

FALL/WINTER 2025

Teaching Guide

In this guide, you will find activities for eight articles in the fall/winter 2025 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

Description of the activity:
Students will choose 10 vocabulary words from the chart of terms on the worksheet. They will create an acrostic poem for each of the words selected. The words/phrases used in the poem must be related to or describe the vocabulary word used.



GO FAR WITH AN SAE GRANT

Allie Paschall identified a need in her community, then used funding to create interactive educational resources.



CENTENNIAL CELEBRATION

Virginia leaders laid the groundwork for what would become the National FFA Organization.



4 STRATEGIES TO SUCCEED IN SALES

Preparing today can set you up for the future — just ask this national career development event individual winner and National FFA corporate partner.



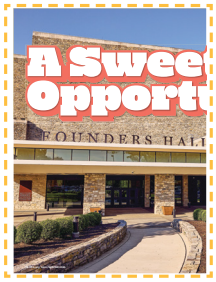
FRESH PERSPECTIVES

Tahja Sims broadens her horizons as she works to amplify voices in agriculture.



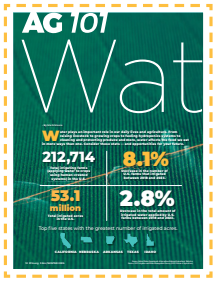
EQUINE LESSONS

Lucy Barney shares the inspiration behind her passion for horses and the daily routines that shaped her award-winning FFA project.



A SWEET OPPORTUNITY

Milton Hershey School grows leaders through classwork, community and hands-on learning.



AG 101: WATER

Water is essential in our daily lives and agriculture. From raising livestock and crops to fueling hydroponics systems to cleaning produce, water affects the food we eat in more ways than one. Consider these states and opportunities for your future



FFA MOMENT: 1930

Discover how the FFA Creed continues to inspire members across the country, through reflections, competitions and personal stories, 95 years after it was first written by E.M. Tiffany.

Click Here to Download the Google Worksheets.

NEW HORIZONS

FALL/WINTER 2025

Teaching Guide



ARTICLE SUMMARY

GO FAR WITH AN SAE GRANT

Allie Paschall identified a need in her community, then used funding to create interactive educational resources.

Bell Ringer

If someone handed you $1,000 and said you had to use it to teach someone a skill or solve a local problem, what would you do?

Discussion Questions:

1. If you were applying for an SAE grant, what would you apply for?
2. What types of skills or knowledge do you have that could be shared with others through a kit?
3. If you were awarding the next SAE grant, what criteria would you look for in a project proposal?

Activity:

PART 1:

Have students read the article "Go Far With an SAE Grant" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

PART 2:

Part 2 of the worksheet is a brand marketing guide students will use to develop their brands for their agricultural communications SAEs.

PART 3:

After students develop their brands, they can start to brainstorm their ideas for their agricultural communications SAE. Option A is for students interested in projects consisting of podcasts, YouTube channels or vlogs. Option B is for students interested in social media or photography. Option C is for students interested in journalism or news reports.

FFA TIP:

Turn your students' kit ideas into a chapter service-learning project by using it to teach a skill or solve a problem in your school or community. Projects like this can also be included in your National Chapter Award application.

SAE TIP:

Have students explore and apply for their own SAE Grant from National FFA.

VOCABULARY

Target Audience
SAE
Budget
Pitch

EXIT TICKET

If you were applying for an SAE grant, what would you apply for and why?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

FFA New Horizons: https://ffa.box.com/s/m3ky1vq21d8ijm2k0kgyzh2tjcjgpfca

APPENDIX

Appendix 1: Go Far With An SAE Grant

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.2; CCSS.RI.9-10.4, COMMON CORE-LITERACY IN SCIENCE & TECHNICAL SUBJECTS: WRITING: CCSS.WHST.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.05; CRP.07; CRP.08; CRP.11, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY

FFA AT-A-GLANCE

Between conferences, events, service projects and more, there's something in store for everyone this time of year. Save these important dates so you don't miss out on any of the action.

First of each month || Day of Service Mini-Grant application deadline

Aug. 15 || Next Gen Conferences applications open

Aug. 29 || Fall Semester-Long Living to Serve Grant application deadline

Sept. 1 || Alumni and Supporters online grant application deadline

Oct. 1 || SAE Grant application opens

Oct. 8 || Standard National FFA Convention registration begins at 8 p.m. ET

Oct. 29-Nov. 1 || 98th National FFA Convention & Expo in Indianapolis

Nov. 1 || National FFA Scholarships application opens

Nov. 15 || SAE Grant application deadline

Dec. 2 || Spring Semester-Long Living to Serve Grant application opens

Dec. 15 || New Century Farmer application opens

Dates subject to change. Check **FFA.org frequently for the latest information.*

Go Far With an SAE Grant

Allie Paschall identified a need in her community then used funding to create interactive educational resources. – By Katie Navarra Bradley

Through "Allie's Ag Academy," an agricultural education-focused Supervised Agricultural Experience (SAE), Hollow Rock-Bruceton FFA member Allie Paschall has provided more than 350 youth with more than 104 hours of hands-on instruction in Bruceton, Tenn. Her project, which began as teaching a summer school class about the dairy industry, evolved into a mobile agriculture learning lab, thanks to a National FFA SAE Grant.

Sponsored by Farm Credit, the grant enabled Paschall to assemble kits for teachers in her community and surrounding counties. Seven interactive tubs are packed with learning materials about livestock, plant and soil sciences, and sustainable agriculture practices.

"I realized teachers didn't have [activities] they could check out and use when testing was done, and they didn't have a specific topic to teach about," Paschall says. "I wanted to provide that as well as promote agricultural advocacy and literacy."

Paschall's FFA advisor, Michael Stanford, says including well-defined goals and describing how the project could affect the community were key components that helped her SAE grant application stand out.

"I made sure it wasn't something that had been done before," Paschall adds. "I also researched different prices and made sure the kits were easily accessible for teachers."

Above all, the main goal of Allie's Ag Academy is to create interest in agriculture. "I want to get younger kids involved, so we can keep them coming back to learn more about it," she adds.



Allie Paschall's (right) SAE includes helping elementary students explore agriculture through hands-on experiences.

GEAR UP

Every great application starts with identifying opportunities and articulating needs. From there, the possibilities are endless. Scan this code to learn more about the National FFA SAE Grant program and start your application.

Photography: Courtesy of Allie Paschall

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

Appendix 1: Go Far With an SAE Grant

Part 1

Directions:

Read the article "Go Far With an SAE Grant" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What is the name of the SAE highlighted in the article?

2. What category does this SAE fall into?

3. What does Allie do for her SAE? Explain in two or three complete sentences.

4. What is included in the kits?

5. What does Allie promote through her SAE?

6. What were the key components that made Allie's SAE grant application stand out?

7. What is the main goal of Allie's SAE?

8. If you could help teach someone a skill or solve a community need through agriculture, what would you build in a box?

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Name: _____

Part 2

Directions:

In groups of three or four, as assigned by your teacher, you are going to create your own kit like Allie makes! Fill out the planning template below as you work.

Kit Name (Make it catchy!)
SAE Pathway (Circle the pathway below.) Agribusiness Systems Animal Systems Biotechnology Systems Education, Communication and Leadership Environmental Systems Food Products and Processing Systems Natural Resource Systems Plant Systems Power, Structural and Technical Systems
Target Audience (Who is this kit for?)
Problem/Need Being Addressed (What issue are you solving?)
What's in the Box? (List your materials and tools.)
Activities Included (What will users do?)
Educational or Community Impact (Why does this matter?)
Budget Plan ($1,000 total)

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Name: _____

Part 3

Directions:

Now that you have planned for your kit, you will be pitching it to a panel of grant judges to determine if you receive the grant for your kit. Use the rubric below to help guide your presentation. After the presentations, answer the reflection questions below.

PRESENTATION RUBRIC

Qualification	Very strong evidence of skill is present. (5–4 pts)	Moderate evidence of skill is present. (3–2 pts)	Weak evidence of skill is present. (1–0 pts)	Total Points (20 possible)
Presentation Skills	Is thorough and maintains eye contact	Somewhat professional and depends on the presentation	No evidence of preparation	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Two minutes or more	Between one and two minutes	Under one minute	
Overall Impression	Presentation was professional, and presenter thoroughly explained the plan/idea.	Presentation was complete but lacked some detail.	The presentation lacked polish and information.	
			Total	

Reflection Questions

1. What kit, aside from your own, would you fund and why?

2. How could you turn your idea into a real SAE?

3. How could your kit help solve a real issue in your community?

4. What partnerships or sponsors could support your project?

5. If you had unlimited funding, how would your kit be different?

6. If a judge were deciding whether to fund your kit with a real SAE grant, what one thing would you say to convince them it makes a difference?

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NEW HORIZONS

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[PIONEER LEADERSHIP]

CENTENNIAL CELEBRATION

Virginia leaders laid the groundwork for what would become the National FFA Organization.

By Kathy Ingram

In September 1928, four Virginia Tech educators changed American agricultural education.

Agricultural education programs and subject matter were gaining popularity after the turn of the century. Walter Newman, Elvins M. Magill, Harry Sanders and Henry Groseclose saw that the current agricultural programming was falling short.

"Newman described a concern he had observed where farm boys didn't have as much confidence in themselves as their urban counterparts," said Jim Hillver, professor emeritus in Virginia Tech's Department of Agricultural, Leadership and Community Education. "His solution was to start an organization that would provide opportunities and develop leadership skills and confidence for these farm boys."

The others agreed, and the Future Farmers of Virginia (FFV) was soon born. Initially, membership was for rural agriculture in Virginia high schools, its primary purposes were to:

- Create an interest in agricultural pursuits and country life.
- Provide motivation and education for these roles.
- Promote thrift (financial stability).
- Create cooperative buying and selling opportunities.
- Establish confidence in members.

In 1927, the first FFV convention was held at Virginia Tech — a full year before the first National FFA Convention was held in Kansas City, Mo. When the Future Farmers of America (now known as the National FFA Organization) was established in 1928, FFV received the organization's first state charter.

FFA members attend the national FFA convention in Kansas City, Missouri, a time to gather and celebrate accomplishments.

100 YEARS LATER

Today, the National FFA Organization includes more than 1 million members in all 50 states, Puerto Rico and the U.S. Virgin Islands. It's difficult to imagine a world without FFA, especially for Virginia FFA Alumni. Star 2022-23 National FFA President Andrew Seibel.

"It's been really full circle to grow up in Virginia FFA and then to be the Seibel says. "What started as a conversation has fundamentally changed the lives and trajectory of so many individuals around the nation."

Seibel says he didn't initially pursue running for national office, but says a group of friends inspired him to think otherwise.

"Leadership isn't about title, power or position," Seibel says. "It's about service. "True leadership is about your ability to relate, lift others up and be comfortable in your own skin as you maneuver life."

Hillver says that the FFV founders would be floored if they could see the organization's impact today.

"When members come to an event and see other students in FFA jackets, it's a connection that is unique," he says. "Students from all walks of life can receive value and find a place within their schools and communities where they belong."

Timeless Traditions

As the National FFA Organization speeds toward its next monumental milestone, access a full timeline of historic events at FFA.org/FFA-History/.

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ARTICLE SUMMARY

CENTENNIAL CELEBRATION

Virginia leaders laid the groundwork for what would become the National FFA Organization.

Bell Ringer

Why do we celebrate the anniversaries of organizations or events? What is the purpose of looking back, and how can it help us move forward?

Discussion Questions:

1. Why do you think FFA continues to be meaningful to students today across different schools, states and backgrounds?
2. What makes an organization like FFA last 100 years?
3. How do you think today's FFA compares to what the founders imagined in 1928?

Activity:

PART 1:

Students will read the article "Centennial Celebration" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Place students in groups of three or four. Assign each group one of the time periods. Students will then complete the broadcast planning sheet. When done, they should record their broadcast following the included rubric.

PART 3:

Students should choose and complete any four activities from the choice board on their student activity sheets (across, down, diagonal or random). When done, they will answer the reflection questions.

FFA TIP:

Invite members from your alumni chapter to come in and discuss what FFA looked like during their time in it and how it has changed.

SAE TIP:

Have students explore agricultural communications SAEs they could start to promote the FFA and its upcoming 100th year anniversary.

VOCABULARY

Anchor
Centennial
FFV
NFA
Segment

EXIT TICKET

What is one way you can carry the FFA legacy forward in your chapter, school or community?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

Appendix 6: FFA Moment 1935 and 1965, https://ffa.box.com/s/i4hipkx2yhlalyvk5j3hwkahzp4aq-ji8

Appendix 5: Recapturing a Lost Culture, https://ffa.box.com/s/rjgwdeg2im7dh2pe11ivuaxym-huo1ofs

REFERENCES

FFA History, https://www.ffa.org/ffa-history/

APPENDIX

Appendix 2: Centennial Celebration

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA. PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-P., COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.7, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.02; CRP.04; CRP.08; P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, PRODUCTIVITY AND ACCOUNTABILITY, THINK CREATIVELY

CENTENNIAL CELEBRATION



Andrew Seibel retires his national officer jacket during the 96th National FFA Convention & Expo, symbolizing the completion of his year of service.

Virginia leaders laid the groundwork for what would become the National FFA Organization. – By Betty Haynes

In September 1925, four Virginia Tech educators changed American agricultural education.

Although agriculture programs and subject matter were gaining popularity after the turn of the century, Walter Newman, Edmund Magill, Harry Sanders and Henry Groseclose discovered an area where programming was falling short.

"Newman described a concern he had observed when farm boys didn't have as much confidence in themselves as their city cousins," says John Hillson, professor emeritus in Virginia Tech's Department of Agricultural, Leadership and Community Education. "His solution was to start an organization that could instill self-expression and develop leadership skills and confidence for those farm boys."

The others agreed, and the Future Farmers of Virginia (FFV) was soon born. In addition to promoting vocational agriculture in Virginia high schools, its primary purposes were to:

- Create an interest in agricultural pursuits and country life.
- Provide recreation and education opportunities.
- Promote thrift (financial stability).
- Create cooperative buying and selling opportunities.
- Establish confidence in members.

In 1927, the first FFV convention was held at Virginia Tech — a full year before the first National FFA Convention was held in Kansas City, Mo. When the Future Farmers of America (now known as the National FFA Organization) was established in 1928, FFV received the organization's first state charter.



FFV members attend the national FFA convention, an annual event that serves as a time to gather and celebrate accomplishments.

100 YEARS LATER

Today, the National FFA Organization includes more than 1 million members in all 50 states, Puerto Rico and the U.S. Virgin Islands. It's difficult to imagine a world without FFA, especially for Virginia FFA Alums like 2022-23 National FFA President Andrew Seibel.

"It's been really full circle to grow up in the place where FFA started," Seibel says. "What started as a conversation has fundamentally changed the lives and trajectory of so many individuals around the nation."

Seibel was initially hesitant to pursue running for national office, but says a group of friends inspired him to think otherwise.

"Leadership isn't about title, prowess or how you carry yourself," he adds. "True leadership is about your ability to relate, lift others up and be comfortable in your own skin as you maneuver life."

Seibel thinks the FFV founders would be floored if they could see the organization's impact today.

"When members come to an event and see other students in FFA jackets, the mission remains the same," he says. "Students from all walks of life can receive value and find a place within their schools and communities where they belong."

Timeless Traditions

As the National FFA Organization speeds toward its next monumental milestone, access a full timeline of historic events at FFA.org/FFA-History/.

Photography: Copyright © FFA; Courtesy of Tracey Rutherford/Virginia Tech

Name: _____

Aligned to the following standards: FFA. PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-P; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.7; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5; CCSS.ELA.L.9-10.6; CRP.02; CRP.04; CRP.08.

Appendix 2: Centennial Celebration

Part 1

Directions:

Read the article "Centennial Celebration" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What year was the FFV established?

2. What were the original goals of the FFV? Circle the goals that are still relevant today.
   -
   -
   -
   -
   -

3. What organization developed from the FFV in 1928?

4. What do you think Andrew Seibel means when he says, *"True leadership is about your ability to relate, lift others up and be comfortable in your own skin"*?

5. What would the FFV founders be surprised to see about FFA today?

6. What is one question you would ask one of the FFV founders if you could?

7. The article says FFA now serves over 1 million members. What do you think makes FFA so relevant across all 50 states and even in U.S. territories?

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Name: _____

Part 2

Directions:

Your class has been selected to produce *FFA News Live: A Century of Leadership*, a special 100-year news broadcast! Each team will report from a different point in the history or future of FFA. In your groups, you will be given one of the team options shown below. Highlight your broadcast team in the table.

Group Name	Time Period	Broadcast Focus
Team 1925 – Founders at the Mic	*Birth of FFV*	Live from Virginia Tech! Interview founders and explain the mission of FFV.
Team 1930s – Growing Blue	*Early Growth Era*	Report on the spread of FFA and how it shaped rural youth during tough economic times.
Team NFA Voices – History Untold	*1935–1965*	Spotlight the founding of the New Farmers of America, interview NFA leaders and report on the 1965 merger.
Team 1969 – Breaking Barriers	*Inclusion Era*	Celebrate the first female members of FFA and explore what changed after 1969.
Team 2023 – Jacket Nation Today	*Modern Day FFA*	Report on today's FFA: leadership, diversity, innovation and national reach.
Team 2125 – Future Farmers Forward	*The Next 100 Years*	Forecast the future of FFA: Space farming? AI ag teachers? Global impact?

