A new partnership between Fayette County Public Schools and the Kentucky Thoroughbred Association has expanded the offering, making the program available to all high school students attending the career and technical high school in Lexington.

"An equine program just makes sense in the horse capital of the world," notes Logan Layne, agriculture teacher and FFA advisor at Locust Trace.

Although Lexington is considered the horse capital of the world, many of the students in Fayette County Public Schools have had little interaction with horses. Through the program and membership in the Locust Trace FFA chapter, more than 2,400 students will gain knowledge and exposure to the myriad career possibilities in the equine industry.

Logan Layne

Fallon Jackson

"It's all about exposure," says Anne DeMott, principal at Locust Trace. "Students might not associate a career in technology with agriculture at all, but if we can let students job shadow or take them to places to see how they could take that interest and combine it with agriculture, those experiences are crucial in building a new generation of agriculturalists."

USING THE THREE-CIRCLE MODEL

Saniyah Smith had no interest in working with horses until she was inadvertently enrolled in the equine program. Now, the Locust Trace senior hopes to study equine science and management in college and pursue a career in equine dentistry or therapy.

"The equine pathway is so hands-on; you're working with horses every day," Smith says. "I like being hands-on, seeing and touching the horses and being able to look at the different parts of their bodies and say, 'Oh, this is what it looks like, this is what it feels like.' It's more fun and you can remember it better than just looking at it on a piece of paper."

Torres agrees. He often points out different parts of the equine anatomy while bathing and grooming horses – and even shares the information with his dad.

"He's really happy that I'm learning lots of things," Torres explains. "He's sometimes right next to me when I'm doing equine work, and he'll say things like, 'I didn't know that body part.' We're just both learning new things."

The hands-on learning environment is one of the biggest benefits of the expanded equine program, according to Fallon Jackson, agriculture teacher and FFA advisor at Locust Trace.

FFA members are exposed to each component of the three-circle model, combining premier leadership, personal growth and career success. They use lessons from the classroom during their field trips and volunteer opportunities at 23 participating horse farms around Lexington.

"It's the partnership with local farms that makes this program stand out," she says. "Being able to set students up with internships and experiences will put them leaps and bounds ahead of the competition for career opportunities."

Through the equine

Photography: Courtesy Charlie Crouch, Jermo Reese and Logan Layne

program, Smith, 17, has volunteered with the Kentucky Horse Park and the Kentucky Equine Adoption Center. She also spent time teaching students from nearby Nicholasville Elementary School about equine anatomy; the difference between a walk, trot, canter and gallop; and the proper technique for haltering a horse.

"The program's unique because they give you chances that most kids don't have," she says. "I'd never worked with horses, and now I'm taking equine classes. I went from somebody who knew almost nothing about horses to feeling confident talking about horses and going out and volunteering."

MORE THAN HORSIN' AROUND

While Locust Trace FFA members often cite spending time with horses as one of the biggest advantages of participating in the equine program, the classes are about more than just horsin' around.

Several FFA members have used the program as a foundation for their supervised agricultural experiences (SAEs). Layne points to members who have developed SAEs to educate others about the equine industry's importance in Kentucky.

"I've seen students, even from last year to this year, maturing so much because of the responsibilities they took on in the equine program," he adds. "They are developing the skills they need to be successful in the industry."

Lily Crouch has known she wanted to work with horses since she was little. Although she had a lot of experience riding horses and participating in competitions, Crouch, 17, admits she didn't know much about what happened behind the scenes or potential career pathways that would allow her to work with Thoroughbreds. The equine program at Locust Trace changed that.

"It's amazing, considering we're in the middle of Lexington, to have a program for city kids who have the passion and the drive to want to be in the ag industry," Crouch says.

After she graduates from Locust Trace in 2021, Crouch hopes to double major in education and equine science and management with a minor in animal science. Crouch isn't sure what career path she'll pursue, but thanks to her experiences at Locust Trace, she knows her future includes working with horses.

Kentucky horse farms often struggle to hire skilled workers, and they have high hopes that the equine program at Locust Trace will create a school-to-farm employment pipeline that offers opportunities for students from all racial and socioeconomic backgrounds who are often underrepresented in the equine industry. The impact could last for generations.

"The industry has such a need for qualified employees that they're willing to invest to help create that passion and excitement about horses and, hopefully, drive them to pursue careers in the Thoroughbred industry," DeMott says. "It speaks volumes that we have an industry that believes in what we're doing and is willing to wait on a return on their investment."

Local colleges have taken note, too. Several schools, including Midway University, Bluegrass Community and Technical College and the University of Kentucky, have promised scholarships to select students graduating from the equine program.

Jackson says the program is all about redefining what it means to pursue a career in agriculture, adding, "A lot of city and suburban kids think FFA and agriculture aren't for them, but, through this program, we can introduce them to opportunities that line up with their interests and flip that script." •

"IT'S AMAZING, CONSIDERING WE'RE IN THE MIDDLE OF LEXINGTON, TO HAVE A PROGRAM FOR CITY KIDS WHO HAVE THE PASSION AND THE DRIVE TO WANT TO BE IN THE AG INDUSTRY," LILY CROUCH SAYS.

Photography: Courtesy Kennedy Spriggs and Charlie Crouch

This photo: Lily Crouch gives her horse a wash. Opposite: Locust Trace FFA member Kennedy Spriggs works with her off-track Thoroughbred, Pesto.

NAME: _____

Aligned to the following standards:
CS.05; AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.CS-M; FFA.CS-N; CCSS.SL.9-10.2; CCSS.WHST.9.10.4; MP5; MP6

Appendix 5: An Equine Education

Created: Spring 2021 by the National FFA Organization

Part 1

DIRECTIONS:

Begin reading the article "An Equine Education" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

At what age did Erick begin going to the horse stables with his dad?

a. 5
b. 8
c. 11
d. 14

Equine = _____

What tasks did Erick help his dad perform?

a. Riding and loping
b. Walking
c. Bathing
d. Trimming hooves

What career does Erik now want to pursue due to his experiences?

a. Veterinary technician
b. Veterinarian
c. Veterinary assistant
d. Zoologist

Place a ♔ on the "horse capital" of the world.

Describe the economic impact of the horse industry. Check out the American Horse Council.

Think about the state you live in. What is the impact of the horse industry on your state?

According to the article, what does the industry struggle to find?

a. People that can ride horses
b. Skilled workers
c. Equine dentists
d. Veterinarians

Identify three different supervised agricultural experiences (SAEs) that a student could have within the equine industry. If you need help, use the SAE for All website, https://saeforall.org/.

1.

2.

3.

NAME: _____

Part 2

DIRECTIONS:

Careers in the equine industry are very diverse. Today, we will look at just three of the opportunities that exist within the industry. Read each career description below and then research the following: education needed, skills required and day-to-day activities of the career.

Feed Mill Manager

Feed mill managers are responsible for overseeing the production, quality, costs and safety of the mill that produces feed for animals. They keep inventory of feed ingredients and order as needed and handle customer questions and complaints. Additionally, they ensure all employees are trained on safety and continue to stay up-to-date.

- What education is needed? _____
- Identify three skills you would need to be successful in this career.
  1.
  2.
  3.
- What are the day-to-day activities you would do in this career?

Horse Trainer / Instructor

A horse trainer or instructor works with horses to ready them for riders, races or shows. They typically are expected to analyze horses' dispositions to anticipate any possible behavioral problems such as kicking, tossing or biting. Then, they train accordingly to prevent future behavioral problems. Additionally, trainers/instructors assist horses in adapting to gear, acclimating to riding on various terrains and performing various exercises.

- What education is needed? _____
- Identify three skills you would need to be successful in this career.
  1.
  2.
  3.
- What are the day-to-day activities you would do in this career?

Pen Rider

A pen rider monitors and moves cattle around a feeding operation. Most of their daily duties are completed on horseback. Utilizing horses, pen riders ride through assigned pens daily and identify sick animals by observing outward signs of distress. They segregate sick cattle for treatment by driving them to the nearest hospital pen.

- What education is needed? _____
- Identify three skills you would need to be successful in this career.
  1.
  2.
  3.
- What are the day-to-day activities you would do in this career?

Identify two things that you find most interesting about the equine industry. 1. 2.	How does the equine industry impact you?	In one sentence, how would you describe the equine industry to a friend?