Now that you have your team and focus, you are going to create your news broadcast! Use the planning sheet below to guide you.

FFA News Live Broadcast Planning Sheet

TEAM MEMBERS:

BROADCAST TITLE/TEAM NAME:
What is the name of your newscast or channel?
Team Name:

ASSIGNED TIME PERIOD:
Check one:
☐ 1925 (FFV Founded)
☐ 1930s (Early Growth)
☐ 1935–1965 (New Farmers of America – NFA)
☐ 1969 (Women Join FFA)
☐ 2023 (Modern Day)
☐ 2125 (The Future of FFA)

HEADLINE/MAIN STORY
Write a catchy news-style headline for your segment.

ANCHOR INTRO
Write the line your news anchor will use to open your segment. Set the scene and introduce your time period.

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Name: _____

INTERVIEW SEGMENT

Create a short Q&A with a fictional or historical FFA/NFA figure, current member or future leader.

Guest Name and Role:

Question 1:

Answer 1:

Question 2:

Answer 2:

HISTORY SNAPSHOT

Describe the key events or turning points happening in your assigned time period. Why is this era important to the history of FFA?

QUOTE SPOTLIGHT

Choose a quote from the article, the FFA Creed or NFA history that connects to your story. Explain why you chose it.

Quote:

"_____"

Speaker or Source: _____

Why this quote fits:

VISUALS and PROPS

What will your group use to bring the segment to life visually?

Check all that apply:

☐ FFA jackets

☐ Hats or costumes

☐ Microphones or signs

☐ Posters or visuals

☐ Tools or tech props

☐ Other: _____

Briefly describe your visual or prop ideas:

SIGN-OFF LINE

Write your final closing line as a group. This should reflect your time period and wrap up your segment with style.

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Name: _____

FINAL CHECKLIST

Review before presenting:

☐ We introduced our team and time period.
☐ We included a historical event or fact.
☐ We featured an interview.
☐ We shared a meaningful quote.
☐ We planned a visual or prop.
☐ We wrote a strong closing line.

Now that you have completed the planning sheet, it is time to start filming! Use the included rubric to guide your broadcast. Make sure all group members are included in the broadcast.

NEWS BROADCAST RUBRIC

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The broadcast is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The broadcast is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The broadcast is hard to understand with very quiet speaking or very hard to read writing. Little creativity was used.	The broadcast is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The broadcast is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the broadcast video.	Two mistakes are heard in the broadcast video.	Three or more mistakes are heard in the broadcast video. Student spoke very fast and was unclear.
Time	Group stayed in the two- to three-minute time frame.			Student was either under or over the allotted time frame.

Total: _____

Comments:

_____

_____

_____

_____

_____

_____

_____

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Name: _____

Part 3

Directions:

Let's start planning for the 100th year celebration of FFA! Choose and complete any four activities from the board below (across, down, diagonal or random). When done, answer the reflection questions.

Letter to the Future Write a letter to an FFA member in the year 2125. Tell them about your chapter, your experience and what you hope continues for the next 100 years.	**Centennial Slogan & Swag** Design a T-shirt, button or sticker for the 100th birthday of FFA. Include a creative slogan and a visual that blends tradition and the future.	**Legacy Tribute Poster** Create a mini-poster honoring a historical FFA or NFA figure. Include their name, image or symbol, and a quote or statement about why they matter.	**Centennial Decor Design** Design themed decorations for a 100-year FFA celebration. Include colors, banners and centerpiece ideas.
100 Years in 10 Words Summarize the entire story of the 100-year journey of FFA in exactly 10 powerful words. Then explain your word choices in a few sentences.	**Mini Time Capsule** List five items that represent today's FFA that you'd seal in a time capsule. Explain why each one matters.	**Then vs. Now Reflection** Compare what leadership looked like in 1925 to today. Write a short reflection about what's changed — and what hasn't.	**FFA Photo Booth Design** Design a themed photo booth for the event. Include prop ideas, backdrop style and a centennial hashtag.
Future FFA Innovation Invent a futuristic feature, contest or experience for FFA in 2125. Sketch or describe your idea and connect it to the FFA mission.	**Voices of FFA Interview Script** Write a three-question interview script with a past, present or future FFA member. Include questions and imagined responses.	**Design a Decade Display** Pick a past decade (1930s–2000s) and design a small visual showing what FFA looked like then. Include one slogan, image and historical fact.	**Centennial Comic Strip** Create a short comic strip showing a key moment in the 100-year history of FFA or imagining what it might be like to be an FFA member in 2125.
Chapter Legacy Quote Wall Write a quote you'd want displayed at your chapter's 100-year celebration. It should reflect your personal legacy or what FFA taught you.	**Centennial Instagram Post** Design a social media post (caption and image) for your chapter to celebrate 100 years. Include a message, hashtag and visual.	**Centennial Celebration Playlist** Pick five songs that fit a 100-year FFA celebration. Explain how each song connects to an FFA value.	**"If These Jackets Could Talk …"** Write a short monologue from the point of view of an FFA jacket. Where has it been? Who has worn it? What would it say about 100 years of leadership?

Reflection Questions

1. The next 100 years of FFA will be shaped by students like you. What kind of leader do you want to be, and how can you help make sure the legacy of FFA continues to grow?

2. FFA has grown and changed over the past 100 years, and now it's your turn to help write the next chapter. What's one tradition you want to protect, and what's one new idea you would bring to the future of FFA?

3. How can what you've learned from FFA history help you lead better in the present?

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ARTICLE SUMMARY

4 STRATEGIES TO SUCCEED IN SALES

Preparing today can set you up for the future — just ask this national career development event individual winner and National FFA corporate partner.

Bell Ringer

Play this Shark Tank video, The Sharks Take an Emotional Trip to the Farm | CNBC Prime https://youtu.be/LZEY15Fs-jgk?feature=shared. What made this pitch convincing? What did the salesperson do well?

Discussion Questions:

1. What makes someone a successful salesperson in the agriculture industry?
2. Why is product knowledge important?
3. What are some ways to make your sales pitch stand out from others in a competition or real-world setting?

Activity:

PART 1:

Students will read the article "4 Strategies to Succeed in Sales" in the fall/winter issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Students will team up to invent a new agriculture-related product or tool and pitch it in a "Shark Tank"-style sales presentation to the class. They will develop a plan, create an outline and then use their knowledge of sales strategies to persuade a panel of "sharks" to invest in their idea.

FFA TIP:

Have students explore the Agriculture Sales CDE and encourage some to create a team.

SAE TIP:

Encourage students to learn more about agricultural sales SAEs they could develop.

VOCABULARY

Pitch
Rapport
Sales

EXIT TICKET

What is one key skill or strategy you learned today that is important in agricultural sales?

CAREER FOCUS AREA

Communication

RESOURCE HIGHLIGHT

Entering the Sales World, https://ffa.box.com/s/mul3q82scanklpx9udyryq8u4iyaoylo
Ag Sales CDE Resources, https://ffa.box.com/s/rwbxtozxi5sq7zv06eont4a7e1cv2yok

REFERENCES

https://youtu.be/LZEY15Fsjgk?feature=shared

APPENDIX

Appendix 3: 4 Strategies to Succeed in Sales

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A; FFA.PL-B; FFA.PL-D; FFA.PG-H; FFA.PG-I; FFA.CS-M; FFA.CS-N; COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.4; CCSS.ELA.W.9-10.7, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5, COMMON CORE LANGUAGE: CCSS.ELA-LITERACY.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.01; CRP. 02; CRP. 04; CRP. 05; CRP. 06; CRP. 07; CRP. 08; P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, INFORMATION, COMMUNICATIONS, AND TECHNOLOGY LITERACY, IMPLEMENT INNOVATIONS , LEADERSHIP AND RESPONSIBILITY, MEDIA LITERACY, PRODUCTIVITY AND ACCOUNTABILITY, THINK CREATIVELY, WORK CREATIVELY WITH OTHERS

4 Strategies to Succeed in Sales

Preparing today can set you up for the future — just ask this National FFA Career Development Event individual winner and National FFA corporate partner. – By Jodi Helmer

Aliyah Scarlato is a freshman on the pre-law track at the University of California, Los Angeles. Although the Galt-Liberty Ranch FFA Alumna doesn't plan to pursue a career in sales, participating — and taking top honors — in the 2024 National FFA Agricultural Sales Career Development Event (CDE) helped put her on the path to success.

"FFA and its competitions helped me a lot with public speaking," says Scarlato. "I don't think I would have done a lot of the things I do now without the organization."

As you grow your skills, apply these top tips from Scarlato and Jami Limestall, the digital learning enablement lead at Bayer.

Photography: Courtesy of Aliyah Scarlato

1. Do your research.

Learning all about a product is the first step in a successful sale. Scarlato "sold" pig feed at the state competition and Kubota equipment at the national competition. To prepare for her sales pitch, she reviewed product information, studied company websites, watched YouTube videos and went on industry tours.

"Being able to apply the knowledge of seeing [the product] in person was something I did a lot during the sales presentations," she says.

2. Practice.

There's more to sales than knowing the specifications. Limestall encourages students to research how the product helps customers.

"It's about getting the general information then letting [students] practice the sale," she says.

3. Build rapport.

"A mistake is not looking at the needs and wants of the customer and just throwing information at them," Scarlato says. Instead, take time to make small talk and get to know your customer to build their trust.



In addition to a securing the top participant award, Aliyah Scarlato helped her team receive second place honors during the 97th National FFA Convention & Expo in Indianapolis .

4. Stand out.

In FFA competitions, judges hear similar sales pitches from multiple members. Scarlato says projecting confidence and engaging in conversation make a presentation memorable.

"Being a helpful, personable and confident character who genuinely wants to build a connection with them is a lot better than just pushing a product," she adds.

Start Selling

Scan this code to access "Entering the Sales World," an interactive lesson created by National FFA in partnership with Bayer, to help apply what you've learned.



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Appendix 3: 4 Strategies to Succeed in Sales

Part 1

Directions:

Read the article "4 Strategies to Succeed in Sales" in the fall/winter issue of *FFA New Horizons* and answer the questions below.

1. What university does Aliyah Scarlato attend, and what is her academic track?

2. What chapter is Scarlato an alumna of?
   a. Liberty Ranch FFA
   b. Galt Ranch FFA
   c. Galt-Liberty Ranch FFA
   d. Liberty-Galt Ranch FFA

3. What is one way that FFA has helped Scarlato in her personal and professional development?

4. What is one way that FFA has helped you in your personal and professional development?

5. What interactive lesson plan did Bayer and the National FFA create to support sales education?

6. How is Scarlato still involved with FFA after high school?

7. List the top four tips to apply when participating in sales competitions.
   -
   -
   -
   -



8. What products did Scarlato sell in the state and national FFA sales competitions?

9. According to Jami Limestall, what should students do after learning basic product information?

10. Why does Scarlato emphasize building rapport in a sales pitch?

11. What mistake does Scarlato warn against in sales conversations?

12. According to Scarlato, what qualities make a sales presentation stand out to judges?

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Name: _____

Part 2

Directions:

Your team will invent a new agriculture-related product or tool and pitch it in a "Shark Tank"-style sales presentation to the class. Develop a plan, create an outline of your pitch and then use your knowledge of sales strategies to persuade a panel of "sharks" to invest in your idea!

Sales Team Showdown – Ag Shark Tank

Team Name: _____

Team Members: _____

Product Name: _____

1. What is your product? Briefly describe what it is and what it does.

2. What agricultural problem does your product solve?
   How does it help farmers, ranchers, agribusinesses or consumers?

3. Who would use or buy your product? Be specific.

Sketch your idea!

4. List the top three features of your product and explain how they benefit the customer. Example: Feature: all-natural soap. Benefit: gentle on skin
   -
   -
   -

5. How much would your product cost? Why is it worth that price?

6. What materials or tools are involved in creating or using this product?

7. Explain how your team will use each strategy in your three- to five-minute sales pitch:

Introduction that builds rapport	Customer-focused benefits	Demonstration or visual of the product	A confident, engaging delivery

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Name: _____

8. Use the space below to create a visual aid for your pitch. If you use external resources (PowerPoint, Canva, posters, handouts, etc.) please include a final image below.

Your team will pitch your product to a panel of sharks (teachers, peers or guest judges). Each team gets **three to five minutes** to present, followed by Q&A from the sharks. **Sharks will be listening for the following:**

a. How well you understand your product.
b. How clearly you address customer needs.
c. Creativity and professionalism.
d. Use of all four sales strategies (research, rapport, confidence and standout factor).

9. After the pitches, the sharks will provide feedback on strengths of your team's pitch, how you applied each strategy and suggestions for improvement. Use that feedback to answer the reflection questions below.

   a. What part of the pitch went well?

   b. How did you use the four strategies?

   c. What will you improve next time?

   d. How do these skills apply to real careers in agriculture?

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Name: _____

Judges Score Sheet

Directions:

Sharks, thank you for serving as a judge for the Ag Salesperson Showdown. Your role is to evaluate each team's sales pitch based on their creativity, preparation, communication and application of professional sales strategies. Use the rubric below and circle the score (5, 3 or 1) that best reflects how well each team met each category. Provide any specific feedback that would help teams improve or celebrate their success.

Salesperson Showdown – Ag Shark Tank

Team Name: _____

Team Members: _____

Product Name: _____

Criteria	5 points Excellent	3 points Developing	1 point Needs Improvement	Score
Product Idea	Product is innovative, ag-related and clearly addresses a real-world problem.	Product is somewhat creative and relevant but lacks clarity or strong purpose.	Product is unclear, off-topic or lacks an agricultural connection.	
Sales Strategy Execution	Effectively applies all four strategies: research, rapport, confidence and standout factor	Uses some strategies but not consistently or effectively	Little to no evidence of sales strategies	
Presentation and Delivery	Confident, clear, engaging delivery with strong visuals and smooth teamwork	Presentation is somewhat clear but lacks confidence or team coordination.	Delivery is unclear, disorganized or lacks participation.	
Engagement and Creativity	Highly creative and engaging — captures attention and stands out	Some creative effort is shown, but engagement is limited.	Little to no creativity; pitch is flat or unengaging.	
Time	In the three- to five-minute time frame	Over five minutes.	Under three minutes	
Additional Comments			Total Score: /25	

1. What did students do well? What impressed you?

2. What could be improved if this were presented again?

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NEW
HORIZONS

FALL/WINTER 2025
Teaching Guide


[PERSONAL GROWTH]

FRESH PERSPECTIVES

Tahja Sims broadens her horizons as she works to amplify voices in agriculture.

By Ann Hill

This year, Texas FFA Alumna Tahja Sims is exploring a variety of agricultural topics and issues, and elevating diverse perspectives, as part of a yearlong communications role at a digital publication and news outlet.

"I explain diversity as people who have found connections to agriculture in unexpected ways," Sims says. "Diverse perspectives include women farmers, especially in developing countries, or small growers experiencing the consumer expectations of production."

A recent graduate of Texas A&M University with a major in agricultural economics, Sims analyzed the impact of trade disputes and tariffs on food and environmental policy as a 4-H camp focused on developing college preparedness.

Hooked on Animals

Sims' introduction to agriculture came through her local Texas FFA chapter as a middle school student in Spring, Texas, hosted a booth at a school event.

"They explained FFA helped develop leaders and work with rural animals, but all I heard was 'animals' because I had never had a pet," she says. "My first FFA animal was a rabbit, but that wasn't my favorite project area."

Raising pigs proved pivotal. Feeding, breaking and walking her pig twice a day provided the hands-on, mentoring experience Sims sought. "I had to learn how to work with the help of my advisor, I learned," she adds.

She also participated in competitions like the Texas FFA Quiz Bowl. "The biggest thing I've gained in FFA is that how much you put into something is how much you will get out of it," she says. "I've put in the effort to be diverse, grow, and I felt really accomplished when I did it."

As she continues to amplify agriculture's many voices through her role, Sims is also pursuing a master's degree in ag economics. "There is not one face or model for what agriculture is," she says. "It's continually changing as it addresses the needs of the population as well as continuously changing as well."

ARTICLE SUMMARY

FRESH PERSPECTIVES

Tahja Sims broadens her horizons as she works to amplify voices in agriculture.

Bell Ringer

List as many qualities of a person in agriculture as you can in 30 seconds.

Discussion Questions:

1. Why is it important to include voices from underrepresented communities in agricultural media and policy?
2. What are some ways that diverse perspectives can change how we understand agriculture?
3. Why is agriculture essential to our daily lives?

Activity:

PART 1:

Students will read the article "Fresh Perspectives" in the fall/winter issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Students will complete a five-step process to research, create and share a profile of an individual who reflects diversity in the agriculture industry. Step 1 is choosing a person, Step 2 is research, Step 3 is creating the profile, Step 4 is a gallery walk and learn and lastly, Step 5 is reflection questions.

FFA TIP:

Consider inviting a "nontraditional" agricultural community member to talk to the chapter about their experiences in the industry and the importance of diversity.

SAE TIP:

Have students look into starting a research project, launching an ag communications blog, documenting stories in their community, or interning with a nonprofit or ag business for their SAE.

VOCABULARY

Diverse
Perspectives

EXIT TICKET

What is one key skill or strategy you learned today that is important in agricultural sales? *I used to think agriculture was* _____. *Now, I think it's* _____ *because* _____.

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

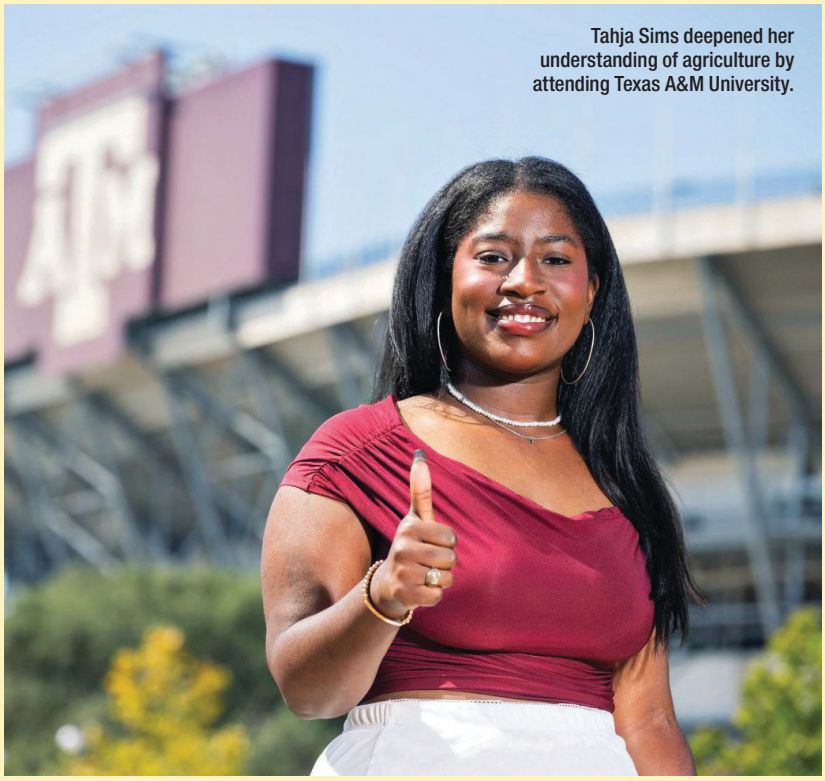
FFA Values Lesson Series, https://ffa.box.com/s/u9qnfyvape9sy3d3xc85hlgxdxghq3dg
Sense of Belonging Celebration Lesson, https://ffa.box.com/s/5hysw328mpm0w4mm9k2p98b-96jsbvaiw

APPENDIX

Appendix 4: Fresh Perspectives

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A; FFA.PL-D; COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.W.9-10.2 ; CCSS.ELA.W.9-10.4; CCSS.ELA.W.9-10.6; CCSS.ELA.W.9-10.7; CCSS.ELA.W.9-10.8, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5, AFNR CAREER READY PRACTICES: CRP.02; CRP.04; CRP.06; CRP.11, P21 SKILLS: COMMUNICATION, INFORMATION LITERACY, INFORMATION, COMMUNICATIONS, AND TECHNOLOGY LITERACY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, MEDIA LITERACY, PRODUCTIVITY AND ACCOUNTABILITY, THINK CREATIVELY



Tahja Sims deepened her understanding of agriculture by attending Texas A&M University.

FRESH PERSPECTIVES

Tahja Sims broadens her horizons as she works to amplify voices in agriculture. – By Kim Hill

This year, Texas FFA Alumna Tahja Sims is exploring a variety of agricultural topics and issues, and elevating diverse perspectives, as part of a year-long internship with AGDAILY, a digital publication and news outlet.

"I explain diversity as people who have found connections to agriculture in unexpected ways," Sims says. "It's broad, and could include women farmers, especially in developing countries, or small growers responding quickly to consumer trends and preferences."

A recent graduate of Texas A&M University with a major in agricultural economics, Sims analyzed racial inequalities and misinformation in food and environmental policy as an undergraduate research assistant. She also interned with the U.S. House of Representatives and The Russell Group, a government relations firm specializing in food and agriculture public policy, and is a member of the Minorities in Agriculture, National Resources and Related Sciences (MANRRS) organization.

Although she has extensive experiences, Sims says she's surprised everyday by, "how widespread agriculture is and that diversity can be found in the smallest, most unexpected places." She cites recent AGDAILY interviews with a Wisconsin producer running a cattle operation on 13 acres and Historically Black Colleges and Universities (HBCUs) in North Carolina hosting a 4-H camp focused on developing college preparedness.

Hooked on Animals

Sims' introduction to agriculture occurred in middle school, when FFA members from a nearby high school in Spring, Texas, hosted a booth at a school event.

"They explained FFA helped develop leadership and members raised animals, but all I heard was 'animals' because I had never had a pet," she says. "My first FFA animal was a rabbit, but that wasn't interactive enough for me."

Raising pigs proved pivotal. Feeding, brushing and walking her pig twice a day provided the hands-on, nurturing experience Sims sought. "I had no idea what I was doing, but with the help of my advisor, I learned," she adds.

She also participated in competitions like the Texas FFA Quiz Bowl. "The greatest lesson I learned in FFA is that how much you put into something is how much you will get out of it. With my pigs, I had no idea what I was doing at first, so I felt really accomplished when I did it."

As she continues to amplify agriculture's many voices through her internship, Sims learns more about the industry's impact. "There is not one face or model for what agriculture is," she says. "It's continually changing as it addresses the needs of the population, which is continuously changing as well."



After joining FFA, Sims quickly fell in love with the process of raising and showing pigs.

Photography: Courtesy of Tahja Sims

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-D; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5; CRP.02; CRP.04; CRP.06; CRP.11

Appendix 4: Fresh Perspectives

Part 1

Directions:

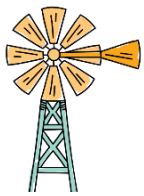
Read the article "Fresh Perspectives" in the fall/winter issue of *FFA New Horizons* and answer the questions below.

1. What organization is Tahja Sims currently interning with, and what is its focus?



2. How does Sims define "diversity" in agriculture?

3. What university did Sims graduate from, and what was her major?



4. What surprising discovery has Sims made during her internship?

5. Give an example Sims shared that reflects unexpected diversity in agriculture.



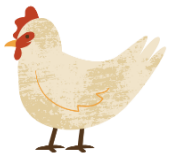
6. How did Sims first get introduced to agriculture and FFA?

7. What was Sims' first FFA project animal, and why did she later switch?



8. What daily activities did Sims do when raising pigs in FFA?

9. What competition did Sims participate in as an FFA member?



10. What does Sims learn about agriculture's industry impact?

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Name: _____

Part 2

Directions:

You will follow five steps to research, create and share a profile of an individual who represents a unique background or perspective within the agriculture industry. Your research will help you better understand the wide range of people who contribute to agriculture in powerful and often unexpected ways.

Step 1: Choose a diverse agriculturist to profile.

- Someone from your local community (local FFA alumni or community leaders)
- A figure from an online article or video (found via AGDAILY, MANRRS, YouTube, AgExplorer, Modern Farmer)
- A historical or current figure from an agriculture-focused nonprofit (e.g., MANRRS, Women in Ag, Native American Food Sovereignty Alliance, Farmer Veteran Coalition, etc.)
- People with unique agricultural roles (refugee farmers, veterans in agriculture, STEM-focused growers, sustainability advocates, etc.)

Step 2: Research.

Based on the profile you selected in Step 1, answer each question below. This will help provide information to create your detailed profile.

a) Who is this person?
   - Name:
   - Age:
   - Background information:

Add Picture.

b) What is this person's role in agriculture?

c) What challenges or perspectives make this person's story unique?

d) How has this person made an impact?

e) What can we learn from this person?

f) Create a timeline showing notable dates and impacts in this person's journey to get where they are today:

g) List the sources used:

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Name: _____

Step 3: Create a profile.
Choose one of the following formats to present your profile:

- Written biography (two pages)
- PowerPoint or Google Slides presentation (eight slides with visuals)
- Infographic (digital or hand-drawn with visuals)
- Poster or Bulletin Board Feature (with visuals)

Step 4: Gallery Showcase and Learn
Set up your profile in a spot around the room and begin your gallery walk and learn. Select four different profiles to learn about. Answer the questions below.

Who is this agriculturist, and what is this person's role? What stood out about this person's journey? How does this story expand your understanding of diversity in agriculture?	Who is this agriculturist, and what is this person's role? What stood out about this person's journey? How does this story expand your understanding of diversity in agriculture?	Who is this agriculturist, and what is this person's role? What stood out about this person's journey? How does this story expand your understanding of diversity in agriculture?	Who is this agriculturist, and what is this person's role? What stood out about this person's journey? How does this story expand your understanding of diversity in agriculture?

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Name: _____

Step 5: Reflection Questions:
After you have completed all steps of this activity, answer the questions below.

a) What is one career or topic you would like to explore more? Why?

b) What qualities or skills did you notice across multiple agriculturists?

c) Why is it important to have diversity in agriculture?

d) How do the stories of these agriculturists relate to issues in your community or the world?

Name: _____

Agriculturist Profile Rubric

Criteria	5 points Excellent	3 points Developing	1 point Needs Improvement	Score
Content	Profile includes accurate, detailed info about the agriculturist's background, role and impact. Clearly researched and well-explained	Profile is somewhat detailed but lacks clarity.	Key information is missing or inaccurate.	
Impact	Clearly explains how this person adds diversity to agriculture and their unique impact	Mentions diversity but lacks detail or insight	Little to no evidence of the person's impact	
Organization	Profile is well-organized and easy to follow with clear presentation or writing.	Mostly clear and organized with some minor issues	Disorganized, difficult to follow or lacks participation	
Visuals and Creativity	Creative, relevant visuals (photos, layout or design) strongly enhance the profile.	Visuals are present but minimally effective.	Visuals are unclear, missing or irrelevant.	
Additional Comments			Total Score: /20	

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NEW HORIZONS

FALL/WINTER 2025

Teaching Guide


[PERSONAL GROWTH]

EQUINE LESSONS

LUCY BARNEY SHARES THE INSPIRATION BEHIND HER PASSION FOR HORSES AND THE DAILY ROUTINES THAT SHAPED HER AWARD-WINNING FFA PROJECT. By Abbey Hatcher

For Lucy Barney, working with horses is a family affair. The art is a tradition passed through six generations. Her hand-sock and lifelong journey recently came to fruition when she was named the 2025 Idaho Proficiency Award in Equine Science — Placement Agricultural Proficiency Award category.

Representing Rigby High School in Idaho, Barney's award-winning Supervised Agricultural Experience (SAE) showcased her extensive hands-on experience with draft horses. "I had amazing advisors who pushed me to succeed," she says.

LIFE SHAPED BY AN SAE

SAEs are more than just projects. They provide real-world agricultural training supported by classroom instruction. For Barney, her family's SAE took place at her two family-run operations: Sage Ridge Farms, Pulling Horses and the Barney Shires Draft Horse Hitch. These farms offer a unique opportunity for Barney to prepare 2,000 pound draft horses for competition, allowing Barney to gain experience in breeding, nutrition, training and marketing.

"I've worked closely with my parents and mentors who own breeders and industry professionals," she says.

SUMMER SCHEDULE

Barney's summer is filled with off-hand work. She balances the physical demands of caring for the horses with the marketing and management responsibilities of running a family farm. A typical day in the summer includes:

- 6-7 a.m. — Move irrigation pipes on grazing fields.
- 8-9 a.m. — Clean stalls.
- Mid-morning — Condition Belgian pulling horses.
- Afternoon — Mix rations feed, fill water troughs and sanitize the facilities.
- Midday — Capture marketing photos and manage social media accounts.
- 5-6 p.m. — Drive competition horses on six-mile sled routines, then groom, hydrate and turn out to pasture.

COMPETITION DAYS

Presenting the horses to judges and show attendees requires careful preparation and planning. These days combine chores, detailed horse prep and long hours on the road.

- 5-6 a.m. — Clean stalls before the public arrives.
- 7-8 a.m. — Feed and water horses.
- Morning — Wash and groom horses, braid manes and tails and feather-end hooves.
- Pre-show — Braid manes, apply bows and prepare the harness.
- 9-10 a.m. — Competitions begin.
- Between classes — Re-braid horses, monitor their health and feed as needed.

LOOKING AHEAD

Now graduating at Utah State University, Barney plans to return to the family operations after graduation. She hopes to manage the business side while staying involved in the competitive aspect.

"I want to continue my passion in the draft horse industry," she says. "With financial stability, I can help carry on the legacy."

SPRINGBOARD TO SUCCESS

Scan this QR code to access free resources for Agricultural Education Teachers and Advisors and access a full list of previous winners.

Above: Lucy Barney continues to spend time with the family business and her draft horses.

Below: Show days are a chance for Barney to showcase her skills and dedication to the animals to which she has committed.

Barney encourages younger FFA members to approach their SAEs with the same dedication.

"Just go for it," she says. "There's nothing to be afraid of, and the opportunities are endless."

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ARTICLE SUMMARY

EQUINE LESSONS

Lucy Barney shares the inspiration behind her passion for horses and the daily routines that shaped her award-winning FFA project.

Bell Ringer

Name one way that you believe horses were used in history.

Discussion Questions:

1. What is the difference between draft horses and other horses?
2. How do you think draft horses were used historically? What about in the present?
3. What skills do you think a student can learn by managing livestock or horses on a daily basis?
4. Why do you think working with animals could be a good supervised agricultural experience (SAE)?

Activity:

PART 1:

Students will read the article "Equine Lessons" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Students will work in groups of no more than four. Each group will be assigned one of the following draft horse breeds: Shire, Belgian, Clydesdale, Percheron, Suffolk Punch, Friesian or Dutch Draft. The groups will research their assigned breed for the information required on the worksheet and create a mini-poster or digital slide based on the provided rubric. Groups will then present on their breed — traditional presentations or a gallery walk is recommended. Once all groups have shared, students will answer the discussion questions on the worksheet.

FFA TIP:

Explore the CDEs that relate to the equine industry such as the horse evaluation CDE or the breed identification part of the veterinary science CDE.

SAE TIP:

Encourage students to shadow an individual working in the equine industry in their area for their foundational SAE.

VOCABULARY

Draft Horse
Breed

EXIT TICKET

What is one new fact that you learned about draft horses today?

CAREER FOCUS AREA

Animal Science
Agribusiness

RESOURCE HIGHLIGHT

Abbey Rinker-Horse Showing SAE Video Lesson Plan, https://ffa.box.com/s/nfdvafvirhmdvrd45v-j3p5dutkrq9jr9

APPENDIX

Appendix 5: Equine Lessons

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, CS.02, FFA PRECEPTS: FFA.PL-B, FFA.PL-D, FFA.PG-H, FFA.CS-M, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, CCSS.ELA.RI.9-10.7, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.4, CCSS.ELA.W.9-10.5, CCSS.ELA.W.9-10.6, CCSS.ELA.W.9-10.7, CCSS.ELA.W.9-10.8, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.2, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.5, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.04, CRP.05, CRP.06, CRP.07, CRP.12, P21 SKILLS: COLLABORATION, COMMUNICATION, INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY, PRODUCTIVITY AND ACCOUNTABILITY, WORK CREATIVELY WITH OTHERS

EQUINE LESSONS

LUCY BARNEY SHARES THE INSPIRATION BEHIND HER PASSION FOR HORSES AND THE DAILY ROUTINES THAT SHAPED HER AWARD-WINNING FFA PROJECT. – By Abbey Tauchen

For Lucy Barney, working with Shire and Belgian draft horses is a tradition passed through six generations. Her hard work and lifelong journey recently came to fruition when she was named the 2024 national champion in the Equine Science — Placement Agricultural Proficiency Award category.

Representing Rigby High School in Idaho, Barney's award-winning Supervised Agricultural Experience (SAE) showcased her extensive hands-on experience with draft horses. "I had amazing advisors who pushed me to succeed," she says.

LIFE SHAPED BY AN SAE

SAEs are more than just projects. They provide real-world agricultural training supported by classroom learning and mentorship. Barney's SAE took place at her two family-run operations: Sage Ridge Farms Pulling Horses and the Barney Shires Draft Horse Hitch. These farms offer the facilities to care for, train and prepare 2,000-pound draft horses for competition, allowing Barney to gain experience in breeding, nutrition, training and marketing.

"I've worked closely with my family and networked with other breeders and industry professionals," she says.

SUMMER SCHEDULE

Barney's days are long and full of hard work. She balances the physical demands of caring for the horses with the marketing and management responsibilities of running a family operation. A typical day is long, physical and varied.

- 6-7 a.m. — Move irrigation pipes on grazing fields.
- 8-9 a.m. — Clean stalls.
- Mid-morning — Condition Belgian pulling horses.
- Afternoon — Mix custom feed, maintain fences and sanitize the facilities.
- Midday — Capture marketing photos and manage social media accounts.
- 6 p.m. onward — Drive competition horses on six-mile sled routines, then groom, hydrate and turn out to pasture.

COMPETITION DAYS

Presenting the horses to judges and show attendees requires careful preparation and planning. These days combine chores, detailed horse prep and, of course, showtime.

- 5-6 a.m. — Clean stalls before the public arrives.
- 7-8 a.m. — Feed and water horses.
- Morning — Wash and groom horses, focusing on their feathered hooves.
- Pre-show — Braid manes, apply bows and prepare the harness.
- 9-10 a.m. — Competitions begin.
- Afternoon — Cool down the horses, monitor their health and feed as needed.

LOOKING AHEAD

Now studying accounting at Utah State University, Barney plans to return to the family operations after graduation. She hopes to manage the business side while staying active in care and competitions.

"I want to continue my passion in the draft horse industry," she says. "With financial stability, I can help carry on the legacy."



Above: Lucy Barney continues to spend time around horses and stay involved with her family's operations.