NEW
HORIZONS

Spring 2021
TEACHING GUIDE

ARTICLE SUMMARY

MEDIA CENTER ARTS AND CULTURE IN AGRICULTURE

Podcasts, blogs and documentaries are growing in popularity in today's digital world. This article highlights several podcasts, blogs and documentaries that have ties to agriculture. Check this article out to learn more.

Bell Ringer

What is a podcast?

Discussion Questions

- What are some podcasts, blogs and documentaries that you know of?
    - Where can you find podcasts, blogs and documentaries?
- What is the purpose of podcasts, blogs and documentaries?

Activity

Part 1: First, pass out the worksheet (Appendix 6). Next, students should read the article "Media Center Arts and Culture in Agriculture" in the spring issue of *FFA New Horizons* and complete the worksheet about the article.

Part 2: Students will design their own podcast or blog. They will use the space provided on the worksheet to brainstorm the content (title, main points, conclusion, etc.) of the podcast or blog. Students will also brainstorm and determine ways to market their podcast or blog.

FFA Tip

During FFA Week and other important chapter activities, have FFA members and chapter officers record informational pieces for the local radio station to help advocate for the agriculture industry and FFA chapter.

SAE Tip

Share examples of agricultural communications and agricultural education SAEs with your members. Communicating with and educating the public about agriculture can be a low-cost way to start an SAE.

STANDARDS ALIGNMENT

AFNR Performance Element: FF • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA. CS-M, FFA.CS-N • **Common Core – Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, 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.SL.9-10.2, CCSS.SL.9-10.4 • **AFNR Career Ready Practices:** CRP.02, 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

- Podcast
- Blog
- Documentary
- Homesteader
- Sustainability
- Rejuvenating
- Regenerative

EXIT TICKET

How can you apply what you learned from the article and activity

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

SAE Idea Cards-Agricultural Communication and Education, https://ffa.box.com/s/x7e-4v2qzxcwkleuqkun3mt0421m5nejx

RELATABLE LINKS

Agriculture Communications SAE | Emily Seifert, https://vimeo.com/223140883

APPENDIX

Appendix 6: Media Center

MEDIA CENTER

ARTS & CULTURE IN AGRICULTURE – By Jessica Wesson

PODCASTS

Check out these four podcasts from all around agriculture.

Homesteady
Austin Martin, owner of Squash Hollow Farm, hosts a podcast that focuses on sustainability, food production and personal experiences as a homesteader. ***thisishomesteady.com***

Farm to Table Talk
In Farm To Table Talk, host Rodger Wasson hosts conversations with chefs, farmers, policy makers, researchers, NGOs and the food-focused public about our food and how it is grown, prepared and shared throughout society. ***farmtotabletalk.com***

Farm Traveler
Trevor Williams' mission is to inform consumers about the people who produce their food. His guests talk about what it takes to raise crops and animals, the science of food production and the technology it takes to keep grocery store shelves full. ***thefarmtraveler.com***

Girls Talk Ag
Jennifer Campbell, a farmer/blogger, along with Karen Corrigan, an agronomist, and Kelsey Litchfield, an agriculture digital media consultant, discuss their perspectives about the agricultural industry's latest buzz. ***globalagnetwork.com/girls-talk-ag/podcast***

DOCUMENTARY

THE AMERICAN FARM

This History channel series shines a light on family farms across the country.

"The American Farm" gives a look inside five American family farms, each facing unique challenges that must be overcome to keep their businesses alive. Over the course of a yearlong period, the series shows the risks and rewards of being a modern-day farmer and helps viewers understand how their food gets from the field to their plates. ***history.com/shows/the-american-farm***

BLOG

Blooming Into Agriculture

Join this Missouri FFA member as she advocates for agriculture.

Fort Osage FFA member Morgan Watkins expresses her passion for agriculture with a new blog, called Blooming Into Agriculture. Watkins was inspired to start blogging during the COVID-19 pandemic to remain connected to her peers and to help fellow members realize that they don't have to come from an agricultural background to be involved in FFA. Read about her hope for the industry and meet other students from around the country who are in love with agriculture. ***bloomingintoagriculture.com***

Photography: Edwin Remsberg, Getty Images, Courtesy Morgan Watkins

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS. RI.9-10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04, CRP.07, CRP.08, CS.02

Appendix 6: Media Center

Part 1

DIRECTIONS:

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

1. What are the names of the podcasts, blog and documentary mentioned in the article? Answer in the blank space below.

2. Describe each of the podcasts in two words. Use the spaces below to record your answers.

Title: _____ Description in two words: _____ _____

Title: _____ Description in two words: _____ _____

Title: _____ Description in two words: _____ _____

Title: _____ Description in two words: _____ _____

3. This podcast focuses on sustainability, food production and personal experiences as a homesteader.
    a. Farm to Table Talk
    b. Farm Traveler
    c. Homesteady
    d. None of the above

4. Who is the host of Farm to Table Talk? _____

5. Which podcast/blog/documentary features narration by actor Woody Harrelson? _____

6. Blooming into Agriculture was started by _____ _____ FFA member _____ Watkins. _____ was inspired to start blogging during the _____-_____ pandemic to remain _____ to her peers and to help _____ members realize that they don't have to come from an _____ background to be involved in _____.
    a. What is the web address for this podcast?

        _____

NAME: _____

Part 2

DIRECTIONS:

Design your own podcast or blog. Use the space below to brainstorm a title and content for your podcast/blog. Use the podcasts/blogs identified in the article as a reference.

What is the title for the podcast or blog? _____
_____

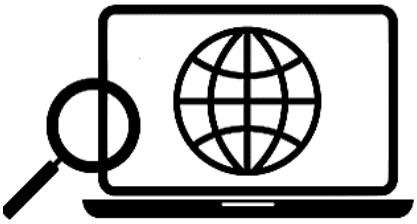
Content:

What area within agriculture do you want to focus on for your podcast or blog? *Utilize AgExplorer (AgExplorer.FFA.org) to see the different career focus areas within agriculture.* _____

What are three main points that will be discussed in the podcast/blog? List them in the space below, next to each icon.

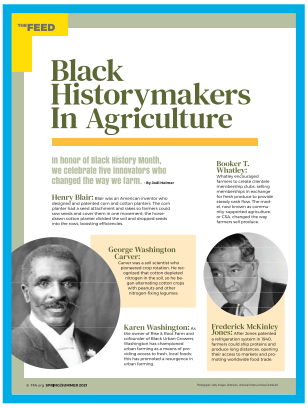
Conclusion:
How would you close out/wrap up the podcast/blog? Use the space below to respond.

Marketing:
Once you create the podcast/blog, how would you market it?



NEW
HORIZONS

Spring 2021
TEACHING GUIDE



ARTICLE SUMMARY

BLACK INNOVATORS IN AGRICULTURE

There are numerous individuals who have made major contributions to the agriculture industry. This article explores five innovators who changed the way we farm thanks to their contributions.

Bell Ringer

What does innovator mean?

Discussion Questions

- How do you think the agriculture industry would be different today without the contributions of these innovators?

- Think of non-agriculture industries and choose one. Name an innovator in that industry and describe their contribution.

Activity

Part 1: First, pass out the worksheet (Appendix 7). Have students read the article "Black Innovators in Agriculture" in the spring issue of *FFA New Horizons* and complete the worksheet about the article. One of the tasks will be to select one of the innovators and write a two-minute elevator speech about the innovator. Another option is to have students create a paper slideshow with the content for their elevator speech (see Appendix 10).

Part 2: Students will choose one of the innovators highlighted in the article and create a profile for that person. The profile will include potential friends of that person, hobbies/interests, work history, etc. The profile will require the student to draw a profile picture of the person and a picture that would represent the innovator.

FFA Tip

Once students have time to create the elevator speech, you can choose two or three written by your FFA members or chapter officers to be featured during your school announcements during Black History month in February. If you are in a virtual learning environment, students can record their speeches and then you can choose two or three to feature.

SAE Tip

Challenge students to think of an agricultural product or business that they could develop or create that would also serve as their SAE. Or, if students already have an SAE, have them brainstorm how they can add to their SAE by developing a product/service that would enhance their current SAE.

To help with ideas, have students look through the SAE Idea Cards.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02 • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA. CS-M, FFA.CS-N • **Common Career Technical Core:** AG5 • **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 – 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.SL.9-10.2, CCSS.SL.9-10.4 • **AFNR Career Ready Practices:** CRP.02, 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

Innovator
Patented
Efficiencies
Pioneered
Nitrogen
Legumes
Resurgence
Clientele

EXIT TICKET

How can you make a positive impact in your school and community?

CAREER FOCUS AREA

Any

RELATABLE LINKS

FFA Chapters Celebrate Black History Month, https://www.ffa.org/diversity-inclusion/ffa-chapters-celebrate-black-history-month/

APPENDIX

Appendix 7: Black Innovators

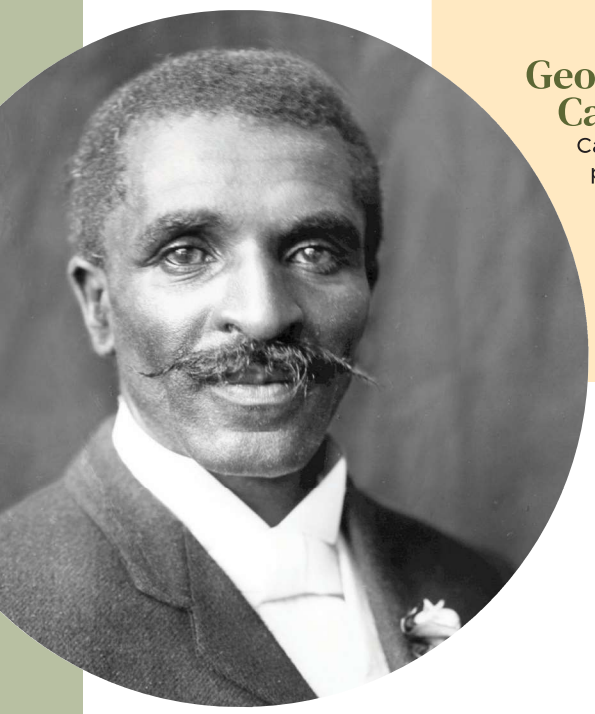
Appendix 10: Paper Slideshow

Black Historymakers In Agriculture

In honor of Black History Month, we celebrate five innovators who changed the way we farm. - By Jodi Helmer

Henry Blair: Blair was an American inventor who designed and patented corn and cotton planters. The corn planter had a seed attachment and rakes so farmers could sow seeds and cover them in one movement; the horse-drawn cotton planter divided the soil and dropped seeds into the rows, boosting efficiencies.

Booker T. Whatley: Whatley encouraged farmers to create clientele membership clubs, selling memberships in exchange for fresh produce to provide steady cash flow. The model, now known as community-supported agriculture, or CSA, changed the way farmers sell produce.



George Washington Carver: Carver was a soil scientist who pioneered crop rotation. He recognized that cotton depleted nitrogen in the soil, so he began alternating cotton crops with peanuts and other nitrogen-fixing legumes.

Karen Washington: As the owner of Rise & Root Farm and cofounder of Black Urban Growers, Washington has championed urban farming as a means of providing access to fresh, local foods; this has promoted a resurgence in urban farming.

Frederick McKinley Jones: After Jones patented a refrigeration system in 1940, farmers could ship proteins and produce long distances, opening their access to markets and promoting worldwide food trade.

Photography: Getty Images, Bettmann, Universal History Archive/Contributor

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS. RI.9-10.3; CCSS.RI.9-10.4; CCSS.WHST.9.10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.07; CRP.08; CS.02

Appendix 7: Black Innovators

Part 1

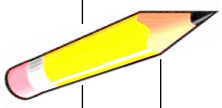
DIRECTIONS:

Read the article "Black Innovators in Agriculture" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. Match the innovator with the correct fact.

_____ Henry Blair	A. This innovator encouraged farmers to create clientele membership clubs. The model is now known as community supported agriculture.
_____ George Washington Carver	B. This innovator was a soil scientist, who recognized that cotton depleted nitrogen in the soil.
_____ Frederick McKinley Jones	C. This innovator designed and patented corn and cotton planters.
_____ Karen Washington	D. This innovator patented a refrigeration system in 1940. This allowed famers to ship proteins and produce long distances.
_____ Booker T. Whatley	E. This innovator was the founder of Black Urban Growers and championed urban farming as a means of providing access to fresh, local foods.

2. What does "patented" mean?



3. Draw the symbol for a product that is patented.

4. Select one of the innovators from the list above and write a two-minute elevator speech about the innovator. Use the space below to brainstorm the speech.

NAME: _____

Part 2

DIRECTIONS:

Now that you have written an elevator speech, create a profile for the innovator. Use the space below to design the profile.

Name:

Friends:

Hobbies/Interests:

Work History:

Draw or copy and paste a picture of the innovator:

Draw a picture that would represent this innovator:

What fact stands out to you that you learned while researching this innovator?

Describe this innovator in one word.

NAME: _____

Appendix 10: Paper Slideshow

DIRECTIONS:

Watch the video "How to Make a Paper Slideshow," available at https://youtu.be/E5RXynA_D3I. You will create a paper-slide video about your chosen innovator. Videos should last between 45 and 90 seconds. Utilize the space below to script your video. (Illustrations will go in the boxes and your narration on the lines.)

Innovator:

Slide One:

Narration:

_____

_____

_____

_____

_____

Slide Two:

Narration:

_____

_____

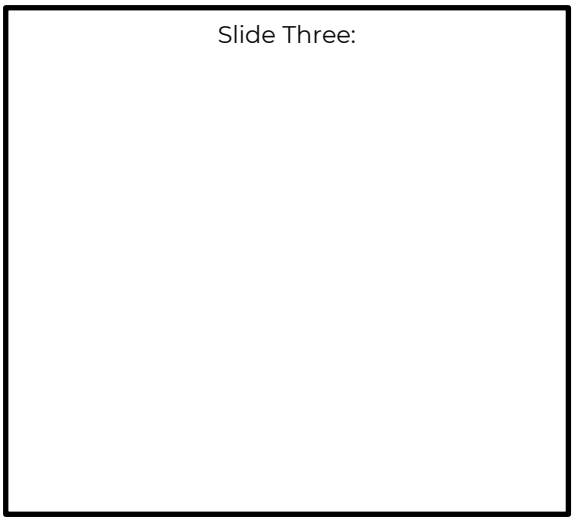
_____

_____

_____

NAME: _____

Slide Three:



Narration:

_____

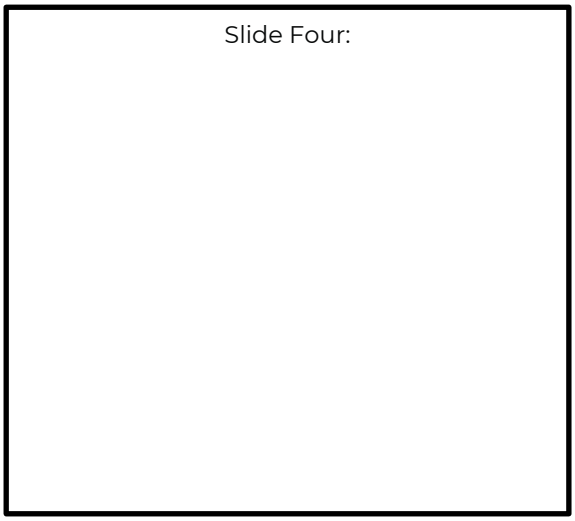
_____

_____

_____

_____

Slide Four:



Narration:

_____

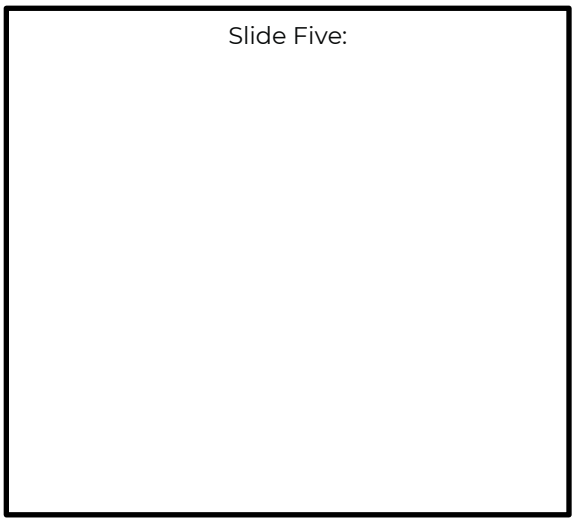
_____

_____

_____

_____

Slide Five:



Narration:

_____

_____

_____

_____

_____

NAME: _____

Paper Slide Video Rubric

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; CS.05; AG5; AGC09.02; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CRP.04; CRP.07; CRP.08; CRP.10

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 Neatness	The paper slide is easy to read and all elements are clearly written, labeled and drawn. Creativity was used.	The paper slide is easy to read and most elements are clearly written, labeled and drawn. Some creativity was used.	The paper slide is hard to read with rough drawings, labels and color. Little creativity was used.	The paper slide is hard to read and one cannot tell what goes where or what the illustrations represent. No creativity was used.
Narration and Preparedness	The paper slide is clearly rehearsed and narrated with no mistakes. Student spoke slowly and clear.	One mistake is heard in the paper-slide video.	Two mistakes are heard in the paper-slide video.	Three or more mistakes are heard in the paper-slide video. Student spoke very fast and was unclear.
Time	Student stayed in the 45 to 90 seconds time frame.			Student was either under or over the allotted time frame.