Below: Show days are a chance for Barney to showcase the time, care and attention she devotes to raising and training horses.



Barney encourages younger FFA members to pursue their SAEs with the same dedication.

"Just go for it," she says. "There's nothing to be afraid of, and the opportunities are endless."

SPRINGBOARD TO SUCCESS

Scan this code to explore the National FFA Agricultural Proficiency Awards categories and access a full list of previous winners.

Photography: Courtesy of Lucy Barney

Name: _____

Aligned to the following standards: CS.01; CS.02; FFA.PL-B; FFA.PL-D; FFA.PG-H; FFA.CS-M; FFA.CS-N; CCSS.ELA.RI.9-10.1; CCSS.ELA.RI.9-10.7; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.4; CCSS.ELA.W.9-10.5; CCSS.ELA.W.9-10.6; CCSS.ELA.W.9-10.7; CCSS.ELA.W.9-10.8; CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.SL.9-10.5; CCSS.ELA.L.9-10.6; CRP.04; CRP.05; CRP.06; CRP.07; CRP.12

Appendix 5: Equine Lessons

Part 1

Directions: Read the article "Equine Lessons" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

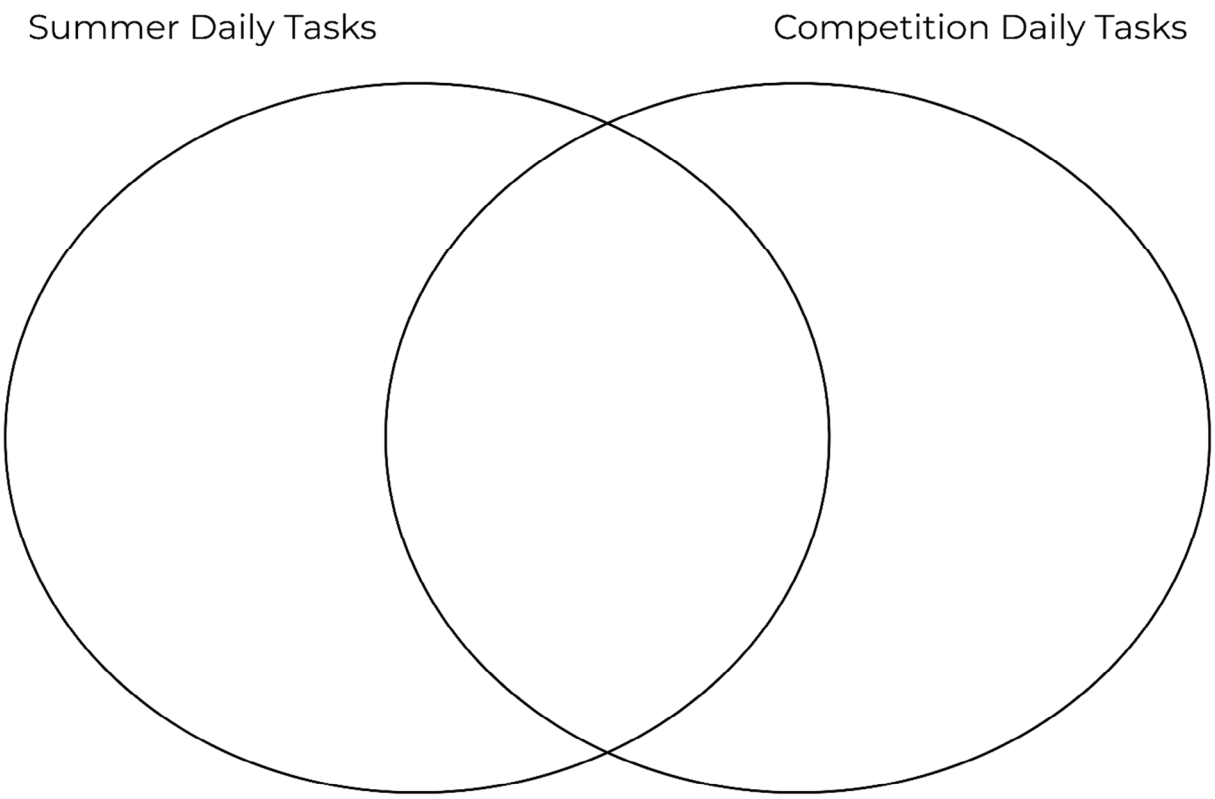


1. What proficiency award category did Lucy win at the national level in 2024?

2. What family tradition did Lucy turn into a supervised agricultural experience (SAE)?

3. What are the names of the two family-run operations that Lucy worked on?

4. Fill in the Venn diagram below based on Lucy's daily tasks for both summer days and competition days. List tasks that are specific to each type of day under the appropriate day, but list tasks that are shared on both types of days in the center.



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Name: _____

5. Lucy mentions she wants to return to the family business after college. How might her experience and education in accounting benefit the future of her family's operation?

6. How does Lucy's experience with draft horses reflect the purpose and value of having an SAE?



Name: _____

Part 2

Directions: Working in groups, research and create a mini-poster or digital slide about a specific draft horse breed that you are assigned. The information you need to research can be found below. Then, answer the questions at the bottom after seeing the other mini-posters or digital slides.

Each mini-poster or digital slide should include the following:

- Breed name and origin
- Key characteristics (height, weight, colors and markings, etc.)
- Historical and current uses of this breed
- Fun facts or famous examples

*Rubric is attached.

<table>
<tr><td>Breed Name:</td><td>Breed Origin:</td></tr>
<tr><td>Key Characteristics:
- Height range:
- Weight range:
- Colors:
- Markings:
- Any other characteristics:</td><td>Historical Use of This Breed:

Current Use of This Breed:</td></tr>
<tr><td colspan="2">Two to Three Fun Facts or Famous Examples:</td></tr>
</table>

1. Which draft horse breed did you find most interesting and why?

2. List two ways the uses of draft horses have changed over time.
   -
   -

3. What roles do draft horses still play in modern agriculture or society?

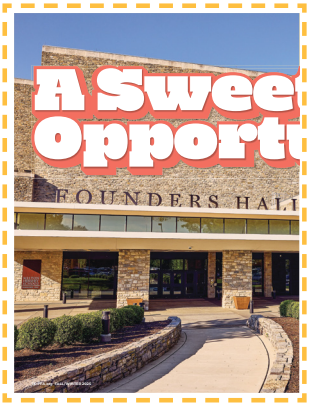
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Name: _____

Rubric

Content Accuracy: Information is accurate and well-researched and includes the required details: breed name, origin, characteristics, historic and current uses and fun facts.	_____/5
Visual Presentation: Mini-poster or digital slide is neat, organized and easy to read. Text is legible. Two or three photos or visual elements are included and relevant.	_____/5
Creativity and Design: Mini-poster or digital slide shows effort and creativity in layout, color use and design. It is visually engaging and well thought out.	_____/5
Team Collaboration: All group members contributed equally to research, design and creation. Collaboration was respectful and effective.	_____/5
	_____/20

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ARTICLE SUMMARY

A SWEET OPPORTUNITY

Milton Hershey School grows leaders through classwork, community and hands-on learning.

Bell Ringer

What is your favorite kind of chocolate and why?

Discussion Questions:

1. Do you think hands-on learning — like making food or raising animals — is important in schools? Why?
2. What role do you think agriculture plays in chocolate?
3. What ingredients do you think are used to create chocolate?

Activity:

PART 1:

Students will read the article "A Sweet Opportunity" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Using the provided website, students will explore the process of making chocolate, including the ingredients used in the three main types of chocolate: dark, milk and white. As they explore this process, students will complete the graphic organizer with notes, pictures and discussion questions. Assign two sections of the graphic organizer to each student. Once they complete their sections, they will find classmates that have the other sections done and learn from them to finish the entire chart.

PART 3:

Working independently, students will taste samples of dark, milk and white chocolate and complete a sensory evaluation on each type of chocolate. Then they will compare their results with a partner and discuss the questions reflecting on the sensory evaluation process.

FFA TIP:

Host a mini food science and technology CDE in your class to introduce students to other skills in the food science industry.

SAE TIP:

Help students research how they could start their own SAE making and selling candy in their school or community.

VOCABULARY

Cacao
Cocoa
Sensory Evaluation

EXIT TICKET

What is one thing you learned today that changed the way you think about agriculture and chocolate?

CAREER FOCUS AREA

Food Science
Agricultural Education

RESOURCE HIGHLIGHT

"All About Chocolate" - https://ffa.box.com/s/l4refa3dwpx3nifqiybs9gijzq4jsitn

REFERENCES

"How Is Chocolate Made from Cacao?" - https://www.lakechamplainchocolates.com/making-chocolate/

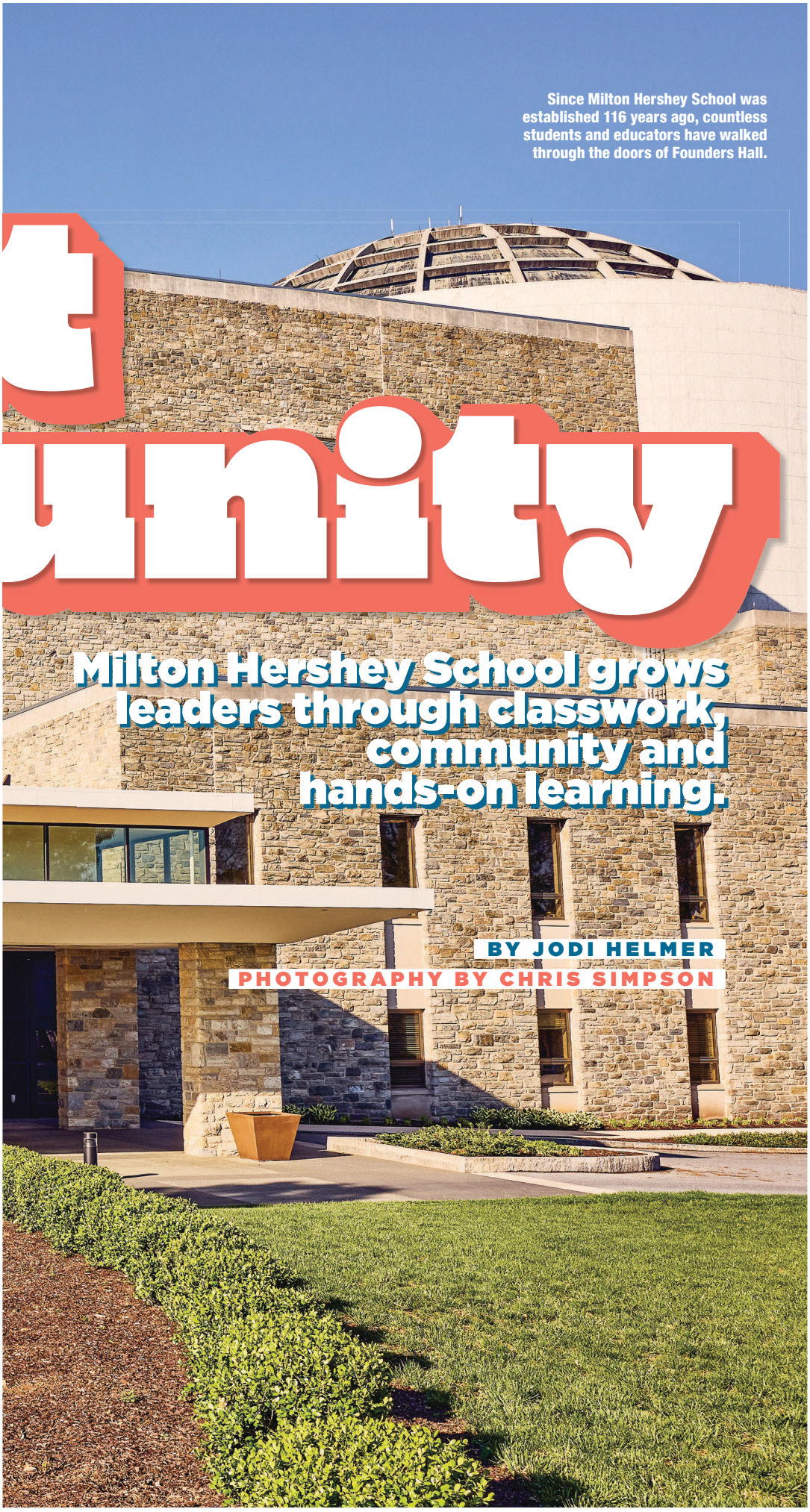
APPENDIX

Appendix 6: A Sweet Opportunity

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, CS.06, FFA PRECEPTS: FFA.PL-A, FFA.PG-J, FFA.PG-K, FFA.CS-M, FFA.CS-N, FFA.CS-P, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, CCSS.ELA.RI.9-10.4, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.07, CRP.08, P21 SKILLS: COMMUNICATION, INFORMATION LITERACY, INITIATIVE AND SELF-DIRECTION


A swee
Opport
FOUNDERS HALL
MILTON HERSHEY SCHOOL
FOUNDED 1909



Since Milton Hershey School was established 116 years ago, countless students and educators have walked through the doors of Founders Hall.

Unity

Milton Hershey School grows leaders through classwork, community and hands-on learning.

BY JODI HELMER

PHOTOGRAPHY BY CHRIS SIMPSON

When chocolate magnate Milton S. Hershey and his wife, Catherine, founded Milton Hershey School (MHS) in Hershey, Penn., in 1909, their goal was to provide a tuition-free, private education for students from low-income families. Their school's commitment to providing a rigorous academic environment that includes education in agriculture and vocational disciplines to "transform lives" remains unchanged.

"Milton Hershey did give a lot to start the school, and he wanted it to be agriculture-focused," says Logan Keister, an MHS senior and the MHS FFA Chapter's secretary. "The fact we are still carrying on the tradition of what he set in stone many, many generations ago feels like we're doing great work and trying to do our best to keep it alive."

The Agriculture and Environmental Education (AEE) program includes an Environmental Center, Animal Center, Horticultural Center and Ice Cream Center that provide one-of-a-kind



Harleigh Myers stops and smiles with one of the sheep being raised in her school's Animal Center.



In addition to taking classes, Milton Hershey School students live and work on campus — a well-rounded experience that helps them gain real-world skills.



Right: The school's campus includes a statue of Milton and Catherine Hershey, which serves as a reminder of their school's long-standing history and traditions.

Below: Tristian Miller (left), Anna Sargent (middle) and Jesse Boron (right) check on the hanging baskets.





opportunities to care for animals — including horses, cattle, goats, sheep, rabbits, reptiles and amphibians — as well as grow crops, tend orchards and learn about floriculture production.

In addition to classroom instruction, MHS offers extracurricular activities to help pre-K through 12th-grade students gain additional experiences in agriculture. These include horsemanship and soap-making clubs, growing succulents, making ice cream, internships and student work opportunities to continue building knowledge. Students can also join the school's FFA chapter.

Interest in hands-on education and learning opportunities is widespread. Although MHS prioritizes students from surrounding counties and the state of Pennsylvania, students from as far as Alaska and Hawaii have studied at MHS.

There were just two students in the AEE program when Nick





Above: Chloe Kreiser gently cares for plants.

Left: Jesse Boron (left) and Kourtney Daley (right) water flowers in the Horticultural Center.

> **"I was always interested in farm life, but I never had the opportunities before now."**
> - Kalena Williams-Ross

Isenberg started teaching agricultural science at MHS 20 years ago. Now, 42 students are enrolled in the program. Isenberg believes the integration of Curriculum for Agricultural Science (CASE) courses designed to prepare students for college and career readiness, "have added rigor and relevance" that has helped build interest and engagement in the program.

Room to Grow

Kalena Williams-Ross is a senior at MHS and the MHS FFA Chapter's treasurer. When she enrolled in the school in fifth grade, she was interested in animals, but had no previous interactions with cows, goats, sheep or other livestock. Now, she's planning to enroll in the pre-vet program at Delaware Valley University.

"I was always interested in farm life, but I never had the opportunities before now," says Williams-Ross. "When I visited here, I was just like, 'Wow, what is this place? It's a new world.'"

Keister also enrolled in the AEE program with a strong interest in agriculture. After graduation, he hopes to secure an internship with Dairy Leaders of Tomorrow.

"I've wanted to be a farmer my whole life," he says. "When I came here [in ninth grade], I realized we have such a great opportunity. We can help with feeding, giving shots, learn about diseases ... some days we do animal therapy, and we can come down here and spend the afternoon with the animals."

Participating in the MHS FFA Chapter also helped Keister expand his skills. "Going to different competitions and having an actual farm on campus where we have live animals that we can evaluate whenever we want gives us more of an advantage than other teams," he says.

"I was talking to a couple members [at national FFA convention] and they said, 'We don't even get half the opportunities you guys do,'" Keister adds. "I didn't realize how lucky we are at MHS, and most of that is due to Mr. Isenberg; he pushes us out of our comfort zone really well."

Isenberg, who planned to work for the family dairy farm until his agriculture teacher encouraged him to pursue a career in agricultural education, appreciates the credit.

"It's great having students who are willing to listen to me, take a chance and try different FFA activities and competitions," he says. "When they come back, they always say, 'That was a little nerve-racking, but I had fun.' It happens every time."



The Agriculture and Environmental Education (AEE) program includes an Environmental Center, Animal Center, Horticultural Center and Ice Cream Center.

Alana Christian enjoys a special moment with baby goats.

Found Family

It's not just the academic environment that makes MHS stand out. Students who attend live with "houseparents" in on-campus housing, and seniors move into apartment-style residences to learn the basics of budgeting and household management before graduation.

"We're all on the same campus; we see each other 24/7," Williams-Ross says. "We share the same buildings and we're always in the student homes from freshman to junior year … and it allows us to share experiences. If you're wary about the AEE program, you can ask people who have already gone through it, or who are going through it with you, and it makes me feel like I'm not as alone."

This residential setting creates connectedness among students in different grades who live and work together, and it's common for students in the agriculture program to turn to one another for advice and support when navigating life on campus.

"Being in AEE creates a family dynamic," says Edythe Rossman, an MHS senior and the MHS FFA Chapter's vice president. "It's very nice to have a group of people you can call your sisters and brothers. It's given me so many opportunities, especially because I'm just shy and [working on] getting out of my comfort zone. Being in an area with lots of people, different stories and backgrounds and learning so



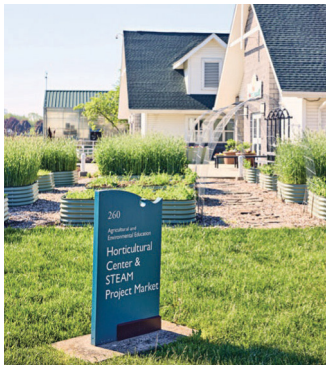
Logan Keister ponders the possibilities of what his future in agriculture could include.





Above: Advisor Nick Isenberg (left) encourages students like Tristian Miller (right) to expand their knowledge, both inside and outside of the classroom. **Below:** Located in a community known for its iconic chocolate company, Milton Hershey School upholds a standard of excellence inspired by its founders.





Below, left to right: Nick Isenberg (right) leads Jaionna Lewis (left) through an interactive activity in class. Milton Hershey School FFA members gain farm-to-table experiences by growing plants in their school's greenhouses and raised beds.

Seeds of Knowledge

Scan this code to watch and learn how Milton Hershey School FFA members receive a one-of-a-kind education.

many new things has been so good for me."

In addition to providing top-notch education, hands-on learning and helping students build new relationships, the tight-knit campus and robust agriculture program also benefit the surrounding community. MHS hosts plant sales, petting zoos and open house events, and students sell produce grown on the farm in the MHS Project Market. They also run Spartan Ice Cream Center, a campus ice cream shop that's a local favorite.

Rossman hopes inviting the community onto the MHS campus will help others understand the importance and benefits of agricultural education.

"I wish people had a better understanding of what agriculture is and what it does for us," she says. "There's more to it than animals, mud and tractors, and I feel like that's what people associate us with. So, I feel like if we could give them a better understanding, we could change that."

Learn more about enrolling at Milton Hershey School at **MHSKids.org/Admissions/** and the careers available at **MHSKids.org/Careers/.** •

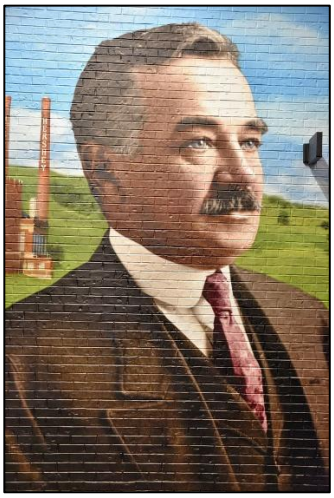
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Appendix 6: A Sweet Opportunity

Part 1

Directions: Read the article "A Sweet Opportunity" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

Quick Facts About Milton Hershey School (MHS)	
Who founded the school?	
When was the school founded?	
Where is the school located?	
Why was the school created?	

1. List the four one-of-a-kind centers that are included in the Agricultural and Environmental Education program at MHS.
    -
    -
    -
    -
2. List the extracurricular activities that are offered for pre-K through 12th-grade students at MHS. Then circle your top two favorites that interest you.
    -
    -
    -
    -
    -
    -
3. Describe the growth in the MHS AEE program and why they believe the growth has happened.

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Name: _____

4. What are two things that stand out about the experience Kalena Williams-Ross had as a student at MHS?
    -
    -
5. What are two things that stand out about the experience Logan Keister had as a student at MHS?
    -
    -
6. How does the residential and community setting on the MHS campus support student success?

7. Share one way that MHS benefits its surrounding community.

8. Why do you think hands-on learning is emphasized at MHS?

9. How do you think Milton Hershey's legacy connects agriculture and education?

10. What could other schools learn from MHS about integrating agriculture?



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Name: _____

Part 2

Directions: Explore the process of making chocolate and the different ingredients needed for the three main types of chocolate: dark, milk and white. You will be assigned two sections from the chart below to answer. Then you will connect with other students who complete the other sections to learn from them and complete the chart.

Use this website to complete your sections below: https://www.lakechamplainchocolates.com/making-chocolate/

Cacao Cultivation Draw a picture to match this step, and answer the questions on the right.	1. Where does chocolate begin? 2. What weather conditions are needed for a cacao tree? 3. What part of the fruits is cacao? 4. Explain the difference between “cacao” and “cocoa.”
5. What color are ripe cacao pods? 6. How often are cacao pods harvested? 7. How big are the seeds? 8. What is the pulp of the pod called, and how was it used 3,000 years ago?	Harvesting Draw a picture to match this step, and answer the questions on the left.
Fermentation Draw a picture to match this step, and answer the questions on the right.	9. What is left on the beans to help develop flavor? 10. What color do the beans turn once exposed to light? 11. What are the two methods of fermentation called? 12. Describe what happens in both methods of fermentation:

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Name: _____

13. Explain how fermented beans are dried. 14. What happens to the beans once they are dried? 15. What does “direct trade” mean?	<u>Drying and Shipping</u> Draw a picture to match this step, and answer the questions on the left.
<u>Preparing Cocoa Mass</u> Draw a picture to match this step, and answer the questions on the right.	16. Fill in the blanks of the steps that happen once beans are received by the processor. a. Beans may be _____ with other origins and estates. b. Beans are _____. c. Then they are _____ at low temperatures to develop _____. d. _____ are separated from the _____ by a process called _____. e. Nibs are finely ground into cocoa _____ (a.k.a. cocoa liquor), which is solid at room temperature. f. Placed under extremely high pressure, this paste yields two products: _____ _____ and _____ _____.
17. What are the first steps to making chocolate? 18. List the ingredients used in **dark chocolate**. a. b. c. 19. What is added to the list above to create **milk chocolate**? 20. List the ingredients used in **white chocolate**. a. b. c.	<u>Producing Chocolate</u> Draw a picture to match this step, and answer the questions on the left.

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Name: _____

<u>Conching</u> Draw a picture to match this step, and answer the questions on the right.	21. Explain what “conching” is. 22. What is a “conche”? 23. Why is this step important in the process? 24. What two ingredients can be added in this step for required fluidity?
25. What are “pistoles”? 26. What is “tempering”? 27. What happens to the cocoa butter during the tempering process?	<u>Tempering and Moulding</u> Draw a picture to match this step, and answer the questions on the left.
<u>Never-Ending Creativity</u> Draw a picture of your favorite way to eat chocolate.	

28. How does the chocolate-making process (from fermentation to tempering) demonstrate key principles of food science, such as chemical changes, preservation and quality control?

29. Although cocoa is not typically grown in the U.S., what agriculture and food industry sectors in the U.S. could play a role in chocolate production?

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Name: _____

Part 3

Directions: You will be completing a sensory evaluation on the three main types of chocolate: dark, milk and white. As you taste each chocolate, complete the sensory evaluation chart. Then, complete the questions that follow. You will discuss your answers with a partner.

Step 1: Taste one sample at a time.
Step 2: Use your senses — sight, smell, touch and taste — to evaluate and rate each attribute.
Step 3: Record observations in each column of the chart. Write short descriptions such as "smooth, glossy finish" or "creamy, vanilla aroma."
Step 4: Repeat the process for each type of chocolate, using water to cleanse your palate between samples, if able.

Tips:

- Be descriptive: Use adjectives that describe sensory experience.
- Stay neutral: Taste with an open mind — even if it's a type you don't normally like.
- Use all senses: Look at the chocolate, smell it, feel the texture in your mouth, notice the flavor.

Dark Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)

Milk Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)

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Name: _____

White Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)

1. Which type of chocolate did you rate the highest and why?

2. Were there any surprises in your evaluation compared to what you were expecting before the tasting?

3. How do you think the ingredients influenced the taste and texture of each chocolate?

4. If you were developing your own chocolate product to sell, which type of chocolate would you use and why?

5. How could sensory evaluation be important in a career related to agriculture? Food science?

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Name: _____

White Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)

1. Which type of chocolate did you rate the highest and why?

2. Were there any surprises in your evaluation compared to what you were expecting before the tasting?

3. How do you think the ingredients influenced the taste and texture of each chocolate?

4. If you were developing your own chocolate product to sell, which type of chocolate would you use and why?

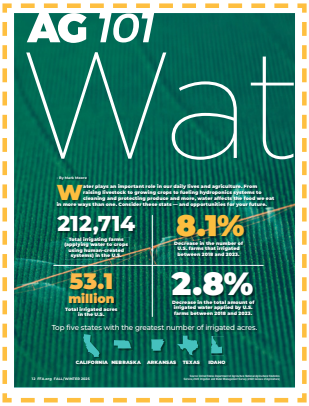
5. How could sensory evaluation be important in a career related to agriculture? Food science?

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NEW HORIZONS

FALL/WINTER 2025

Teaching Guide



ARTICLE SUMMARY

AG101: WATER

Water is essential in our daily lives and agriculture. From raising livestock and crops to fueling hydroponics systems to cleaning produce, water affects the food we eat in more ways than one. Consider these states and opportunities for your future.

Bell Ringer

How much water do you think you use in a day?

Discussion Questions:

1. What are some of the ways we use water in our everyday lives?
2. What are some of the concerns surrounding water use in our communities?
3. How do you think water use and conservation differ across different geographies or regions?

Activity:

PART 1:

Students will read the article "Ag101: Water" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Students will investigate the water footprints of different foods using the online "Water Footprint of Food Guide."

PART 3:

Using the same website, students will explore their own food water footprints to discover how much water goes into the food they eat and examine how their eating habits affect water consumption.

FFA TIP:

Students could put together a presentation on water use and conservation in food production for the agricultural issues forum LDE.

SAE TIP:

Have students create a 30-second pitch for how they could convince their classmates to conserve water in their SAEs.

VOCABULARY

Acre-foot
Hydroponics
Irrigation
Water Footprint

EXIT TICKET

Do you think you will think differently about your diet or water use now? Why or why not?

CAREER FOCUS AREA

Natural Resource Systems
Environmental Sustainability Systems

RESOURCE HIGHLIGHT

Food and Agricultural Literacy Curriculum – Water Unit: https://ffa.box.com/s/w5ypjcs5s1v6h5er5819j2lcvicvzdoq

REFERENCES

Water Footprint Calculator: https://watercalculator.org/water-footprint-of-food-guide/

APPENDIX

Appendix 7: Ag101: Water

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.03, CS.04, NRS.02, FFA PRECEPTS: FFA.PL-A, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4, COMMON CORE-LITERACY IN SCIENCE & TECHNICAL SUBJECTS: WRITING: CCSS.ELA.L.W.9-10.7, COMMON CORE – MATH PRACTICES: CCSS.MP3, CCSS.MP6, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.4, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, COMMON CAREER TECHNICAL CORE: AG-NR2, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.05, CRP.07, CRP.08, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, ENVIRONMENTAL LITERACY, GLOBAL AWARENESS, INITIATIVE AND SELF-DIRECTION

AG 101

Wat

- By Mark Moore

Water plays an important role in our daily lives and agriculture. From raising livestock to growing crops to fueling hydroponics systems to cleaning and protecting produce and more, water affects the food we eat in more ways than one. Consider these stats — and opportunities for your future.

212,714

Total irrigating farms (applying water to crops using human-created systems) in the U.S.

8.1%

Decrease in the number of U.S. farms that irrigated between 2018 and 2023.

53.1 million

Total irrigated acres in the U.S.

2.8%

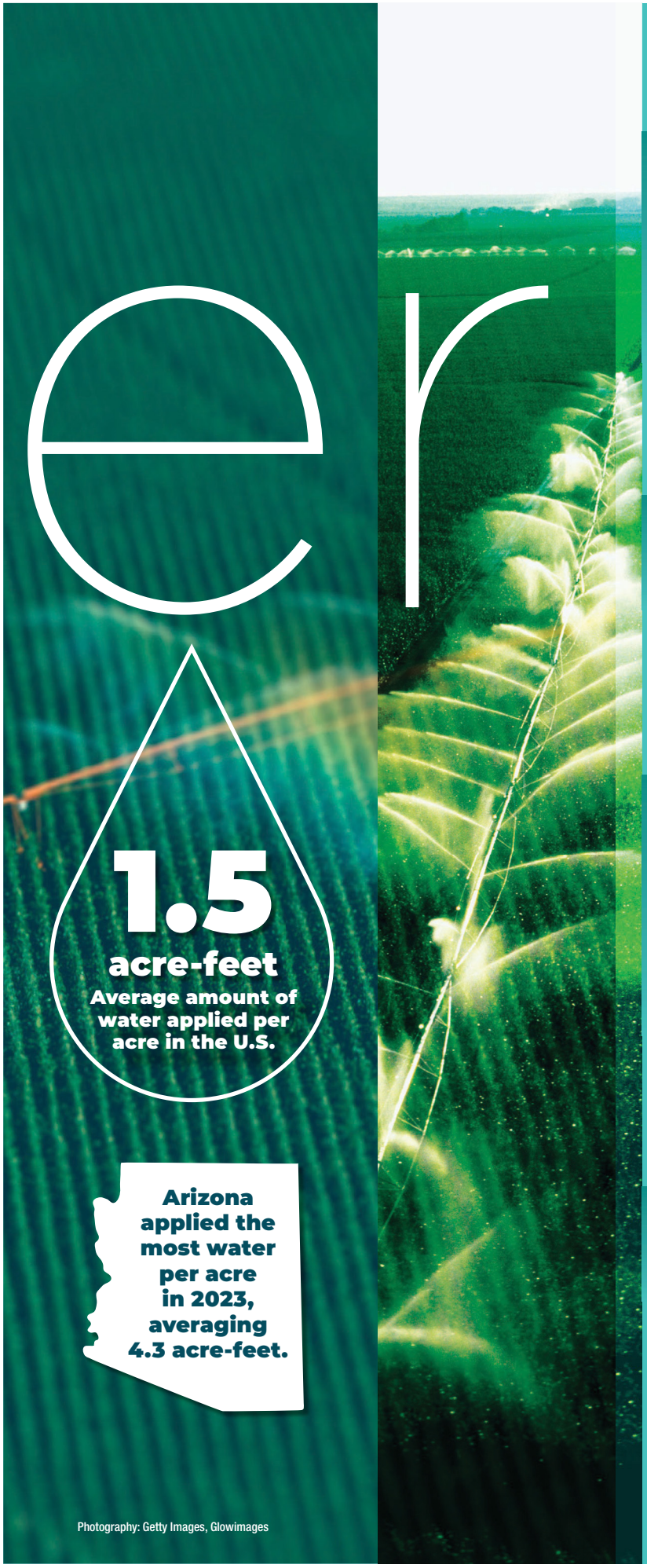
Decrease in the total amount of irrigated water applied by U.S. farms between 2018 and 2023.

Top five states with the greatest number of irrigated acres.



CALIFORNIA NEBRASKA ARKANSAS TEXAS IDAHO

Source: United States Department of Agriculture National Agricultural Statistics Service, 2023 Irrigation and Water Management Survey (2022 Census of Agriculture)



Photography: Getty Images, Glowimages

SOAK UP OPPORTUNITIES IN FFA

If you want to continue learning about water use and explore how it relates to a potential career in agriculture, check out these awesome opportunities.

COMPETITIVE EVENTS

The following career and leadership development events (CDEs and LDEs) can help you gain skills while sharing topics and issues, such as those connected to water, with a broader audience.

- **Agricultural Communications CDE**
- **Agricultural Issues Forum LDE**
- **Agronomy CDE**
- **Environment and Natural Resources CDE**
- **Prepared Public Speaking LDE**

SUPERVISED AGRICULTURAL EXPERIENCES (SAEs) AND AGRICULTURAL PROFICIENCY AWARDS

These projects emphasize hands-on learning, and you may receive awards and recognition for your hard work. Since water touches so many areas of agriculture, the possibilities are endless. Here are some starting points.

- **Agriscience Research**
- **Diversified Crop Production**
- **Diversified Horticulture**
- **Nursery Operations**
- **Wildlife Production and Management**

CAREERS

Your future could be tied to water. There are dozens of paths available, some of which you may not have thought of.

- **Alternative energy specialist**
- **Aquaculturist**
- **Biological technician**
- **Conservation officer**
- **Saltwater husbandry technician**

Continue your search at AgExplorer.FFA.org.

Name: _____

Aligned to the following standards: AG-NR2; CS.03, CS.04; NRS.02; FFA.PL-A; FFA.CS-N; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.4; CCSS.ELA.L.W.9-10.7; CCSS.MP3; CCSS.MP6; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.4; CCSS.ELA.L.9-10.6; CRP.02; CRP.04; CRP.05;

Appendix 7: Ag101: Water

Part 1

Directions: Read the article "Ag101: Water" in the fall/winter 2025 edition of *FFA New Horizons* and answer the questions below.

1. According to the article, what are four ways that water affects the food we eat?
   a.
   b.
   c.
   d.

2. Record the following figures from the article.

Total Number of Irrigated Farms	Total Number of Irrigated Acres in the U.S.