Comments:

_____

_____

_____

_____

_____

_____

_____

NEW HORIZONS

Spring 2021
TEACHING GUIDE

ARTICLE SUMMARY

DEVOTED TO #DAIRYSTRONG

Recently, schools and FFA chapters have been faced with new challenges, including FFA and school events being canceled or conducted differently, virtual learning, etc. The Waupun FFA Chapter in Wisconsin faced similar challenges when their FFA and school events were changed and/or canceled. Members also recognized the impact the COVID-19 pandemic had on the community. Read this article to learn how the chapter members worked together to make a positive impact in their community.

Bell Ringer

What do you think could be long-term impacts from volunteering or helping to support a group/organization in your community, area or state?

Discussion Questions

- How has the agriculture industry been impacted by COVID-19?
- How have other industries been impacted by COVID-19?
- How can consumers make a positive impact on the agriculture industry and other industries?

Activity

Part 1: First, give students the worksheet (Appendix 8). Have students read the article "Devoted to #DairyStrong" in the spring issue of *FFA New Horizons* and answer the questions in the worksheet related to the article.

Part 2: Students will identify types of agriculture that are present in their community or area. Then, students will brainstorm ways they can help make a positive impact on that part of agriculture.

Part 3: Students will utilize this website, https://www.usdairy.com/news-articles/a-day-in-the-life-of-a-dairy-farmer-audrey-donahoe, to learn about a day in the life of a dairy farmer

FFA Tip

Have FFA members share their ideas on how they can help the agriculture industry in their community. Then, have the class/chapter vote on one or two ideas to implement. Members can utilize the interactive service planning guide to help plan their project. For virtual learning environments, students can vote using online meeting platforms.

SAE Tip

To earn the Chapter, State and American FFA Degrees, FFA members must participate in community service activities. Many FFA and non-FFA scholarship and award applications also ask applicants to document community service. Teach members how to describe and document community service hours as part of SAE record keeping.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.02 • **FFA Precepts:** FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-J, FFA. CS-M, FFA.CS-N • **Common Core – Reading: Informational Text:** CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, 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.SL.9-10.2, CCSS.SL.9-10.4 • **AFNR Career Ready Practices:** CRP.02, 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

Pandemic	Advocate
Distribution	Proactive
Unsolicited	Spearheading
Culminated	Initiative
Significant	Anonymously

EXIT TICKET

What did you learn from this article that you can apply in your FFA chapter, school or community?

CAREER FOCUS AREA

Animal Systems

Agricultural Education

RELATABLE LINKS

Living to Serve, FFA.org/livingtoserve

Advocacy Monthly Celebration-June 2020 National Dairy Month, FFA.org/educator_resources/advocacy-monthly-celebration-june-2020-national-dairy-month

RESOURCE HIGHLIGHT

Interactive Service Planning Guide: https://ffa.box.com/s/9969na39x2qdvy70olfadu3d-j1uxae6m

REFERENCES

A Day in The Life of a Dairy Farmer: Audrey Donahoe, https://www.usdairy.com/news-articles/a-day-in-the-life-of-a-dairy-farmer-audrey-donahoe

APPENDIX

Appendix 8: Devoted to #DairyStrong

Alexa Kuhn, Waupun FFA president, holds one of the more than 600 signs donated and distributed by the chapter last spring.

In the face of a school shutdown, this Wisconsin chapter retools to provide its community much-needed support.

By Mark Moore
Photography by Bob Stefko

DEVOTED TO #DAIRYSTRONG

When school shutdowns occurred across the country last year because of the COVID-19 pandemic, it left a lot of students – and FFA chapters – in limbo. It wasn't just the in-person meetings that took a hit. Annual activities that were staples of a chapter's social and service calendar were suddenly erased.

Yet, as they say, when the going gets tough, the tough get going. That's precisely what happened for the members of the Waupun FFA Chapter in Wisconsin. Chapter members, officers and advisors turned these challenges into opportunities and, along the way, lived to serve.

"When this all started last spring, we all were in very poor spirits," Cole Hicken, chapter vice president, says of the pandemic. "There are several things we look forward to every year, like Day on the Farm. And when those things were canceled, we all were disappointed."

But that's when the wheels started spinning, and officers and advisors came together to find ways the FFA chapter could continue. "What was happening wasn't just impacting the school; it was impacting the entire community," Hicken says. "So, we started holding virtual meetings and exchanging text messages to work on something that we could do."

Seeing Signs

Located in the heart of dairy country, the Waupun FFA Chapter was intimately familiar with the hardships that dairy producers faced as the pandemic shutdowns started. The entire dairy chain was under stress. That's when the chapter jumped into action.

It started with $2,400 in seed money. The chapter used that money to print 300 signs with the #DairyStrong hashtag and distributed them throughout the community. "Members wanted to do something to support the dairy industry," says Tari Costello, Waupun FFA advisor.

Soon, local businesses joined and worked with the chapter to promote and support the dairy industry. The sign campaign expanded, and in the spring and early summer of 2020, the chapter coordinated the distribution of 58,800 pounds of milk, cheese, frozen custard, potatoes, sour cream, butter and more, worth more than $75,000, to the community.

"The amazing part was that through the entire program, we did not ask for a single donation," Costello says. "Businesses would call the chapter and ask how they could participate."

The chapter also supported the school lunch program with cheese and yogurt donated by local processors.

FFA advisor Kris Beaver says that during the giveaways, people would come forward with unsolicited donations. The chapter piled those donations back into the program to keep it going. It expanded to include not only dairy but also beef, pork and vegetables. Beyond simply donating products to the community, it was also working to support producers by purchasing their products. "Every week, we were surprised at the amount of donations we would receive, so we just kept the program going," Beaver says.

The program culminated with the distribution of 25-pound packs of dairy products. It was significant because it marked the first time that students could actively participate in the distribution. Until then, because of COVID-19 restrictions, students worked behind the scenes at the other product giveaways but could not participate in person.

"I did not realize how big the program had grown until that day," says Alexa Kuhn, chapter president. The town of Waupun isn't accustomed to traffic jams, but on that day, Main Street was a parking lot. The location where the products were being distributed was packed two hours before members arrived. "That's when I saw the kind of impact we were having on the community. It was simply amazing," she says.

But just because the members couldn't always participate

Above: The Waupun FFA Chapter officers.
Below: Waupun FFA advisors Tari Costello (left) and Ryan Seichter (right).
Opposite: Cole Hicken, Waupun FFA vice president, with a sample of the products the chapter donated.

The chapter coordinated the distribution of

58,000

pounds of milk, cheese, frozen custard, potatoes, sour cream, butter and more.

in person didn't mean they didn't contribute. Weekly virtual meetings kept members updated on the program, and the members would brainstorm ideas.

"We used a lot of social media to advocate for the program," says Hannah Scholten, chapter secretary. "It was tough not to be able to participate physically, but we did what we could, and social media was a tremendous asset."

The chapter's work was noticed throughout the state. After the #DairyStrong campaign, the Wisconsin Pork Association approached the chapter for help developing a way for Wisconsin pork producers to distribute their goods due to market disruptions created by the pandemic. The chapter became the first to put together Passion for Pork bundles, and more than 3,000 pounds of pork was sold through the program. "That program was a direct result of the chapter's efforts," Beaver says. "The Wisconsin Pork Association reached out to us after hearing about our program."

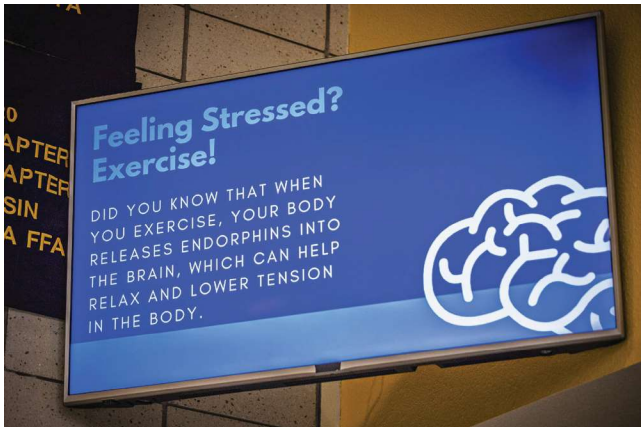
The Wisconsin Historical Society has asked for chapter materials to help document how the pandemic impacted the state and how the community responded.

Adapting to the New Normal

"I have to commend our chapter for adapting to what was happening around them," Costello says. "Instead of throwing up their hands, they looked at the situation and figured out how to make these things happen in spite of the obstacles before them."

Kuhn says it's a matter of remaining positive. "FFA and our advisors have taught us that we need to be positive, even in the darkest of times," she says. "I've been stopped by people at our local supermarket because I have my FFA mask on, and they thank our chapter for the program. This would not have happened if we had just waited around. We were proactive and we definitely helped our community."

Hicken says the program has given him a whole new outlook. "We are here to serve, and the past year has shown us that a chapter can serve its community no matter what obstacles may be in the way," he says. "I now know that even at the darkest points there is always a light you can find. FFA and my chapter work have helped me see that." •



MEETING STUDENT NEEDS

While the Waupun FFA Chapter's #DairyStrong program has been wildly successful in providing a valuable service to the community, the wide-ranging impact of the COVID-19 pandemic was not lost on chapter officers.

"Mental health isn't always discussed, but we wanted to provide students a place to turn if they are having a tough time," says chapter secretary Hannah Scholten.

So Scholten and Cole Hicken, chapter vice president, are spearheading an initiative to provide more mental health awareness in the school and the community. Screens at school provide information about mental health and resources available. "It's an issue that's not often talked about," Hicken says. "But it's an issue that's impacting some students. We want to provide information that can help."

The chapter also operates the Clothes Closet, a room at the school where students can access clothing and personal hygiene products free of charge. "Students can go there anonymously, so they don't feel embarrassed, and it has products that they may need but can't afford," Scholten says.

Alexa Kuhn, chapter president, says these initiatives aren't just about agriculture. "They are about community service," she says. •

This photo: Hannah Scholten, Waupun FFA secretary, in the chapter-operated Clothes Closet. Opposite top: Waupun FFA advisor Kris Beaver. Opposite below: To promote mental health, the chapter shares positive information each week via electronic school announcements.

The chapter also operates the **Clothes Closet,** a room at the school where students can access clothing and personal hygiene products **free of charge.**

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCS.RI.9-10.3; CCSS. RI.9-10.4; CCSS.WHST.9.10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.07; CRP.08;CS.02

Appendix 8: Devoted to #DairyStrong

Part 1

DIRECTIONS:

Read the article "Devoted to #DairyStrong" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. What is the name of the FFA chapter this article is about? Where are they located? *Color in the state on the map.*

2. What chapter event was canceled due to COVID-19?

3. Explain how they turned the challenges into opportunities.

4. How much money did the chapter start with for this project?

5. What did they do with the startup money?

5. How did the project expand?

7. How has the chapter adapted to the new normal?

7a. What did they learn?

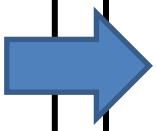
NAME: _____

Part 2

DIRECTIONS:

After reading the article, take what you have learned and apply it in your community. Answer the questions below.

1. What types of agriculture are present in your community or area? *For example, our community has a lot of row crop farmers, beef cattle farmers and vegetable producers.*



2. Brainstorm ways that you can help agriculture in your community (or surrounding area). *For example, start a social media campaign and post one fact a week about the soybean industry (products that contain soy, etc.).*

3. Use this space below to design an informational post card to help advocate for the dairy industry (or other industry of your choice). Use this site to help you find information to include on the card.

NAME: _____

Part 3

DIRECTIONS:

Answer the questions below to learn about a day in the life of a dairy farmer. Use this website to help answer the questions: https://www.usdairy.com/news-articles/a-day-in-the-life-of-a-dairy-farmer-audrey-donahoe.

1. This article is about a _____-generation dairy farmer from _____, New York, located in the _____ region of the state.

2. What time does their day start?

3. How are responsibilities and duties handled on the farm?

4. Why do they have daily management meetings?

5. What topics are discussed during the meetings?

6. What percent of our country's dairy farms are family owned?

Next, choose a career in another industry (or a career within agriculture) and map out the general responsiblities/duties of that career. Use the spaces to record your answers.

Record the websites you used to conduct your research:

Industry: _____

Career Title/Position: _____

Duties/Responsibilities:

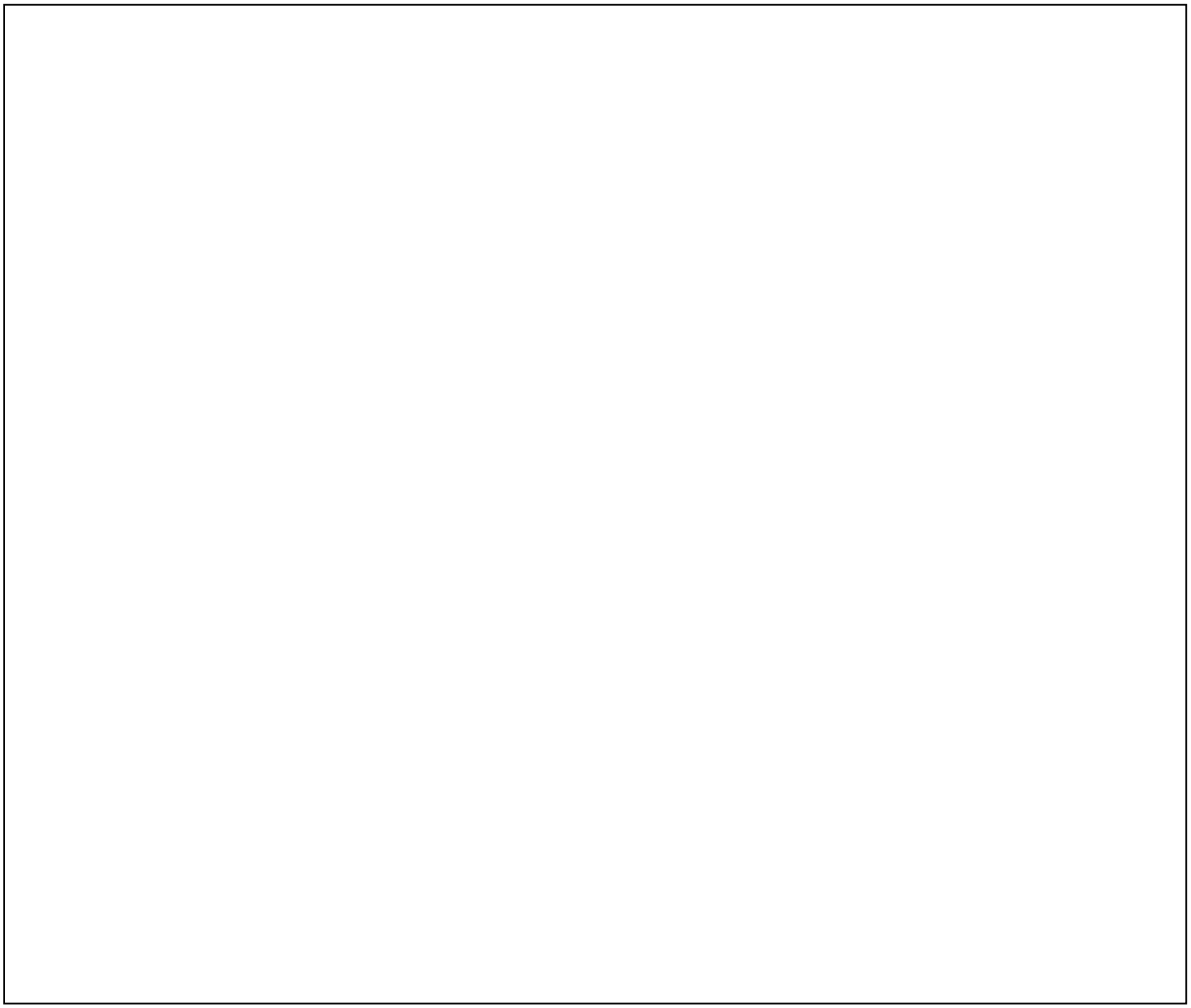
NAME: _____

Appendix 9: Vocabulary Activity

DIRECTIONS:

Use the area below to create a crossword puzzle using the vocabulary from the spring 2021 issue of the *FFA New Horizons*. Use the vocabulary word definitions as clues. Once you have completed the crossword, exchange crossword puzzles with a classmate and solve it. The creator can then "grade" the crossword.