3. Using the numbers above, calculate the average number of irrigated acres per farm.

4. What is the average amount of water applied per acre in the U.S.?

5. One acre-foot of water contains 325,851 gallons of water. Using that number and the number from Question 4, what is the average number of gallons of water applied per acre in the U.S.?

6. Using the map below, color in and label the top five states with the greatest number of irrigated acres (in red) as well as the state that applied the most water per acre (in blue).



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Name: _____

Part 2

Directions: Use the "Water Footprint of Food Guide" website (https://watercalculator.org/water-footprint-of-food-guide/) to complete the activity below.

1. Select one food item from each size of water footprint (small, medium and large) and record information about them in the table below.

Food Name	Serving Size	Gallons of Water Required per Serving	Water Footprint Percentages		
			Blue Water	Green Water	Gray Water

2. What patterns do you notice about the types of foods that have large water footprints compared to foods with smaller ones?

3. Which food item surprised you the most based on its total water use? Why?

4. Are plant-based or animal-based foods generally more water-intensive? Why do you think this is the case?

5. If a person were to eat one serving of each of the foods you listed above every day, how many gallons of water would be required to produce that food for a whole year?

6. Does putting water use in that perspective cause you to think differently about the foods you eat? Why or why not?

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Name: _____

Part 3

Directions: Analyze your own water footprint based on the foods you eat. Use the "Water Footprint of Food Guide" website (https://watercalculator.org/water-footprint-of-food-guide/) to complete the activity below.

Using the foods on the "Water Footprint of Food Guide" website, record foods you might eat on a typical day for breakfast, lunch and dinner. Record the food, serving size, number of servings and gallons of water required to produce the foods you eat for each meal. Then answer the analysis questions.

Breakfast

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
			TOTAL:	

Lunch

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
			TOTAL:	

Dinner

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
			TOTAL:	

How many total gallons would be required to produce all three meals for the foods you listed above?

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Name: _____

Analysis Questions:

1. What other foods might you typically eat that were not listed on the website? (List three.)
    a.

    b.

    c.

2. Using what you know about the water it takes to produce other foods, estimate how many additional gallons you think it would take to produce the foods you listed in Question 1.

3. Were you surprised by the amount of water it takes to produce your food? Why or why not?

4. Assuming you would eat similar foods each day, how many gallons of water would it take to produce a year's supply of food for you?

5. Using the numbers from Question 4, how many gallons would it take to produce a year's supply of food for your entire household?

6. Based on your findings, would you consider changing any of your food choices to conserve water? Why or why not?

7. How do you think agriculture producers could work to ensure the water they are using to produce food is being used as efficiently as possible?

8. What do you value more when making food choices (cost, taste, health or sustainability)? How does water use factor into this?

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NEW
HORIZONS

FALL/WINTER 2025
Teaching Guide



ARTICLE SUMMARY

FFA MOMENT: 1930

Discover how the FFA Creed continues to inspire members across the country, through reflections, competitions and personal stories, 95 years after it was first written by E.M. Tiffany.

Bell Ringer

What is something that you believe in very strongly? Why do you believe so strongly in it?

Discussion Questions:

1. What is a creed? Why is it important?
2. How has the FFA Creed adapted over time?
3. Why do you think it's important for young FFA members to learn the creed?
4. What words or ideas stand out to you when you read the FFA Creed? Why?

Activity:

PART 1:

Students will read the article "FFA Moment: 1930" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions on their student activity sheets.

PART 2:

Divide students into groups and assign each group one paragraph of the FFA Creed. Within their groups, students will divide the lines up between themselves and each student will create a motion related to their line. Students will share these motions within their groups and answer the related questions.

PART 3:

Students will work in their same groups to create a collage representing their assigned paragraph of the FFA Creed (using magazines and internet printouts that you provide). Each group will then present their collages and their motions to the entire class and answer the related questions.

FFA TIP:

Host a chapter creed contest for your school. Younger members may compete while older members can coach and/or serve as judges.

SAE TIP:

Encourage students to develop their public speaking skills as part of their Foundational SAE.

VOCABULARY

Creed
Iconic
Tradition

EXIT TICKET

If you were to revise the FFA Creed, what is one revision you would make? Why?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

Creed Speaking LDE: https://www.ffa.org/participate/ldes/creed-speaking/
Speaking LDEs Classroom Resource: https://ffa.box.com/s/wy0glj4ywzfm52b8jhjteozw6uimc-mga

APPENDIX

Appendix 8: FFA Moment: 1930

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PG-H, FFA.PG-I, FFA.CS-M, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.3, CCSS.ELA.RI.9-10.4, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.6, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.01, CRP.02, CRP.04, CRP.06, P21 SKILLS: COLLABORATION, COMMUNICATION, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, SOCIAL AND CROSS-CULTURAL SKILLS, WORK CREATIVELY WITH OTHERS

FFA Moment

1930

In the 95 years since E.M. Tiffany first coined his now-iconic phrase, "I believe," the FFA Creed has united FFA members, advisors, alumni and supporters in every corner of the country, Puerto Rico and the U.S. Virgin Islands. These five paragraphs represent the National FFA Organization's values, time-honored history and traditions.

After being adopted at the third national convention, the Creed was revised at the 38th and 63rd conventions. Today, seventh through ninth-grade FFA members can compete in the Creed Speaking leadership development event, which challenges them to present the Creed from memory in an organized and professional manner, then answer a series of questions.

"Becoming a state champion FFA Creed speaker changed my life," says Karly Anderson, a Pearland FFA member and 2024-25 FFA in the USA reporter from Texas. "Beyond earning a title, banner or recognition, I spent 15 months studying E.M. Tiffany's words about how we can be the future of agriculture. The Creed continues to resonate with me as I learn to have a part in the 'inspiring task' he writes about."



Karly Anderson committed countless hours to memorizing and presenting the FFA Creed — an effort that led her to take top honors in her state's competition.

WE BELIEVE

Scan these codes to read the full FFA Creed (left) and watch special presentations by past national officers (middle) and in American Sign Language (right).

Full FFA Creed

National Officers

American Sign Language

Photography: Copyright © FFA; Courtesy of Karly Anderson

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PG-H; FFA.PG-I; FFA.CS-M; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1,; CCSS.ELA.SL.9-10.4; CCSS.ELA.SL.9-10.6; CCSS.ELA.L.9-10.6; CRP.01; CRP.02; CRP.04; CRP.06

Appendix 8: FFA Moment: 1930

Part 1

Directions: Read the article "FFA Moment: 1930" in the fall/winter 2025 edition of *FFA New Horizons* and answer the questions below.



1. In what year was the FFA Creed written?

   Who was it written by?

2. What words does every paragraph of the Creed start with?

   How many paragraphs are there?

3. At which National FFA Conventions was the Creed adopted and revised?

4. What are the two components of the FFA Creed Speaking leadership development event?

   a.

   b.

5. Who is eligible to compete in the Creed speaking leadership development event?

6. Why did becoming a state champion FFA Creed speaker change Texas FFA member Karly Anderson's life?

Scan the QR code in the article or go to FFA.org/about/ffa-creed/ to read the full FFA Creed and answer the following questions.

7. What stands out to you about the words of the FFA Creed as you read it?

8. Why do you think the words of the FFA Creed have stood the test of time to still be in use today, so many years after they were originally written?

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Name: _____

Part 2

Directions: With your group, decide which part of your assigned paragraph you will create a motion for. Use the space below to plan and answer questions about your assigned line of the FFA Creed. When finished, take turns in your group sharing the motions you've each come up with.

1. Which line of the FFA Creed were you assigned? Write the full line below.

2. Which one or two words in your assigned line do you think have the most meaning to the Creed? Why?

3. What motion are you planning to use to pair with your assigned line? Describe it in one or two sentences.

4. Why do you believe the motion you have come up with matches with that line?

5. Which of the other motions that your group members came up with for the other lines is your favorite? Why?

Part 3

Directions: Work with the other students in your group to make a collage representing your assigned paragraph of the FFA Creed using the materials provided by your teacher. Be sure to include as many images and words that connect to your group's paragraph of the Creed as possible. Then answer the questions below about your group's collage.
Be prepared to present both your motions and your collage to the whole class.

1. Describe your group's collage in one or two sentences.

2. Which elements of your group's collage do you believe really stand out and illustrate the meaning of the FFA Creed?

3. After completing all these activities, which one or two lines/words from the FFA Creed have the most meaning to you? Why?

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VOCABULARY ACTIVITY

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-B; FFA.PL-D; FFA.PL-F; FFA.PG-H. FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.W.9-10.4; CCSS.SL.9-10.1; CRP.02; CRP.04

Appendix 9: Vocabulary Activity

Directions: Choose **10** of the vocabulary words from the chart below. Create an acrostic poem for each of the words you choose (an example is below). The words/phrases used in the acrostic poem should be related to or describe the root vocabulary word that you are using.

Target Audience	**SAE**	**Budget**	**Pitch**	**Anchor**
Centennial	**FFV**	**NFA**	**Segment**	**Rapport**
Sales	**Diverse**	**Perspectives**	**Draft Horse**	**Breed**
Cacao	**Cocoa**	**Sensory Evaluation**	**Irrigation**	**Hydroponics**
Water Footprint	**Acre-foot**	**Creed**	**Tradition**	**Iconic**

Example:

L – leads others

E – energized

A – action oriented

D – delegates well

E – extra organized

R – relationships are important

S – spark of happiness

M – moment of joy

I – instant connection to others

L – laughable moments

E – emotion made visible

1. Vocabulary Word **1**: _____

2. Vocabulary Word **2**: _____

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Name: _____

3. Vocabulary Word **3**: _____

4. Vocabulary Word **4**: _____

5. Vocabulary Word **5**: _____

Name: _____

7. Vocabulary Word **7**: _____

8. Vocabulary Word **8**: _____

9. Vocabulary Word **9**: _____

ANSWER KEYS

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

KEY: Appendix 1: Go Far With an SAE Grant

Part 1

Directions:

Read the article "Go Far With an SAE Grant" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What is the name of the SAE highlighted in the article?

   Allie's Ag Academy

2. What category does this SAE fall into?

   Agricultural Education

3. What does Allie do for her SAE? Explain in two or three complete sentences.

   For her SAE, Allie assembles kits for teachers in her community and area. She includes interactive learning materials about livestock, plant and social sciences and sustainable agriculture practices.

4. What is included in the kits?

   Learning materials about livestock, plant and social sciences and sustainable agriculture practices

5. What does Allie promote through her SAE?

   Agricultural advocacy and literacy

6. What were the key components that made Allie's SAE grant application stand out?

   Well-defined goals and describing how the project could affect the community

7. What is the main goal of Allie's SAE?

   To create an interest in agriculture

8. If you could help teach someone a skill or solve a community need through agriculture, what would you build in a box?

   Answers will vary.

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Name: _____

Part 2

Directions:

In groups of three or four, as assigned by your teacher, you are going to create your own kit like Allie makes! Fill out the planning template below as you work.

Kit Name (Make it catchy!) Answers will vary.
SAE Pathway (Circle the pathway below.) Agribusiness Systems Animal Systems Biotechnology Systems Education, Communication and Leadership Environmental Systems Food Products and Processing Systems Natural Resource Systems Plant Systems Power, Structural and Technical Systems Answers will vary.
Target Audience (Who is this kit for?) Answers will vary.
Problem/Need Being Addressed (What issue are you solving?) Answers will vary.
What's in the Box? (List your materials and tools.) Answers will vary.
Activities Included (What will users do?) Answers will vary.
Educational or Community Impact (Why does this matter?) Answers will vary.
Budget Plan ($1,000 total) Answers will vary.

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Name: _____

Part 3

Directions:

Now that you have planned for your kit, you will be pitching it to a panel of grant judges to determine if you receive the grant for your kit. Use the rubric below to help guide your presentation. After the presentations, answer the reflection questions below.

PRESENTATION RUBRIC

Qualification	Very strong evidence of skill is present. (5–4 pts)	Moderate evidence of skill is present. (3–2 pts)	Weak evidence of skill is present. (1–0 pts)	Total Points (20 possible)
Presentation Skills	Is thorough and maintains eye contact	Somewhat professional and depends on the presentation	No evidence of preparation	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Two minutes or more	Between one and two minutes	Under one minute	
Overall Impression	Presentation was professional, and presenter thoroughly explained the plan/idea.	Presentation was complete but lacked some detail.	The presentation lacked polish and information.	
			Total	

Reflection Questions

1. What kit, aside from your own, would you fund and why?
   Answers will vary.

2. How could you turn your idea into a real SAE?
   Answers will vary.

3. How could your kit help solve a real issue in your community?
   Answers will vary.

4. What partnerships or sponsors could support your project?
   Answers will vary.

5. If you had unlimited funding, how would your kit be different?
   Answers will vary.

6. If a judge were deciding whether to fund your kit with a real SAE grant, what one thing would you say to convince them it makes a difference?
   Answers will vary.

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Name: _____

Aligned to the following standards: FFA. PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-P; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.7; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.5; CCSS.ELA.L.9-10.6; CRP.02; CRP.04; CRP.08.

KEY: Appendix 2: Centennial Celebration

Part 1

Directions:

Read the article "Centennial Celebration" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What year was the FFV established?
   1925

2. What were the original goals of the FFV? Circle the goals that are still relevant today.

   - Create an interest in agricultural pursuits and country life.
   - Provide recreation and education opportunities.
   - Promote thrift (financial stability).
   - Create cooperative buying and selling opportunities.
   - Establish confidence in members.

3. What organization developed from the FFV in 1928?
   FFA

4. What do you think Andrew Seibel means when he says, *"True leadership is about your ability to relate, lift others up and be comfortable in your own skin"*?
   Answers will vary.

5. What would the FFV founders be surprised to see about FFA today?
   Answers will vary.

9. What is one question you would ask one of the FFV founders if you could?
   Answers will vary.

6. The article says FFA now serves over 1 million members. What do you think makes FFA so relevant across all 50 states and even in U.S. territories?
   Answers will vary.

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Name: _____

Part 2

Directions:

Your class has been selected to produce *FFA News Live: A Century of Leadership*, a special 100-year news broadcast! Each team will report from a different point in the history or future of FFA. In your groups, you will be given one of the team options shown below. Highlight your broadcast team in the table.

Group Name	Time Period	Broadcast Focus
Team 1925 – Founders at the Mic	*Birth of FFV*	Live from Virginia Tech! Interview founders and explain the mission of FFV.
Team 1930s – Growing Blue	*Early Growth Era*	Report on the spread of FFA and how it shaped rural youth during tough economic times.
Team NFA Voices – History Untold	*1935–1965*	Spotlight the founding of the New Farmers of America, interview NFA leaders and report on the 1965 merger.
Team 1969 – Breaking Barriers	*Inclusion Era*	Celebrate the first female members of FFA and explore what changed after 1969.
Team 2023 – Jacket Nation Today	*Modern Day FFA*	Report on today's FFA: leadership, diversity, innovation and national reach.
Team 2125 – Future Farmers Forward	*The Next 100 Years*	Forecast the future of FFA: Space farming? AI ag teachers? Global impact?

Now that you have your team and focus, you are going to create your news broadcast! Use the planning sheet below to guide you.

FFA News Live Broadcast Planning Sheet

TEAM MEMBERS:

BROADCAST TITLE/TEAM NAME:
What is the name of your newscast or channel?
Team Name:

ASSIGNED TIME PERIOD:
Check one:
☐ 1925 (FFV Founded)
☐ 1930s (Early Growth)
☐ 1935–1965 (New Farmers of America – NFA)
☐ 1969 (Women Join FFA)
☐ 2023 (Modern Day)
☐ 2125 (The Future of FFA)

HEADLINE/MAIN STORY
Write a catchy news-style headline for your segment.

ANCHOR INTRO
Write the line your news anchor will use to open your segment. Set the scene and introduce your time period.

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Name: _____

INTERVIEW SEGMENT

Create a short Q&A with a fictional or historical FFA/NFA figure, current member or future leader.

Guest Name and Role:

Question 1:

Answer 1:

Question 2:

Answer 2:

HISTORY SNAPSHOT

Describe the key events or turning points happening in your assigned time period. Why is this era important to the history of FFA?

QUOTE SPOTLIGHT

Choose a quote from the article, the FFA Creed or NFA history that connects to your story. Explain why you chose it.

Quote:

"_____"

Speaker or Source: _____

Why this quote fits:

VISUALS and PROPS

What will your group use to bring the segment to life visually?

Check all that apply:

☐ FFA jackets

☐ Hats or costumes

☐ Microphones or signs

☐ Posters or visuals

☐ Tools or tech props

☐ Other: _____

Briefly describe your visual or prop ideas:

SIGN-OFF LINE

Write your final closing line as a group. This should reflect your time period and wrap up your segment with style.

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Name: _____

FINAL CHECKLIST

Review before presenting:

☐ We introduced our team and time period.
☐ We included a historical event or fact.
☐ We featured an interview.
☐ We shared a meaningful quote.
☐ We planned a visual or prop.
☐ We wrote a strong closing line.

Now that you have completed the planning sheet, it is time to start filming! Use the included rubric to guide your broadcast. Make sure that all group members are included in the broadcast.

NEWS BROADCAST RUBRIC

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The broadcast is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The broadcast is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The broadcast is hard to understand with very quiet speaking or very hard to read writing. Little creativity was used.	The broadcast is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The broadcast is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the broadcast video.	Two mistakes are heard in the broadcast video.	Three or more mistakes are heard in the broadcast video. Student spoke very fast and was unclear.
Time	Group stayed in the two- to three-minute time frame.			Student was either under or over the allotted time frame.