Vocabulary Words: Ex officio, Parliamentary procedure, Quorum, Banquet, Feedback, Vendor, Diversity, Integrate Intercropping, Natural Resources Conservation Service (NRCS), Anxiety, Self-care, Canter, Equine, Gallop, Thoroughbred, Trot, Podcast, Blog, Documentary, Homesteader, Sustainability, Rejuvenating, Regenerative, Innovator, Patented, Efficiencies, Pioneered, Nitrogen, Legumes, Resurgence, Clientele, Pandemic, Distribution, Unsolicited, Culminated, Significant, Advocate, Proactive, Spearheading, Initiative, Anonymously



ANSWER KEYS

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.PG-I; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.ELA.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.08

KEY – Appendix 1: The Feed: Come to Order

Created: Spring 2021 by the National FFA Organization

Part 1

DIRECTIONS:
Read the article "The Feed: Come to Order" in the Spring 2021 issue of *FFA New Horizons* and answer the questions below.

Why did Dr. Daniel Foster decide to become a professionally registered parliamentarian? He was looking for a way to document and convey his parliamentary knowledge to potential clients and stakeholders.

In your own words, define the terms below.

Quorum: The number of members required to carry out business

Ex officio: Virtue of title

Give your own specific example of each term.

Quorum: Answers will vary.

Ex officio: Answers will vary.

What are the two professional organizations you could join that focus on parliamentary procedure?

1. American Institute of Parliamentarians
2. National Associations of Parliamentarians

If you compete in the National FFA Parliamentary Procedure Leadership Development Event, you gain membership through AIP for how many years?

a. 22
b. 25
c. 27
d. 30

When do you think you may use parliamentary procedure in the future? Why?
Answers will vary.

Why is parliamentary procedure used in many groups, organizations and businesses?
Parliamentary procedure is used to maintain order as well as have an organized way in which to transact important business.

NAME: _____

Part 2

DIRECTIONS:

Understanding parliamentary procedure is important as many businesses, organizations, clubs, etc. use this method to maintain order when conducting formal business. Using the FFA Handbook (English, Spanish), we will look at how to set up a room for a meeting. Below you will find the FFA station markers. Cut out each marker and glue it where each officer should be stationed during an FFA meeting. (Note: This is for an FFA meeting; other groups may have variations regarding where officers should be located during the meeting). Note: If you are in a virtual learning environment, draw arrows to indicate where each station marker should go.

Reporter

President

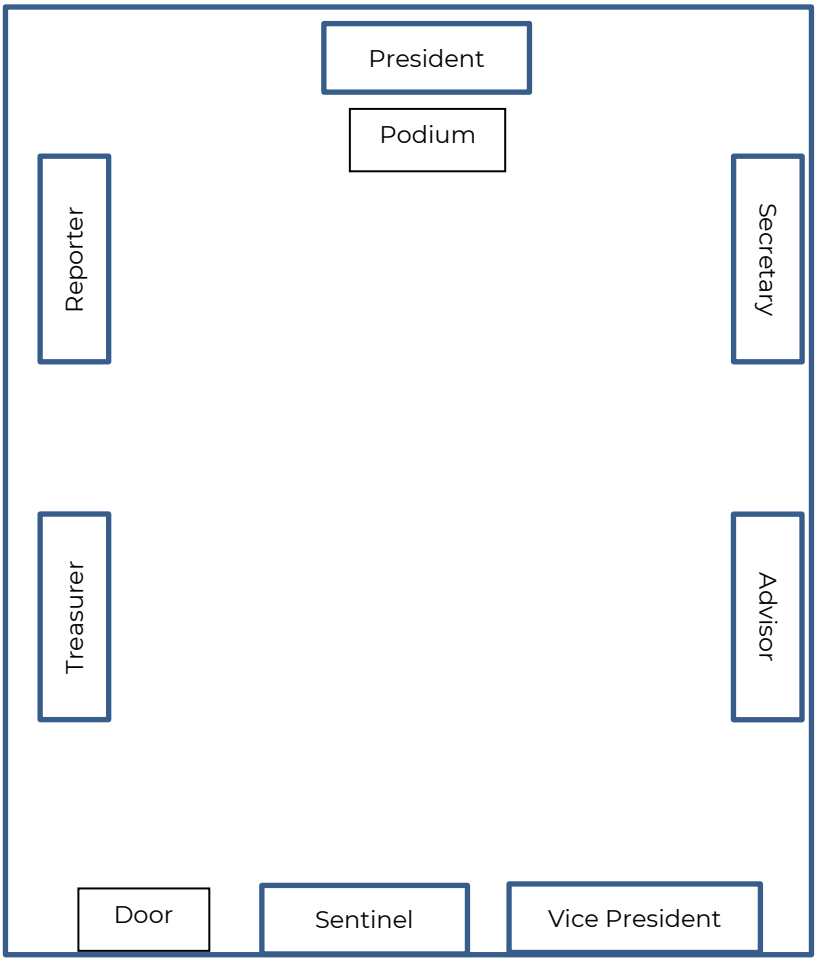
Secretary

Vice President

Treasurer

Advisor

Sentinel



NAME: _____

Part 3

DIRECTIONS:

Now that we have identified where officers are stationed during a meeting, let's look at how a meeting is conducted. Using the FFA Handbook (English, Spanish), place a number (1 to 11) next to each item below in the order that you think it occurs during a meeting. Begin by placing a *1* in the "Student Order" column next to the item that you believe occurs first.

Student Order	Order of Business	Official Order
_____	Committee Reports	6
_____	Entertainment, Recreation, Refreshments	10
_____	Officer Reports	3
_____	Unfinished (Old) Business	5
_____	Opening Ceremonies	1
_____	Closing Ceremonies	9
_____	Minutes of Previous Meeting	2
_____	New Business	7
_____	Special Features (guest speakers, activities, etc.)	4
_____	Degree and Installation Ceremonies	8

After discussing the official order as a class, jot down your thoughts to the following questions.

1. What is most surprising about the official order of business? Answers will vary.
   _____

   _____

2. What is the Program of Activities?
   Serves to define chapter goals, outline steps needed to meet those goals and acts as a written guide to provide a calendar of events the chapter will follow in the year ahead

3. Think about a group you are passionate about (ex. FFA, 4-H, art club, foreign language club, music, etc.). What is an important order of business that would need to come before that group? Answers will vary.
   _____

   _____

4. A motion is a statement to be brought before the group. What would your motion be based on what you wrote in Question 3 above? Answers will vary.
   I move _____

   _____

5. Now, develop discussion points for the motion you just posed. Answers will vary.
   a. For:
   b. Against:
   c. For:
   d. Against:

NAME: _____

Aligned to the following standards:
CS.01; CS.02; AG1; AG2; FFA.PL-A; FFA.PL-E; FFA.PL-F; FA.PG-J; FFA.CS-N; CCAA.RI.9-10.1; CCSS.RI.9-10.3; CCSS.WHST.9.10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CRP.02; CRP.04; CRP.08

KEY – Appendix 3: On the Record: Steve Rosenzweig

Created: Spring 2021 by the National FFA Organization

DIRECTIONS:

Begin reading the article "On the Record: Steve Rosenzweig" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. What company does Steve Rosenzweig work for?

   a. Kraft
   b. Sargento
   c. Nabisco
   d. General Mills

2. What day is Earth Day observed?

   a. April 20
   b. April 22
   c. April 24
   d. April 26

3. What is NRCS?

   a. National Resources Conservation Services
   b. Natural Resources Conservation Systems
   c. Natural Resources Conservation Service
   d. National Regional Conservation Systems

4. Which of the following are NOT one of the six soil practices being incorporated by farmers?

   a. Minimize soil disturbance
   b. Keep the soil covered
   c. Maximize plant diversity
   d. Integrate livestock
   e. Plant the same crop

What benefits come from caring for the soil?
Caring for soil is important for food production, being able to build homes/businesses, septic systems and so much more. Without healthy soil, all these items would not be successful.