Total: _____

Comments:

_____

_____

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Part 3

Directions:

Let's start planning for the 100th year celebration of FFA! Choose and complete any four activities from the board below (across, down, diagonal or random). When done, answer the reflection questions.

Letter to the Future Write a letter to an FFA member in the year 2125. Tell them about your chapter, your experience and what you hope continues for the next 100 years.	**Centennial Slogan & Swag** Design a T-shirt, button or sticker for the 100th birthday of FFA. Include a creative slogan and a visual that blends tradition and the future.	**Legacy Tribute Poster** Create a mini-poster honoring a historical FFA or NFA figure. Include their name, image or symbol, and a quote or statement about why they matter.	**Centennial Decor Design** Design themed decorations for a 100-year FFA celebration. Include colors, banners and centerpiece ideas.
100 Years in 10 Words Summarize the entire story of the 100-year journey of FFA in exactly 10 powerful words. Then explain your word choices in a few sentences.	**Mini Time Capsule** List five items that represent today's FFA that you'd seal in a time capsule. Explain why each one matters.	**Then vs. Now Reflection** Compare what leadership looked like in 1925 to today. Write a short reflection about what's changed — and what hasn't.	**FFA Photo Booth Design** Design a themed photo booth for the event. Include prop ideas, backdrop style and a centennial hashtag.
Future FFA Innovation Invent a futuristic feature, contest or experience for FFA in 2125. Sketch or describe your idea and connect it to the FFA mission.	**Voices of FFA Interview Script** Write a three-question interview script with a past, present or future FFA member. Include questions and imagined responses.	**Design a Decade Display** Pick a past decade (1930s–2000s) and design a small visual showing what FFA looked like then. Include one slogan, image and historical fact.	**Centennial Comic Strip** Create a short comic strip showing a key moment in the 100-year history of FFA or imagining what it might be like to be an FFA member in 2125.
Chapter Legacy Quote Wall Write a quote you'd want displayed at your chapter's 100-year celebration. It should reflect your personal legacy or what FFA taught you.	**Centennial Instagram Post** Design a social media post (caption and image) for your chapter to celebrate 100 years. Include a message, hashtag and visual.	**Centennial Celebration Playlist** Pick five songs that fit a 100-year FFA celebration. Explain how each song connects to an FFA value.	**"If These Jackets Could Talk …"** Write a short monologue from the point of view of an FFA jacket. Where has it been? Who has worn it? What would it say about 100 years of leadership?

Reflection Questions

1. The next 100 years of FFA will be shaped by students like you. What kind of leader do you want to be, and how can you help make sure the legacy of FFA continues to grow?
   Answers will vary.

2. FFA has grown and changed over the past 100 years, and now it's your turn to help write the next chapter. What's one tradition you want to protect, and what's one new idea you would bring to the future of FFA?
   Answers will vary.

3. How can what you've learned from FFA history help you lead better in the present?
   Answers will vary.

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KEY: Appendix 3: 4 Strategies to Succeed in Sales

Part 1

Directions:

Read the article "4 Strategies to Succeed in Sales" in the fall/winter issue of *FFA New Horizons* and answer the questions below.

1. What university does Aliyah Scarlato attend, and what is her academic track?

Univ. of California, pre-law

2. What chapter is Scarlato an alumna of?
   a. Liberty Ranch FFA
   b. Galt Ranch FFA
   c. Galt-Liberty Ranch FFA
   d. Liberty-Galt Ranch FFA

3. What is one way that FFA has helped Scarlato in her personal and professional development?

Public speaking

4. What is one way that FFA has helped you in your personal and professional development?

Answers will vary.

5. What interactive lesson plan did Bayer and the National FFA create to support sales education?

Entering the Sales World

6. How is Scarlato still involved with FFA after high school?

She coaches the Galt-Liberty Ranch members in sales.

7. List the top four tips to apply when participating in sales competitions.
   - Do your research
   - Practice
   - Build rapport
   - Stand out



8. What products did Scarlato sell in the state and national FFA sales competitions?

Pig feed at state competition, and Kubota equipment at the national competition

9. According to Jami Limestall, what should students do after learning basic product information?

Students should research how the product helps customers then practice the sale.

10. Why does Scarlato emphasize building rapport in a sales pitch?

Helps get to know your customer and build rapport

11. What mistake does Scarlato warn against in sales conversations?

Jumping into technical jargon without understanding the customer's needs and wants

12. According to Scarlato, what qualities make a sales presentation stand out to judges?

Confidence, being personable and helpful, engaging in genuine conversation and showing a desire to connect rather than just sell

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Name: _____

Part 2

Directions:

Your team will invent a new agriculture-related product or tool and pitch it in a "Shark Tank"-style sales presentation to the class. Develop a plan, create an outline of your pitch and then use your knowledge of sales strategies to persuade a panel of "sharks" to invest in your idea!

Sales Team Showdown – Ag Shark Tank

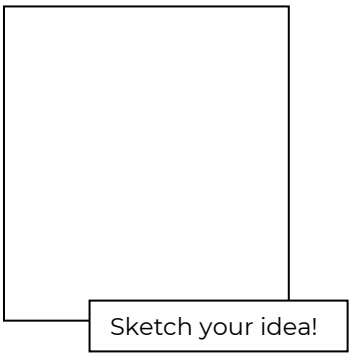
Team Name: Answers will vary.

Team Members: Answers will vary.

Product Name: Answers will vary.

1. What is your product? Briefly describe what it is and what it does.

Answers will vary.



2. What agricultural problem does your product solve?
   How does it help farmers, ranchers, agribusinesses or consumers?

Answers will vary.

3. Who would use or buy your product? Be specific.

Answers will vary.

4. List the top three features of your product and explain how they benefit the customer. Example: Feature: all-natural soap. Benefit: gentle on skin

   - Answers will vary.
   - Answers will vary.
   - Answers will vary.

5. How much would your product cost? Why is it worth that price?

Answers will vary.

6. What materials or tools are involved in creating or using this product?

Answers will vary.

7. Explain how your team will use each strategy in your three- to five-minute sales pitch:

Introduction that builds rapport	Customer-focused benefits	Demonstration or visual of the product	A confident, engaging delivery
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

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Name: _____

8. Use the space below to create a visual aid for your pitch. If you use external resources (PowerPoint, Canva, posters, handouts, etc.) please include a final image below.

Your team will pitch your product to a panel of sharks (teachers, peers or guest judges). Each team gets **three to five minutes** to present, followed by Q&A from the sharks. **Sharks will be listening for the following:**

a. How well you understand your product.
b. How clearly you address customer needs.
c. Creativity and professionalism.
d. Use of all four sales strategies (research, rapport, confidence and standout factor).

9. After the pitches, the sharks will provide feedback on strengths of your teams pitch, how you all applied each strategy and suggestions for improvement. Use that feedback to answer the reflection questions below.

a. What part of the pitch went well?

Answers will vary.

b. How did you use the four strategies?

Answers will vary.

c. What would you improve next time?

Answers will vary.

d. How do these skills apply to real careers in agriculture?

Answers will vary.

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Key: Appendix 4: Fresh Perspectives

Part 1

Directions:

Read the article "Fresh Perspectives" in the fall/winter issue of *FFA New Horizons* and answer the questions below.

1. What organization is Tahja Sims currently interning with, and what is its focus?

AGDAILY, a digital publication and news outlet focused on agriculture.

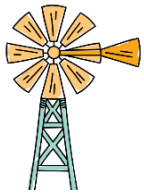


2. How does Sims define "diversity" in agriculture?

"People who have found connections to agriculture in unexpected ways."

3. What university did Sims graduate from, and what was her major?

Texas A&M University; she majored in agricultural economics.



4. What surprising discovery has Sims made during her internship?

That agriculture is more widespread than she realized, and diversity exists even in small, unexpected places

5. Give an example Sims shared that reflects unexpected diversity in agriculture.

A Wisconsin producer running a cattle operation on 13 acres or HBCUs in North Carolina hosting a 4-H camp on college preparedness.



6. How did Sims first get introduced to agriculture and FFA?

Through an FFA booth hosted by high school members at a middle school event in Spring, Texas

7. What was Sims' first FFA project animal, and why did she later switch?

A rabbit; she switched to pigs because she wanted a more interactive experience.

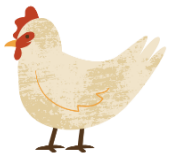


8. What daily activities did Sims do when raising pigs in FFA?

Feeding, brushing and walking her pig twice a day

9. What competition did Sims participate in as an FFA member?

The Texas FFA Quiz Bowl



10. What does Sims learn about agriculture's industry impact?

There isn't just one face or model for agriculture; it's continually changing to meet the needs of the population.

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Name: _____

Part 2

Directions:

You will follow five steps to research, create and share a profile of an individual who represents a unique background or perspective within the agriculture industry. Your research will help you better understand the wide range of people who contribute to agriculture in powerful and often unexpected ways.

Step 1: Choose a diverse agriculturist to profile.

- Someone from your local community (local FFA alumni or community leaders)
- A figure from an online article or video (found via AGDAILY, MANRRS, YouTube, AgExplorer, Modern Farmer)
- A historical or current figure from an agriculture-focused nonprofit (e.g., MANRRS, Women in Ag, Native American Food Sovereignty Alliance, Farmer Veteran Coalition, etc.)
- People with unique agricultural roles (refugee farmers, veterans in agriculture, STEM-focused growers, sustainability advocates, etc.)

Step 2: Research.
Based on the profile you selected in Step 1, answer each question below. This will help provide information to create your detailed profile.

a) Who is this person?
   - Name: Answers will vary.
   - Age: Answers will vary.
   - Background information: Answers will vary.

Add Picture.

b) What is this person's role in agriculture?
Answers will vary.

c) What challenges or perspectives make this person's story unique?
Answers will vary.

d) How has this person made an impact?
Answers will vary.

e) What can we learn from this person?
Answers will vary.

f) Create a timeline showing notable dates and impacts in this person's journey to get where they are today:
Answers will vary.

g) List the sources used:
Answers will vary.

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Step 3: Create a profile.
Choose one of the following formats to present your profile:

- Written biography (two pages)
- PowerPoint or Google Slides presentation (eight slides with visuals)
- Infographic (digital or hand-drawn with visuals)
- Poster or Bulletin Board Feature (with visuals)

Step 4: Gallery Showcase and Learn
Set up your profile in a spot around the room and begin your gallery walk and learn. Select four different profiles to learn about. Answer the questions below.

Who is this agriculturist, and what is this person's role? Answers will vary.	Who is this agriculturist, and what is this person's role? Answers will vary.	Who is this agriculturist, and what is this person's role? Answers will vary.	Who is this agriculturist, and what is this person's role? Answers will vary.
What stood out about this person's journey? Answers will vary.	What stood out about this person's journey? Answers will vary.	What stood out about this person's journey? Answers will vary.	What stood out about this person's journey? Answers will vary.
How does this story expand your understanding of diversity in agriculture? Answers will vary.	How does this story expand your understanding of diversity in agriculture? Answers will vary.	How does this story expand your understanding of diversity in agriculture? Answers will vary.	How does this story expand your understanding of diversity in agriculture? Answers will vary.

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Step 5: Reflection Questions:
After you have completed all steps of this activity, answer the questions below.

a) What is one career or topic you would like to explore more? Why?
Answers will vary.

b) What qualities or skills did you notice across multiple agriculturists?
Answers will vary.

c) Why is it important to have diversity in agriculture?
Answers will vary.

d) How do the stories of these agriculturists relate to issues in your community or the world?
Answers will vary.

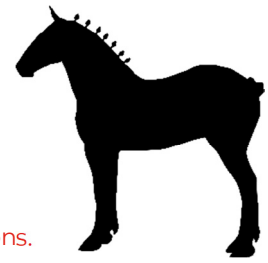
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Key: Appendix 5: Equine Lessons

Part 1

Directions: Read the article "Equine Lessons" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

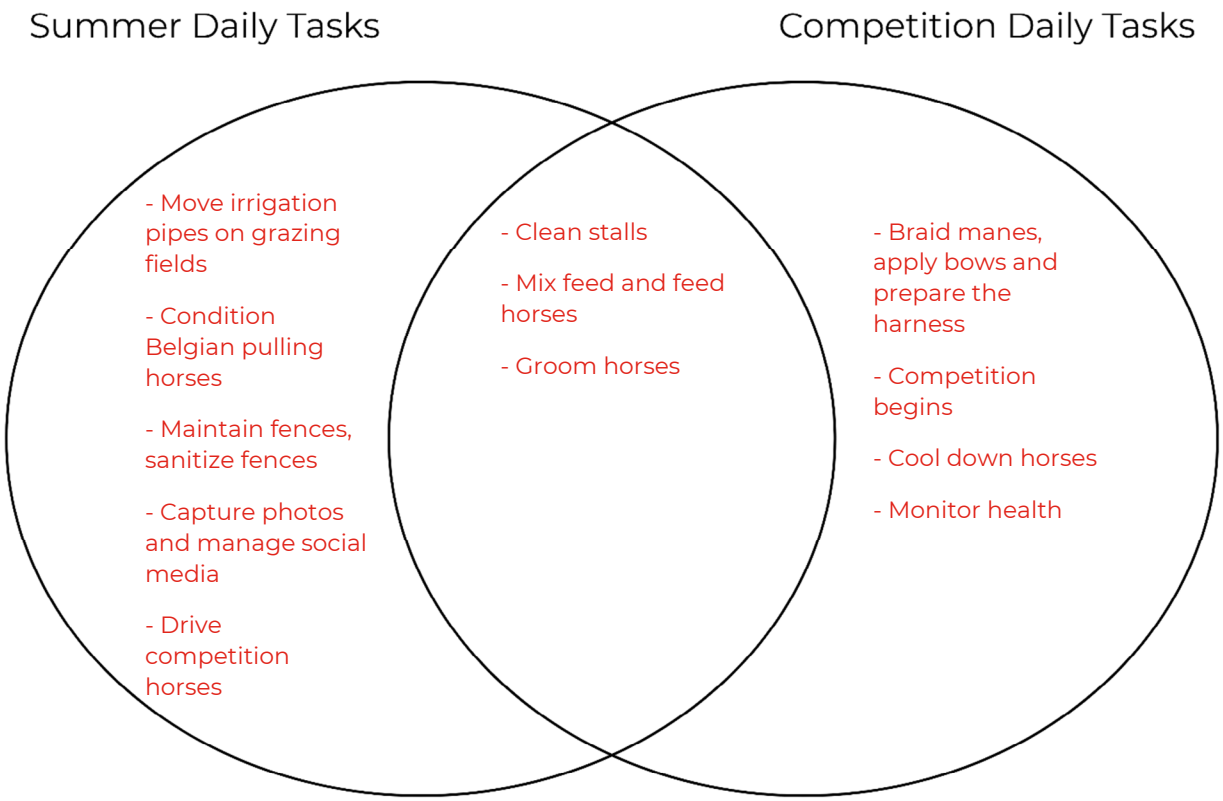


1. What proficiency award category did Lucy win at the national level in 2024?
   Lucy won in the Equine Science – Placement Agricultural Proficiency Award category.

2. What family tradition did Lucy turn into a supervised agricultural experience (SAE)?
   Lucy works with Shire and Belgian horses, which is a tradition in her family for six generations.

3. What are the names of the two family-run operations that Lucy worked at?
   Lucy works at Sage Ridge Farms Pulling Horses and the Barney Shires Draft Horse Hitch.

4. Fill in the Venn diagram below based on Lucy's daily tasks for both summer days and competition days. List tasks that are specific to each type of day under the appropriate day, but list tasks that are shared on both types of days in the center.



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5. Lucy mentions she wants to return to the family business after college. How might her experience and education in accounting benefit the future of her family's operation?
   Answers will vary.

6. How does Lucy's experience with draft horses reflect the purpose and value of having an SAE?
   Answers will vary.



Name: _____

Part 2

Directions: Working in groups, research and create a mini-poster or digital slide about a specific draft horse breed that you are assigned. The information you need to research can be found below. Then, answer the questions at the bottom after seeing the other mini-posters or digital slides.

Each mini-poster or digital slide should include the following:

- Breed name and origin
- Key characteristics (height, weight, colors and markings, etc.)
- Historical and current uses of this breed
- Fun facts or famous examples

*Rubric is attached.

<table>
<tr><td>Breed Name: All answers in this chart will vary.</td><td>Breed Origin:</td></tr>
<tr><td>Key Characteristics:
- Height range:
- Weight range:
- Colors:
- Markings:
- Any other characteristics:</td><td>Historical Use of This Breed:

Current Use of This Breed:</td></tr>
<tr><td colspan="2">Fun Facts or Famous Examples:</td></tr>
</table>

1. Which draft horse breed did you find most interesting and why?
   Answers will vary.

2. List two ways the uses of draft horses have changed over time.
   - Answers will vary.
   -

3. What roles do draft horses still play in modern agriculture or society?
   Answers will vary.

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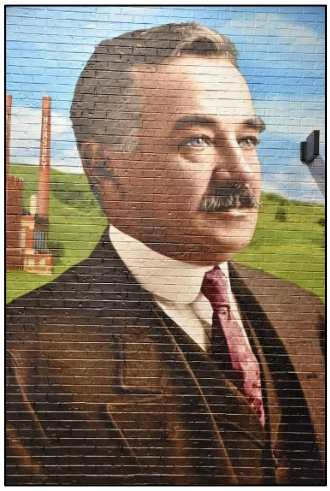
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KEY: Appendix 6: A Sweet Opportunity

Part 1

Directions: Read the article "A Sweet Opportunity" in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

Quick Facts About Milton Hershey School (MHS)	
Who founded the school? Milton S. Hershey and his wife, Catherine	
When was the school founded? 1909	
Where is the school located? Hershey, Pa.	
Why was the school created? The school was created to provide a tuition-free, private education for students from low-income families, providing a rigorous academic environment that includes education in agriculture and vocational disciplines to "transform lives."	

1. List the four one-of-a-kind centers that are included in the Agricultural and Environmental Education program at MHS.
    - Environmental Center
    - Animal Center
    - Horticultural Center
    - Ice Cream Center
2. List the extracurricular activities that are offered for pre-K through 12th-grade students at MHS. Then circle your top two favorites that interest you.
    - Horsemanship
    - Soap-making clubs
    - Growing succulents
    - Making ice cream
    - Internships and student work opportunities
    - FFA
3. Describe the growth in the MHS AEE program and why they believe the growth has happened.
   There were two students in the Agricultural and Environmental Education program when it started twenty years ago, and now there are 42 students. They believe the integration of the CASE curriculum has added rigor and relevance, which has built interest in the program.

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Name: _____

4. What are two things that stand out about the experience Kalena Williams-Ross had as a student at MHS?
    - Answers will vary.
    -

5. What are two things that stand out about the experience Logan Keister had as a student at MHS?
    - Answers will vary.
    -

6. How does the residential and community setting on the MHS campus support student success?
   The students share housing, which allows them to share experiences. If they are wary about the AEE program, they can ask people who have already been involved, and it helps them feel less alone. The residential setting creates connectedness among students of all ages and creates a family dynamic.

7. Share one way that MHS benefits its surrounding community.
   MHS hosts plant sales, petting zoos and open house events, and the students sell produce grown on the farm in the MHS Project Market. They also have an ice cream shop that is open to the community.

8. Why do you think hands-on learning is emphasized at MHS?
   Answers will vary.

9. How do you think Milton Hershey's legacy connects agriculture and education?
   Answers will vary.

10. What could other schools learn from MHS about integrating agriculture?
    Answers will vary.



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Name: _____

Part 2

Directions: Explore the process of making chocolate and the different ingredients needed for the three main types of chocolate: dark, milk and white. You will be assigned two sections from the chart below to answer. Then, you will connect with other students who complete the other sections to learn from them and complete the chart.

Use this website to complete your sections below: https://www.lakechamplainchocolates.com/making-chocolate/

Cacao Cultivation Draw a picture to match this step, and answer the questions on the right.	1. Where does chocolate begin? Chocolate begins on a cacao tree, which grows within 20 degrees N and S of the Equator. 2. What weather conditions are needed for a cacao tree? A mix of hot temperatures, rain and shade 3. What part of the fruits is cacao? The seeds 4. Explain the difference between “cacao” and “cocoa.” The tree, pod and bean/seed are typically referred to as “cacao” while the word “cocoa” is reserved for the bean after it has been fermented, dried and roasted.
5. What color are ripe cacao pods? Vibrant yellow/orange color 6. How often are cacao pods harvested? Twice per year 7. How big are the seeds? The size of an olive 8. What is the pulp of the pod called, and how was it used 3,000 years ago? The pulp is called baba, and it was used to make fermented cacao wine.	Harvesting Draw a picture to match this step, and answer the questions on the left.
Fermentation Draw a picture to match this step, and answer the questions on the right.	9. What is left on the beans to help develop flavor? Baba is left on the beans. 10. What color do the beans turn once exposed to light? They turn a purplish color. 11. What are the two methods of fermentation called? Heap method and cascading boxes 12. Describe what happens in both methods of fermentation. Beans are covered with banana leaves.

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13. Explain how fermented beans are dried.
They are placed either on wooden boards or bamboo mats for anywhere from 7 to 14 days under the hot sun and are continually raked and turned over for consistent drying.

14. What happens to the beans once they are dried?
The beans are graded, packed into sacks, bundled and checked for quality. Then they are shipped and traded on the international market.

15. What does "direct trade" mean?
This means the beans are exported directly to the chocolate maker, which is considered "bean-to-bar chocolate."

<u>Drying and Shipping</u>
Draw a picture to match this step, and answer the questions on the left.

<u>Preparing Cocoa Mass</u>
Draw a picture to match this step, and answer the questions on the right.

16. Fill in the blank of the steps that happen once beans are received by the processor.
    a. Beans may be blended with other origins and estates.
    b. Beans are cleaned.
    c. Then they are roasted at low temperatures to develop flavor.
    d. Shells are separated from the nibs by a process called winnowing.
    e. Nibs are finely ground into cocoa mass (a.k.a. cocoa liquor), which is solid at room temperature.
    f. Placed under extremely high pressure, this paste yields two products: cocoa powder and cocoa butter.

17. What are the first steps to making chocolate?
The first steps are to mix, grind and knead the various raw ingredients into a paste.

18. List the ingredients used in **dark chocolate**.
    a. Cocoa mass
    b. Cocoa butter
    c. Sugar

19. What is added to the list above to create **milk chocolate**?
Milk powder

20. List the ingredients used in **white chocolate**.
    a. Cocoa butter
    b. Sugar
    c. Milk

<u>Producing Chocolate</u>
Draw a picture to match this step, and answer the questions on the left.

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<u>Conching</u> Draw a picture to match this step, and answer the questions on the right.	21. Explain what “conching” is. Conching is a careful process of rolling, kneading, heating and aeration. 22. What is a “conche”? A conche is a large agitator that stirs and smooths the mixture under heat. 23. Why is this step important in the process? This step helps produce consistent, pure and delicious gourmet chocolate, and the final aroma and flavor are defined. 24. What two ingredients can be added in this step for required fluidity? Soy lecithin and cocoa butter may be added for required fluidity.
25. What are “pistoles”? Pistoles are the blocks or drops that chocolate is put into for delivery to the chocolatier. 26. What is “tempering”? This is when chocolate is slowly brought to a certain temperature. 27. What happens to the cocoa butter during the tempering process? The cocoa butter reaches its most stable form, which gives it the “snap,” shiny surface and smoothness.	<u>Tempering and Moulding</u> Draw a picture to match this step, and answer the questions on the left.
<u>Never-Ending Creativity</u> Draw a picture of your favorite way to eat chocolate.	

28. How does the chocolate-making process (from fermentation to tempering) demonstrate key principles of food science, such as chemical changes, preservation and quality control?
    Answers will vary.

29. Although cocoa is not typically grown in the U.S., what agriculture and food industry sectors in the U.S. could play a role in chocolate production?
    Answers will vary.

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Name: _____

Part 3

Directions: You will be completing a sensory evaluation on the three main types of chocolate: dark, milk and white. As you taste each chocolate, complete the sensory evaluation chart. Then, complete the questions that follow. You will discuss your answers with a partner.

Step 1: Taste one sample at a time.
Step 2: Use your senses — sight, smell, touch and taste — to evaluate and rate each attribute.
Step 3: Record observations in each column of the chart. Write short descriptions such as "smooth, glossy finish" or "creamy, vanilla aroma."
Step 4: Repeat the process for each type of chocolate, using water to cleanse your palate between samples, if able.

Tips:

- Be descriptive: Use adjectives that describe sensory experience.
- Stay neutral: Taste with an open mind — even if it's a type you don't normally like.
- Use all senses: Look at the chocolate, smell it, feel the texture in your mouth, notice the flavor.

Dark Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)
All answers will vary.					

Milk Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)
All answers will vary.					

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Name: _____

White Chocolate

Appearance (color, sheen, smoothness, etc.)	Aroma (strength, scent notes, etc.)	Texture (snap, melt, smoothness, etc.)	Taste (sweet, bitter, rich, etc.)	Aftertaste (lingering flavors, pleasant?)	Overall Rating (1-5 stars)
All answers will vary.					

1. Which type of chocolate did you rate the highest and why?
   Answers will vary.

2. Were there any surprises in your evaluation compared to what you were expecting before the tasting?
   Answers will vary.

3. How do you think the ingredients influenced the taste and texture of each chocolate?
   Answers will vary.

4. If you were developing your own chocolate product to sell, which type of chocolate would you use and why?
   Answers will vary.

5. How could sensory evaluation be important in a career related to agriculture? Food science?
   Answers will vary.

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KEY: Appendix 7: Ag101 Water

Part 1

Directions: Read the article "Ag101: Water" in the fall/winter 2025 edition of *FFA New Horizons* and answer the questions below.

1. According to the article, what are four ways that water affects the food we eat?
   a. Raising livestock
   b. Growing crops
   c. Fueling hydroponics systems
   d. Cleaning and protecting produce

2. Record the following figures from the article.

Total Number of Irrigated Farms	Total Number of Irrigated Acres in the U.S.
212,714	53.1 million

3. Using the numbers above, calculate the average number of irrigated acres per farm.

   53,100,000 / 212,714 = 249.63 acres per farm

4. What is the average amount of water applied per acre in the U.S.?

   1.5 acre-feet

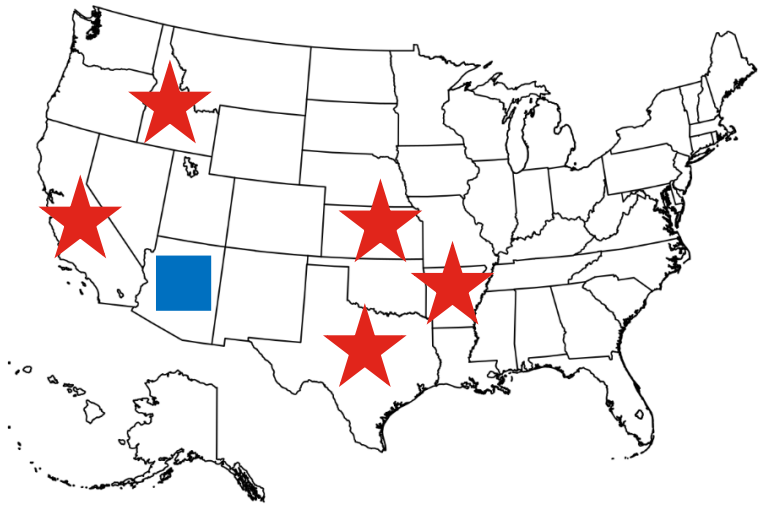
5. One acre-foot of water contains 325,851 gallons of water. Using that number and the number from Question 4, what is the average number of gallons of water applied per acre in the U.S.?

   325,851 x 1.5 = 488,776.5 gallons per acre

6. Using the map below, color in and label the top five states with the greatest number of irrigated acres (in red) as well as the state that applied the most water per acre (in blue).

Top five states:
California
Nebraska
Arkansas
Texas
Idaho

Most water per acre:
Arizona



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Part 2

Directions: Use the "Water Footprint of Food Guide" website (https://watercalculator.org/water-footprint-of-food-guide/) to complete the activity below.

1. Select one food item from each size of water footprint (small, medium and large) and record information about them in the table below.

Food Name	Serving Size	Gallons of Water Required per Serving	Water Footprint Percentages		
			Blue Water	Green Water	Gray Water
Answers will vary.					
Answers will vary.					
Answers will vary.					

2. What patterns do you notice about the types of foods that have large water footprints compared to foods with smaller ones?

   Answers will vary.

3. Which food item surprised you the most based on its total water use? Why?

   Answers will vary.

4. Are plant-based or animal-based foods generally more water-intensive? Why do you think this is the case?

   Answers will vary.

5. If a person were to eat one serving of each of the foods you listed above every day, how many gallons of water would be required to produce that food for a whole year?

   Answers will vary.

6. Does putting water use in that perspective cause you to think differently about the foods you eat? Why or why not?

   Answers will vary.

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Name: _____

Part 3

Directions: Analyze your own water footprint based on the foods you eat. Use the "Water Footprint of Food Guide" website (https://watercalculator.org/water-footprint-of-food-guide/) to complete the activity below.

Using the foods on the "Water Footprint of Food Guide" website, record foods you might eat on a typical day for breakfast, lunch and dinner. Record the food, serving size, number of servings and gallons of water required to produce the foods you eat for each meal. Then, answer the analysis questions.

Breakfast

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
			TOTAL:	Answers will vary.

Lunch

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
			TOTAL:	Answers will vary.

Dinner

Food Item	Serving Size	Number of Servings You Would Typically Eat	Gallons of Water to Produce One Serving	Total Gallons of Water to Produce Your Serving
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
Answers will vary.				
			TOTAL:	Answers will vary.

How many total gallons would be required to produce all three meals for the foods you listed above?

Answers will vary.

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Analysis Questions:

1. What other foods might you typically eat that were not listed on the website? (List three.)
    a. Answers will vary.
    b. Answers will vary.
    c. Answers will vary.
2. Using what you know about the water it takes to produce other foods, estimate how many additional gallons you think it would take to produce the foods you listed in Question 1.

    Answers will vary.

3. Were you surprised by the amount of water it takes to produce your food? Why or why not?

    Answers will vary.

4. Assuming you would eat similar foods each day, how many gallons of water would it take to produce a year's supply of food for you?

    Answers will vary.

5. Using the numbers from Question 4 , how many gallons would it take to produce a year's supply of food for your entire household?

    Answers will vary.

6. Based on your findings, would you consider changing any of your food choices to conserve water? Why or why not?

    Answers will vary.

7. How do you think agricultural producers could work to ensure the water they are using to produce food is being used as efficiently as possible?

    Answers will vary.

8. What do you value more when making food choices (cost, taste, health or sustainability)? How does water use factor into this?

    Answers will vary.

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KEY: Appendix 8: FFA Moment: 1930

Part 1

Directions: Read the article "FFA Moment: 1930" in the fall/winter 2025 edition of *FFA New Horizons* and answer the questions below.



1. In what year was the FFA Creed written?
   1930

   Who was it written by?
   E.M. Tiffany

2. What words does every paragraph of the Creed start with?
   "I believe ..."

   How many paragraphs are there?
   Five

3. At which National FFA Conventions was the Creed adopted and revised?

   Adopted at the third convention; revised at the 38th and 63rd conventions

4. What are the two components of the FFA Creed Speaking leadership development event?

   a. Present the Creed from memory in an organized and professional manner.

   b. Answer questions about the Creed.

5. Who is eligible to compete in the Creed speaking leadership development event?

   FFA members in seventh through ninth grades

6. Why did becoming a state champion FFA Creed speaker change Texas FFA member Karly Anderson's life?

   Karly spent 15 months studying the Creed and being the "future of agriculture" resonated with her.

Scan the QR code in the article or go to FFA.org/about/ffa-creed/ to read the full FFA Creed and answer the following questions.

7. What stands out to you about the words of the FFA Creed as you read it?

   Answers will vary.

8. Why do you think the words of the FFA Creed have stood the test of time to still be in use today, so many years after they were originally written?

   Answers will vary.

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Name: _____

Part 2

Directions: With your group, decide which part of your assigned paragraph you will create a motion for. Use the space below to plan and answer questions about your assigned line of the FFA Creed. When finished, take turns in your group sharing the motions you've each come up with.

1. Which line of the FFA Creed were you assigned? Write the full line below.

   Answers will vary.

2. Which one or two words in your assigned line do you think have the most meaning to the Creed? Why?

   Answers will vary.

3. What motion are you planning to use to pair with your assigned line? Describe it in one or two sentences.

   Answers will vary.

4. Why do you believe the motion you have come up with matches with that line?

   Answers will vary.

5. Which of the other motions that your group members came up with for the other lines is your favorite? Why?

   Answers will vary.

Part 3

Directions: Work with the other students in your group to make a collage representing your assigned paragraph of the FFA Creed using the materials provided by your teacher. Be sure to include as many images and words that connect to your group's paragraph of the Creed as possible. Then, answer the questions below about your group's collage.
Be prepared to present both your motions and your collage to the whole class.

1. Describe your group's collage in one or two sentences.

   Answers will vary.

2. Which elements of your group's collage do you believe really stand out and illustrate the meaning of the FFA Creed?

   Answers will vary.

3. After completing all these activities, which one or two lines/words from the FFA Creed have the most meaning to you? Why?

   Answers will vary.

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KEY: Appendix 9: Vocabulary Activity

Directions: Choose **10** of the vocabulary words from the chart below. Create an acrostic poem for each of the words you choose (an example is below). The words/phrases used in the acrostic poem should be related to or describe the root vocabulary word that you are using.

Target Audience	**SAE**	**Budget**	**Pitch**	**Anchor**
Centennial	**FFV**	**NFA**	**Segment**	**Rapport**
Sales	**Diverse**	**Perspectives**	**Draft Horse**	**Breed**
Cacao	**Cocoa**	**Sensory Evaluation**	**Irrigation**	**Hydroponics**
Water Footprint	**Acre-foot**	**Creed**	**Tradition**	**Iconic**

Example:

L – leads others

E – energized

A – action oriented

D – delegates well

E – extra organized

R – relationships are important

S – spark of happiness

M – moment of joy

I – instant connection to others

L – laughable moments

E – emotion made visible

1. Vocabulary Word **1**: _____
   Answers will vary for all of these.

2. Vocabulary Word **2**: _____

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3. Vocabulary Word **3**: _____

4. Vocabulary Word **4**: _____

5. Vocabulary Word **5**: _____

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7. Vocabulary Word **7**: _____

8. Vocabulary Word **8**: _____

9. Vocabulary Word **9**: _____