Soil health is undoubtedly important, not only for farmers but for everything that we do in society. Today, you are going to evaluate the soil where you live. Follow the steps below to evaluate the soil in your area.

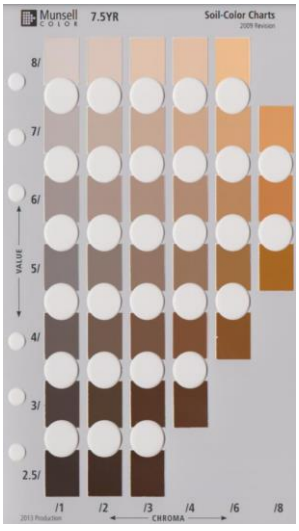
1. According to the article, what color is better for soil health? Darker is better.
2. According to the article, how should the soil smell? Earthy and rich
3. How should the soil appear for better soil health? Like cottage cheese
4. Go outside with a tool suitable for digging up a small soil sample (shovel, trowel, spoon, etc.). What tool have you selected? Answers will vary.
5. Find a spot where you can pull a soil sample. Answers will vary.

   a. Pull the sample using your selected tool and evaluate the health. The sample needs to be large enough to see the color and evaluate the way it feels.
   b. What color is your soil sample? Circle the color on the Munsell Chart that best matches your soil sample.
      - Where did you pull your sample from? _____
      - Do you think your soil is healthy? Circle your answer. Yes No
        1. Why?

   c. How does your soil sample smell? _____

   d. How does the soil appear? (Ex. crumbly, sticky, etc.)

The Munsell Chart helps to scientifically evaluate the color of a soil sample.



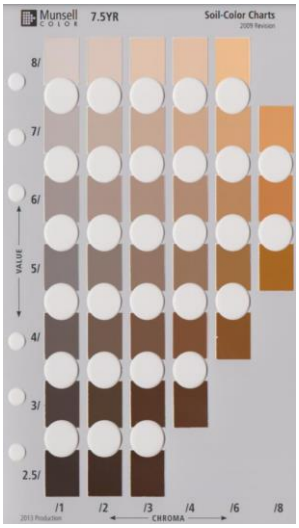
NAME: _____

7. Now, find a different location and follow the same steps as you did for your first sample. Pull the sample using your selected tool and evaluate the health. Answers will vary.

   a. What color is your soil sample? Circle the color on the Munsell Chart that best matches your soil sample.
      - Where did you pull your sample from? _____
      - Do you think your soil is healthy? Circle your answer. Yes No
        1. Why?

   b. How does your soil sample smell? _____

   c. How does the soil appear? (Ex. crumbly, sticky, etc.)



What role does soil health play in your community? Explain and give specific examples.
Answers will vary.

How can evaluating the soil in your home and community be beneficial to you and your family? Explain and give specific examples.
Answers will vary.

How are the samples similar? How are they different? Answers will vary.

Why do you think they are so similar or so different? Answers will vary.

Why should everyone, not just farmers, care about the soil and its health? Soil health impacts us every day — from the food we eat to the houses we build. Soil impacts everyone. Specific examples will vary.

If you only had two sentences to share with someone about why they should care about soil, what would you say to them?
Answers will vary.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FA.PL-C; FFA.PL-E; FFA.PGF; FFA.PG-G; FFA.PG-J; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.WHST.9.10.4; CRP.04; CRP.06; CRP.08

KEY – Appendix 4: Wellness in the Worry

Created: Spring 2021 by the National FFA Organization

DIRECTIONS:

Read the "Wellness in the Worry" article in the spring 2021 issue of *FFA New Horizons*. Answer the questions below.

According to the article, what are five stressors impacting people?

1. Social relationships stress
2. Academic stress
3. Family life stress
4. Zoom fatigue
5. Increased time on

Circle the stressors you are currently facing.

In your own words, define self-care.
Answers will vary.

According to the article, what should everyone have to help with stress?

self-care

Why is self-care important? Explain.
Answers will vary.

Mark each statement as true (T) or false (F).

1. T Taking a walk can be beneficial to mental health.
2. F You should not talk to others about how you are feeling.
3. F Facebook is a great way to de-stress.
4. F Consuming caffeine can help me with my stress and anxiety.
5. T Community service/doing something kind for others can help with stress.
6. T Meditation can be a great way to de-stress.
7. T I should look at myself in the mirror each morning and say something positive about myself.
8. T Attending a sporting event, art gallery, etc. can be a great way to de-stress.
9. T Yoga can help you de-stress.
10. F When stressed, I should just make a post on Snapchat.

Identify ten things that make you happy.
Answers will vary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Using the Healthy Coach Institute, identify five new self-care ideas that you would enjoy.
Answers will vary.

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

It is so important to plan self-care into each day. Select three times during the day that you could focus on you and identify what you can do in that moment to practice self-care.
Answers will vary.

Time	Self-care Action
Example: 6:00 p.m.	*Example: Ten minutes of journaling*

NAME: _____

Aligned to the following standards:
CS.05; AG5; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.CS-M; FFA.CS-N; CCSS.SL.9-10.2; CCSS.WHST.9.10.4; MP5; MP6

KEY – Appendix 5: An Equine Education

Created: Spring 2021 by the National FFA Organization

Part 1

DIRECTIONS:
Begin reading the article "An Equine Education" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

At what age did Erick begin going to the horse stables with his dad?

a. 5
b. 8
c. 11
d. 14

Equine = Horse

What tasks did Erick help his dad perform?

a. Riding and loping
b. Walking
c. Bathing
d. Trimming hooves

What career does Erik now want to pursue due to his experiences?

a. Veterinary technician
b. Veterinarian
c. Veterinary assistant
d. Zoologist

Place a on the "horse capital" of the world.

Describe the economic impact of the horse industry. Check out the American Horse Council.

- There are about 7.2 million horses in the U.S.
- Recreation has the largest number of horses associated.
- Texas is No. 1 in estimated number of horses.
- California is No. 2 in estimated number of horses.

Think about the state that you live in. What is the impact of the horse industry on your state? Answers will vary.

According to the article, what does the industry struggle to find?

a. People that can ride horses
b. Skilled workers
c. Equine dentists
d. Veterinarians

Identify three different supervised agricultural experiences (SAEs) that a student could have within the equine industry. If you need help, use the SAE for All website, https://saeforall.org/. Answers will vary.

1.

2.

3.

NAME: _____

Part 2

DIRECTIONS:

Careers in the equine industry are very diverse. Today, we will look at just three of the opportunities that exist within the industry. Read each career description below and then research the following: education needed, skills required and day-to-day activities of the career.

Feed Mill Manager

Feed mill managers are responsible for overseeing the production, quality, costs and safety of the mill that produces feed for animals. They keep inventory of feed ingredients and order as needed and handle customer questions and complaints. Additionally, they ensure all employees are trained on safety and continue to stay up-to-date.

- What education is needed? Bachelor's in feed grain science
- Identify three skills you would need to be successful in this career. Answers will vary.
  1.
  2.
  3.

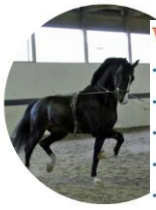
WHAT RESPONSIBILITIES WILL I HAVE?:

- Ensure the mill is kept clean, including the grounds surrounding the mill
- Ensure daily, weekly and monthly routine preventative maintenance tasks
- Assist in repair and maintenance projects with the maintenance staff
- Assist in maximizing the efficiency of the mill
- Fill micro ingredient boxes and clean out ingredient bins as needed
- Work with employees to identify and address ingredient flow issues
- Bag complete feeds
- Load feed orders on to trucks
- Ensure that company safety practices are adhered to
- Receive ingredients into the mill, both bulk and bagged
- Conduct grading of ingredients received

Horse Trainer / Instructor

A horse trainer or instructor works with horses to ready them for riders, races or shows. They typically are expected to analyze horses' dispositions to anticipate any possible behavioral problems such as kicking, tossing or biting. Then, they train accordingly to prevent future behavioral problems. Additionally, trainers/instructors assist horses in adapting to gear, acclimating to riding on various terrains and performing various exercises.

- What education is needed? Associate degree and certifications
- Identify three skills you would need to be successful in this career. Answers will vary.
  1.
  2.
  3.



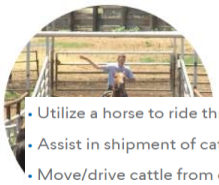
WHAT RESPONSIBILITIES WILL I HAVE?:

- Assist horses in adapting to saddles and bridles
- Reward and train horses to obey commands
- Analyze horses' dispositions for possible behavioral problems
- Train to prevent future behavioral problems
- Teach horses to perform various exercises
- Be strongly versed in various equestrian styles and train horses accordingly
- Acclimate horses to riding on various terrains and to boarding trailers
- Observe horses' nutrition and health; notify veterinarian if needed
- Assist in grooming and make grooming recommendations
- Maintain stables and waste management
- Feed and water horses

Pen Rider

A pen rider monitors and moves cattle around a feeding operation. Most of their daily duties are completed on horseback. Utilizing horses, pen riders ride through assigned pens daily and identify sick animals by observing outward signs of distress. They segregate sick cattle for treatment by driving them to the nearest hospital pen.

- What education is needed? High school diploma and experience.
- Identify three skills you would need to be successful in this career. Answers will vary.
  1.
  2.
  3.



- Utilize a horse to ride through assigned pens daily
- Assist in shipment of cattle
- Move/drive cattle from one area of the yard to another
- Return treated cattle to home pens from hospitals
- Return stray animals to home pens
- Ride horses safely by awareness of surroundings
- Maintain appearance of break room
- Maintain cleanliness of horse facilities by sweeping floor and cleaning stalls
- Report observed pen maintenance issues
- Alert supervisor to possible problem pens through observance of unusual trends
- Comply with all applicable safety and animal welfare rules and policies

Identify two things that you find most interesting about the equine industry. Answers will vary. 1. 2.	How does the equine industry impact you? Answers will vary.	In one sentence, how would you describe the equine industry to a friend? Answers will vary.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS. RI.9-10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04, CRP.07, CRP.08, CS.02

KEY – Appendix 6: Media Center

Part 1

DIRECTIONS:

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

1. What are the names of the podcasts, blog and documentary mentioned in the article? Answer in the blank space below.

   Homesteady, Farm to Table Talk, Farm Traveler, Girls Talk Ag, Blooming into Agriculture, Kiss the Ground

2. Describe each of the podcasts in two words. Use the spaces below to record your answers. Answers may vary.

Title: _____ Description in two words: _____ _____

Title: _____ Description in two words: _____ _____

Title: _____ Description in two words: _____ _____

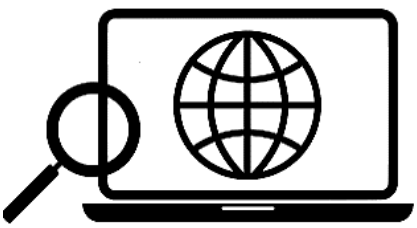
Title: _____ Description in two words: _____ _____

3. This podcast/blog/documentary focuses on sustainability, food production and personal experiences as a homesteader.
   a. Farm to Table Talk
   b. Farm Traveler
   c. Homesteady
   d. None of the above

4. Who is the host of Farm to Table Talk? Rodger Wasson

5. Which podcast/blog/documentary features narration by actor Woody Harrelson? Kiss the Ground

6. Blooming into Agriculture was started by Fort Osage FFA member Morgan Watkins. Watkins was inspired to start blogging during the COVID-19 pandemic to remain connected to her peers and to help fellow members realize that they don't have to come from an agriculture background to be involved in FFA.
   a. What is the web address for this podcast? Bloomingintoagriculture.com



NAME: _____

KEY – Appendix 7: Black Innovators

Part 1

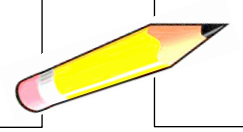
DIRECTIONS:
Read the article "Black Innovators in Agriculture" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. Match the innovator with the correct fact.

C Henry Blair	A. This innovator encouraged farmers to create clientele membership clubs. The model is now known as community supported agriculture.
B George Washington Carver	B. This innovator was a soil scientist, who recognized that cotton depleted nitrogen in the soil.
D Frederick McKinley Jones	C. This innovator designed and patented corn and cotton planters.
E Karen Washington	D. This innovator patented a refrigeration system in 1940. This allowed famers to ship proteins and produce long distances.
A Booker T. Whatley	E. This innovator was the founder of Black Urban Growers and championed urban farming as a means of providing access to fresh, local foods.

2. What does "patented" mean?

An exclusive right granted for an invention



3. Draw the symbol for a product that is patented.

®

4. Select one of the innovators from the list above and write a two-minute elevator speech about the innovator. Use the space below to brainstorm the speech. Answers will vary.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCS.RI.9-10.3; CCSS. RI.9-10.4; CCSS.WHST.9.10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.07; CRP.08;CS.02

KEY – Appendix 8: Devoted to #DairyStrong

Part 1

DIRECTIONS:

Read the article "Devoted to #DairyStrong" in the spring 2021 issue of *FFA New Horizons* and complete the following activities.

1. What is the name of the FFA chapter this article is about? Where are they located? *Color in the state on the map.*
   Waupun FFA Chapter in Wisconsin

2. What chapter event was canceled due to COVID-19?
   Day on the Farm

3. Explain how they turned the challenges into opportunities. The wheels started spinning, and officers and advisors came together to find ways the FFA chapter could continue. They started holding virtual meetings and exchanging text messages to work on something that they could do. The chapter recognized that the entire dairy chain was under stress. Since they are in the heart of dairy country, they decided to jump into action.

4. How much money did the chapter start with for this project? They started with $2,400 in seed money.

5. What did they do with the startup money? The chapter used that money to print 300 signs with the #DairyStrong hashtag and distributed them throughout the community.

6. How did the project expand? The sign project expanded, and in the spring and early summer of 2020, the chapter coordinated the distribution of 58,800 pounds of milk, cheese, frozen custard, potatoes, sour cream, butter and more. This was worth $75,000 to the community.

7. How has the chapter adapted to the new normal? The chapter members looked at the situation and figured out how to make these things happen despite the obstacles before them.

7a. What did they learn? One member said it is a matter of remaining positive.

NAME: _____

Part 3

DIRECTIONS:

Answer the questions below to learn about a day in the life of a dairy farmer. Use this website to help answer the questions: https://www.usdairy.com/news-articles/a-day-in-the-life-of-a-dairy-farmer-audrey-donahoe.

1. This article is about a fifth-generation dairy farmer from Frankfort, New York, located in the central region of the state.

2. What time does their day start? 4:30 a.m. every day

3. How are responsibilities and duties handled on the farm? They have a division of responsibilities on the farm. Some days, the kids do the laundry, and other days they are in the barn. If it is her turn to go to the barn and do the milking, then Jeff does the feeding. They both check on the cows in the pasture.

4. Why do they have daily management meetings? They meet to advance their family farm so they can pass it onto the next generation.

5. What topics are discussed during the meetings? They may discuss needing to make a change in the cows' diets or talk about a cow they might need to keep an extra eye on. They may also discuss which cows need a pedicure on their hooves, which ones need a vaccination, or how they will get the milking done and animals fed on Saturday when their daughter have a basketball game.

6. What percent of our country's dairy farms are family owned? 98%

Record the websites you used to conduct your research: Answers will vary.

Next, choose a career in another industry (or a career within agriculture) and map out the general responsiblities/duties of that career. Use the spaces to record your answers.

Industry: Answers will vary.

Career Title/Position: _____

Duties/Responsibilities: