Spring/Summer 2025 Teaching Guide

In this guide, you will find activities for eight articles in the spring/summer 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.)*

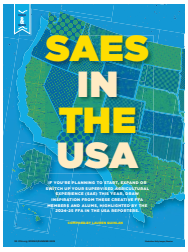
VOCABULARY ACTIVITY

The Frayer model is a graphic organizer used to build vocabulary. There are four parts: definition in your own words, facts or characteristics, examples and nonexamples. Using the word bank provided in Appendix 9, students will choose two vocabulary words and complete the worksheet for those two words. When done, they will share with a partner.

TOOLS FOR THE TRADE

FFA equipped alumnus Levi Richardson with the confidence to get the job done.

Appendix 1: Tools for the Trade



SAES IN THE USA

If you're planning to start, expand or switch up your supervised agricultural experience (SAE) this year, draw inspiration from these creative FFA members and alums, highlighted by the 2024-25 FFA in the USA reporters.

Appendix 2: SAEs in the USA

HATS OFF TO THIS ALUM!

Manor FFA alumnus Nate Jackson turned a love of cowboy hats into his dream career.

Appendix 3: Hats Off to This Alum!

GIVE GREAT SPEECHES

Discover five tips to deliver an amazing speech your audience won't forget.

Appendix 4: Give Great Speeches

ADVOCATING FOR AGRICULTURE

Raylynn Kubik, the 2024 Teen Miss Princess of America, uses her social platform to share her passions and educate others about the agriculture industry.

Appendix 5: Advocating for Agriculture

FFA MOMENT: 1953 AND 1965

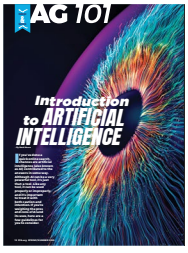
Learn more about the long-lasting implications of the 1965 merger of the New Farmers of America (NFA) and Future Farmers of America (FFA).

Appendix 6: FFA Moment: 1953 and 1965

CULTIVATE A CAREER IN AGRICULTURE

Explore these five pathways to see what your future could look like — and how FFA can help you get there.

Appendix 7: Cultivate a Career in Agriculture



AG 101: INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Like any tool, artificial intelligence can be used properly or improperly. Explore the pros and cons of AI and its uses, and discover a few guidelines to consider.

Appendix 8: Ag 101: Introduction to Artificial Intelligence

CLICK HERE TO DOWNLOAD THE GOOGLE WORKSHEETS.

NEW HORIZONS

Spring/Summer 2025 TEACHING GUIDE

ARTICLE SUMMARY

TOOLS FOR THE TRADE

FFA equipped alumnus Levi Richardson with the confidence to get the job done.

Bell Ringer

What products in your everyday life are made from precision machining?

Discussion Questions:

1. What is precision machining?

2. What industries use precision machining?

3. Why is precision machining important?

4. What careers are available in precision machining?

Activity:

Part 1: Have students read the article "Tools for the Trade" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

Part 2: Many products we use in our everyday lives are made through precision machining. Have students research products they use that are made through precision machining and fill in the table on their student activity sheets.

Part 3: Students will go on a scavenger hunt of your agriculture department. Have them use the websites included and the research from Part 2 to identify 10 products they use in the classroom, shop and lab spaces that are made through precision machining. Students will then sketch a picture of each item and label it in the space on their student activity sheets. When done, they will answer the discussion questions.

Part 4: There are endless careers available in machining in almost every field imaginable. Students will learn about a career in machining by going to O*NET OnLine at https://www.onetonline.org/. Once there, they will type machinist into the occupation keyword search and answer the questions on their student activity sheets.

FFA Tip:

Invite members from your alumni or advisory committee to speak at your FFA meeting about how FFA impacted their careers.

SAE Tip:

Have students list the skills and resources they have gained or can gain through their SAEs. If students don't yet have an SAE, have them list the skills and experiences they want and then explore what SAEs might allow students to develop those skills.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: AG5, CS.02, CS.05; FFA PRECEPTS: FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-G.; FFA.PG-I; FFA.CS-M; FFA.CS-N; FFA.CS-O; FFA.CS-P; 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.W.9-10.2; CCSS.W.9-10.4; CCSS.ELA.W.9-10.8; COMMON CORE - SPEAKING AND LISTENING: CCSS.SL.9-10.2; CCSS.SL.9-10.4; AFNR CAREER READY PRACTICES: CRP.02; CRP.04; CRP.08; CRP.09; P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY

VOCABULARY

Computer Numerical Control (CNC)
Machinist
Precision Machining

EXIT TICKET

What career in custom machining are you interested in?

CAREER FOCUS AREA

Power, Structural and Technical Systems

RESOURCE HIGHLIGHT

Agricultural Technology and Mechanical Systems: FFA.org/participate/cdes/agricultural-technology/

REFERENCES

Industrial Automation Co.: https://industrialautomationco.com/blogs/news/10-products-only-made-possible-thanks-to-cnc-machines

Tormach: https://tormach.com/articles/5-things-you-didnt-know-were-machined

Pioneer Service Inc.: https://pioneerserviceinc.com/blog/most-common-types-of-precision-cnc-machining/

O*NET OnLine: https://www.onetonline.org/

APPENDIX

Appendix 1: Tools for the Trade

College & Careers

[CAREER SUCCESS]

Tools for the TRADE

FFA equipped Mississippi Alumnus Levi Richardson with the confidence to get the job done.

- By Kim Hill

Although Levi Richardson has an aptitude for making things, he credits FFA with providing the tools to build his success in the Mississippi workforce.

Richardson joined the FFA junior program in middle school. "I loved it so much I stayed in FFA until my high school graduation," he says.

Richardson equates Newton County High School's FFA chapter to a "big family of students who share similar passions for agriculture and leadership." He felt at home in FFA, and says the leadership skills he gained as a member were his biggest takeaway.

Levi Richardson became an FFA member after receiving some encouragement from his older brother.

Photography: Sarah Laird

"I've always been mechanically inclined," says Richardson, who served his chapter as sentinel. "But I was never the type to jump out of my comfort zone or try to be a leader. I learned how to do those things [in FFA]."

Skills to Succeed

After high school, Richardson enrolled in the precision machining program at East Central Community College in Decatur, Miss.

"I've always found creating something out of nothing to be interesting," Richardson says.

During his time at East Central Community College, Richardson began interning at Addy Metal Fabrication, making precision parts and fabricating items from blueprints. He joined Mid South Baking Company as an engineering technician in 2021.

Mid South was later acquired by C.H. Guenther & Son, a manufacturer of food products that include the buns and English muffins made at the Pelahatchie, Miss., plant where Richardson works. His job as an engineering technician is to keep the production machinery running.

"I do a little bit of electrical troubleshooting, repairs, installing equipment and mechanical troubleshooting — it's really a jack-of-all-trades job," Richardson says. "I like the challenges of figuring out what's wrong or learning something new. I also enjoy getting my hands dirty and making something go."

Given his skill set, Richardson's supervisors encouraged him to seek additional training. With 100% tuition support from his employer, he completed an associate's degree in mechanical engineering at Holmes Community College. He's also considering further career development by enrolling in a bachelor's degree program in the future.

"I attribute a lot of my success to being in FFA," Richardson says. "In college, I was part of another team in SkillsUSA. I probably wouldn't have joined if I hadn't been in FFA and seen what being part of an organization can do for you. I would have been way too nervous and shy to go on job interviews, and now I've done several to get to where I am. FFA gave me the confidence to get out there."

Name: _____

Aligned to the following standards: AG5; CS.02 CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-G.; FFA.PG-I; FFA.CS-M; FFA.CS-N; FFA.CS-O; FFA.CS-P; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.ELA.W.9-10.8; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.08; CRP.09

Appendix 1: Tools for the Trade

Part 1

Directions:

Read the article "Tools for the Trade" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. What does Levi Richardson credit his success to?

2. What FFA chapter was Levi a part of?

3. What program did Levi enroll in at East Central Community College?

4. What companies has Levi worked for in the precision machining industry?
   -
   -
   -

5. What does Levi do in his current role at C.H. Guenther & Son?

6. What did Levi receive an associate degree in?

©National FFA Organization 2025

Name: _____

Part 2

Directions:

Many products we use in our everyday lives are made through precision machining. Research products you use that are made through precision machining and fill in the table below.

Some of the following sites may be helpful in your research:

- Industrial Automation Co.: https://industrialautomationco.com/blogs/news/10-products-only-made-possible-thanks-to-cnc-machines
- Tormach: https://tormach.com/articles/5-things-you-didnt-know-were-machined
- Pioneer Service Inc.: https://pioneerserviceinc.com/blog/most-common-types-of-precision-cnc-machining/

Product	Sketch of Product	Precision Machining Process (CNC, milling, laser, 3D printing, etc.)
Example: Cell Phone		CNC

©National FFA Organization 2025

Name: _____

Part 3

Directions:

You will now go on a scavenger hunt of your agriculture department! Using the websites and your research from Part 2, identify 10 products you use in the classroom, shop and lab spaces that are made through precision machining. Sketch a picture of each item and label it in the space below. When done, answer the discussion questions.

Discussion Questions:

1. What impact does precision machining have on your everyday life?

2. How would your life be different if precision machining were not possible?

3. How do you think precision machining will affect products in the future?

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Name: _____

Part 4

Directions:

There are endless careers available in machining in almost every field imaginable. Learn about a career in machining by going to O*NET OnLine at https://www.onetonline.org/. Once there, type machinist into the occupation keyword search and answer the questions below.

1. What is a machinist?

2. What are three tasks machinists do?
   -
   -
   -

3. What are three technology skills required to be a machinist?
   -
   -
   -

4. Under training and credentials, search for your state of interest. What certifications are available in the state?

5. Under worker requirements, what are three general skills machinists need?
   -
   -
   -

6. Under worker characteristics, what are three abilities machinists need to have?
   -
   -
   -

7. What is the annual wage for a machinist in your area or state of interest?

©National FFA Organization 2025

Name: _____

8. What are three current job openings in your area or state of interest?
    -
    -
    -
9. What are two related occupations that you would be interested in doing?
    -
    -
10. What did you learn through this activity that surprised you about machining?

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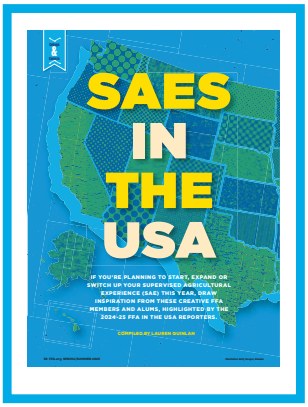
NEW
HORIZONS

Spring/Summer 2025
TEACHING GUIDE



ARTICLE SUMMARY

SAES IN THE USA

If you're planning to start, expand or switch up your supervised agricultural experience (SAE) this year, draw inspiration from these creative FFA members and alums, highlighted by the 2024-25 FFA in the USA reporters.

Bell Ringer

What career do you want to have in the future, and how can you better prepare for that career?

Discussion Questions:

1. What SAEs have you heard about?
2. What are two or three of your hobbies and interests?
3. What are two or three skills you have that you can use in a career?

Activity:

Part 1: Have students read the article "SAEs in the USA" in the spring/summer 2025 issue of *FFA New Horizons*. Then, have them choose one SAE they are interested in from each region and answer the questions on the student activity sheet.

Part 2: Have students cut out the fortune teller and fold according to the directions. Once done, they will partner up and do the fortune teller activity using the included directions.

Part 3: Using the pathway students were given during Part 2, they will research an SAE that fits that pathway. Have students utilize the SAE Idea Cards as a resource to choose one SAE that interests them and answer the questions on the student activity sheet.

Part 4: Using the research from Part 3, students will create a mini booth to highlight their SAEs. They will be constructing this in a shoebox and their peers will be viewing each display. Students will sketch their ideas in the blank space on the student activity sheet before using the guidelines and materials provided to construct their booths. *Note: The materials for this activity are up to your discretion but could include a shoe box, paint, glue, hot glue, tissue paper, glitter, clay and other miscellaneous craft supplies.

Part 5: Students participate in a peer-to-peer learning experience by visiting each other's booths. They record information about the SAEs on a chart and conclude the activity by answering discussion questions.

FFA Tip:

Invite alumni members to come to an FFA meeting to share about the SAEs they had in high school.

SAE Tip:

Have students explore the Agricultural Proficiency Award, the Agriscience Fair and the Star Award programs to see what FFA awards each of the SAEs from the mini booths might qualify for. Have students consider what awards their SAEs might qualify for.

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

VOCABULARY

Fortune Teller
Supervised Agricultural Experience (SAE)

EXIT TICKET

What SAE are you interested in doing?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

SAEs Inspiring Careers Video Activity: https://FFA.box.com/s/k6war4k59ma6fxtuamlc74ekz1l5x80n
SAE Monopoly: https://FFA.box.com/s/ck247158ax2lldzisla3bmidclaugzcr
SAE Video Lesson Plans: https://FFA.box.com/v/SAEvideolessons

REFERENCES

SAE Idea Cards: https://FFA.box.com/v/saeideacards

APPENDIX

Appendix 2: SAEs in the USA

College & Careers

SAES IN THE USA

IF YOU'RE PLANNING TO START, EXPAND OR SWITCH UP YOUR SUPERVISED AGRICULTURAL EXPERIENCE (SAE) THIS YEAR, DRAW INSPIRATION FROM THESE CREATIVE FFA MEMBERS AND ALUMS, HIGHLIGHTED BY THE 2024-25 FFA IN THE USA REPORTERS.

COMPILED BY LAUREN QUINLAN

Illustration: Getty Images, Shanina

This exclusive and expanded story features a fun twist on the beloved FFA in the USA section that began in **2017.**

Our Voice. Our Story.

The National FFA Organization takes great pride in being a student-led organization. So, who's better equipped to help tell the FFA story than our members?

This year, more than 130 FFA in the USA reporters from every corner of the country and Puerto Rico are showcasing what makes FFA (and agriculture!) special in their region. By participating in this first-of-its-kind program, these reporters have the opportunity to learn and grow as they receive top-notch training from marketing and communications professionals, access FFA-branded materials and produce captivating content that's published on FFA.org.

This talented group of storytellers are responsible for the SAE reports featured on these pages, and there's more to come. Scan this code to learn more about the FFA in the USA reporters program and access additional content, including articles and videos. New content is posted on this webpage each month, so check back often for the latest FFA news. You can also submit your story ideas to FFA.org/Submit-Your-Story.

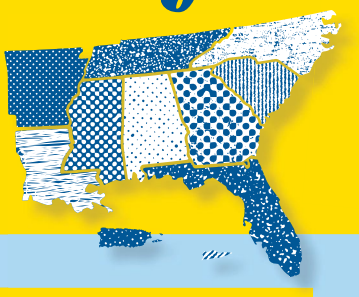
SOUTHERN Region

2024-25 NATIONAL FFA VICE PRESIDENT:

Jack Lingenfelter

GEORGIA

SAE: AGRICULTURAL COMMUNICATIONS



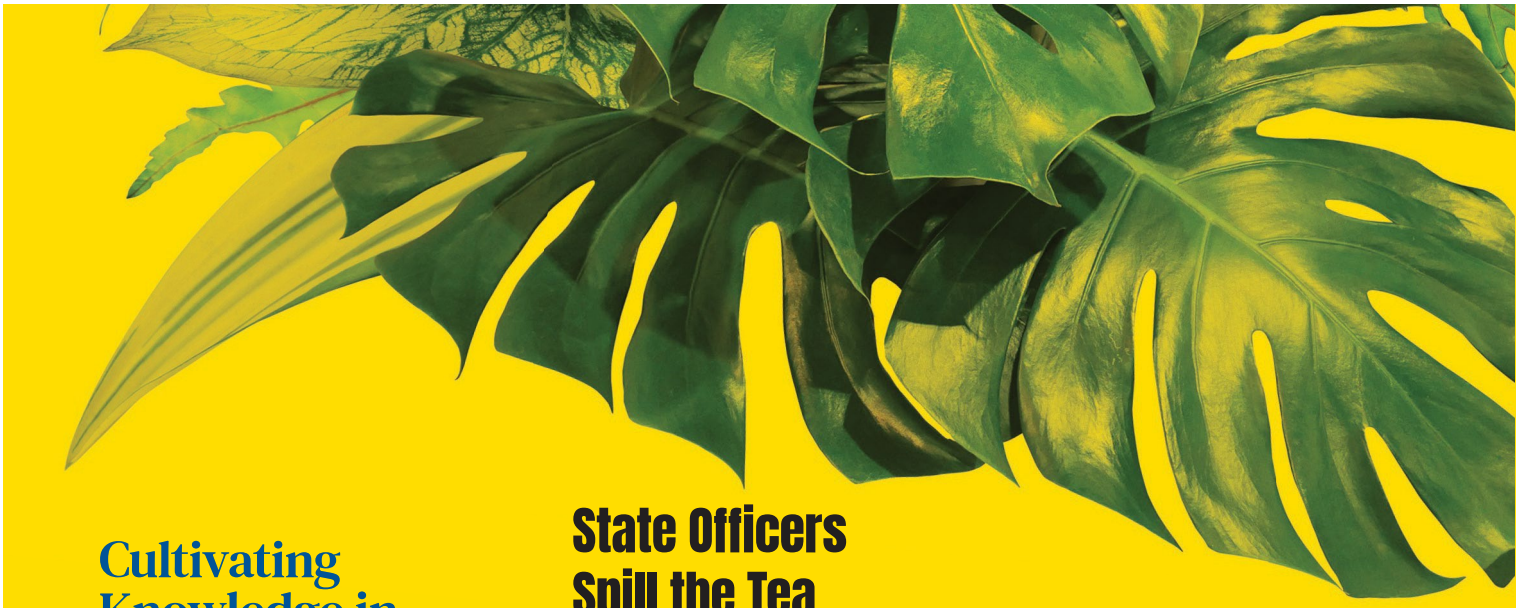
One of Many Egg-celent SAEs

By Adriana Colón, Puerto Rico

Dra. María Socorro Lacot FFA member Gabriela López stands out for her poultry production SAE. Since starting Gaby's Egg Farm in 2020, López's flock has grown to include 100 hens that lay approximately 14,000 eggs annually. In recognition of her hard work, López was featured in a calendar for Selectos, one of Puerto Rico's largest supermarket chains, and has earned scholarships to invest in her business.

Left: Farm fresh eggs Gabriela López collected from her chickens. Above right: López shows off her Official Dress.

Photography: Copyright © FFA, Courtesy of Gabriela López; Getty Images, Shanina, nunawwoofy, Zoonar



Cultivating Knowledge in Plant Care

By Jazmin Palma, North Carolina

Josiah Saravia from the Millbrook FFA Chapter interns at the Atlantic Gardening Company. By caring for rare and exotic plants, Saravia is deepening his specialty horticulture knowledge through a plant systems-focused SAE.

State Officers Spill the Tea

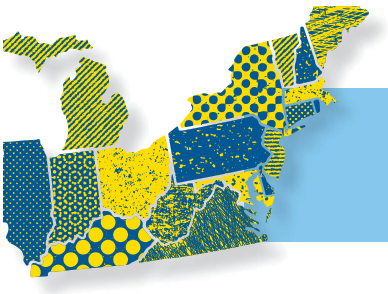
By Zoey Symons, Louisiana

Representing the Winnfield FFA Chapter, 2024-25 Louisiana FFA State Officers Jasmine Jones and Emily Nevils host a podcast named Area Real Estate. This agricultural communications SAE features insights and encouragement for members considering running for an area office.

Paving a Path

By Paige Pardue, Tennessee

Mason Duke developed an interest in agriculture by playing a video game called Farming Simulator. Now, the Munford FFA member is pursuing an agriculture services SAE related to aerial application and maintenance.



EASTERN Region

2024-25 NATIONAL FFA VICE PRESIDENT:

Caroline Groth

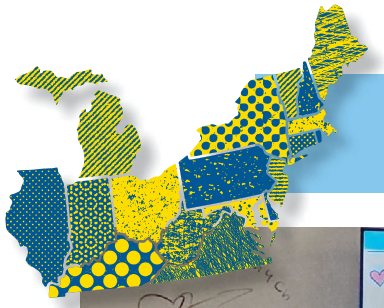
KENTUCKY

SAE: SHEEP PRODUCTION

"Hooked" on Fishing

By Lucy Chorman, Delaware

Four years ago, Lake Forest FFA member Forrest Kent-Teichmann discovered an outdoor recreation SAE opportunity close to home: working on a charter fishing boat. In addition to learning the ropes on the boat, she's applying skills such as public speaking and relationship building to deepen her connections.



EASTERN Region

Above: Cian Cribbs leads a group of students through a lesson about ice cream. Below left: Cribbs' FFA experiences helped equip him for the future.

A Place to Advocate

By Morgan Keith, Indiana

When Cian Cribbs' advisor noticed he spent a lot of time helping in the special education classroom, she encouraged him to connect this to an agricultural education SAE. As a result, the Whiteland FFA Alumnus prepared and delivered weekly lessons about agriculture. This process helped him learn how to cater to each student's needs and manage his time and resources effectively. A current student at Spalding University, Cribbs plans to incorporate his passion for special education into his plan of study.

Grease and Glory

By Elizabeth Lilyea, New York

Andrew Curtis Szalach, a Cazenovia Aggies FFA member and 2024-25 New York FFA state treasurer, chose an agricultural mechanics SAE focused on restoring classic tractors. To help organize his project load and create a compelling agricultural proficiency application, he's learned the importance of keeping meticulous records.

Taxidermy Triumph

By Taylor Johnson, Ohio

Sixteen-year-old Nate Emmons' interest in wildlife management is widely recognized among his friends and family. As an Evergreen FFA member, Emmons strengthened his SAE and sharpened his skills by researching, practicing and seeking guidance from others in the field of taxidermy.

Photography: Copyright © FFA, Courtesy of Cian Cribbs; Getty Images, ryasick, Adam Smigielski, Shanina

CENTRAL Region

2024-25 NATIONAL FFA VICE PRESIDENT:

Mary Schrieber

WISCONSIN

SAE: SPECIALITY ANIMAL PRODUCTION (BEEKEEPING)

Blooming Opportunities

By Ada Nelson, Iowa

Third-year Ames FFA member Julia Mortvedt has played a role in her family's business, Iowa Lavender, since it started in May 2020. Her multifaceted SAE also includes raising dairy goats that she shows at fairs and teaches guests about at the lavender farm.

BRING YOUR

Passion.

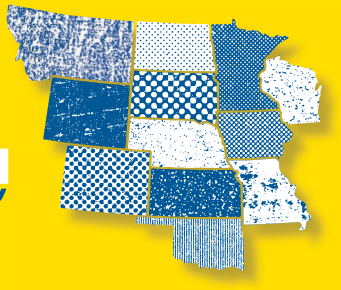
WE'LL PROVIDE THE REST.

Leadership. Service. Hands-on learning. The passions you develop through FFA are the same ones we share in the Oklahoma State University Ferguson College of Agriculture. With 16 majors and more than 50 study options, we offer you opportunities to learn and apply knowledge in areas that inspire you.

Schedule a campus tour to discover how you can turn your passion into your future career in the **Ferguson College of Agriculture.**

OSU | FERGUSON COLLEGE OF AGRICULTURE

CENTRAL Region



Alexander Timm tends to his Chesnut tree seedlings.

Seeds for the Future

By Luke McCrea, Minnesota

Alexander Timm's forestry SAE is more than a business — it's also a conservation effort. This Bethlehem Academy FFA member runs a nursery in his backyard, where he plants acorns and raises saplings until they're ready to be sold. Looking ahead, Timm hopes to bring the Chestnut tree to his state, and believes FFA gives him the tools needed to make his goal a reality.

The Bucking Bull Business

By Citlali Calixto, Colorado

Lacey Taylor, a Highland FFA member, follows in her family members' footsteps by raising bulls for competitions through Buckers Unlimited. Her SAE has strengthened her confidence and helped her become a more empowered individual.

Chasing Dreams

By Lillian Hulse, Kansas

Entrepreneur Katie Aubert is funding her future with an agribusiness SAE. The Rossville FFA member offers goat pasture clearing services through 5A Goat Rental.

Photography: Copyright © FFA, Courtesy of Alexander Timm, Tessa Camacho; Getty Images, Visivasnc, Dmytro Leshchenko, Shanina

WESTERN Region

2024-25 NATIONAL FFA VICE PRESIDENT:

Abigale Jacobsen

CALIFORNIA

SAE: EQUINE ENTREPRENEURSHIP

Aspire for Greatness

By Jayda Goodson, New Mexico

Isaac Corral received two goats for his sixth birthday, which sparked an interest for a goat production — entrepreneurship SAE. Corral's dedication to his projects is evident both in and out of the show ring, and he plans to continue his involvement in agriculture in the future.

Lei-ing a Legacy

By Nicholas Nishimura, Hawaii

Kohala High FFA member and 2024-25 Hawaii FFA State President Kenneth Matsuda is overseeing a community lei garden. Through his SAE, Matsuda hopes to promote and preserve native species as well as connect his community to agricultural education.

The Cat's Meow

By Samanatha Aarup, Arizona

Angelina Smith, a senior AAEC-Estrella Mountain FFA member, has spent the past four years growing her small animal production and care SAE. She fosters kittens with the Buckeye Animal Rescue and Kennel (BARK) organization.

Tessa Camacho (right) accepts her agriscience research award during the 2024 California State FFA Leadership Conference.

Ashes to Innovation

By Ethan Lopez, California

Tessa Camacho's award-winning agriscience SAE involves testing horticultural charcoal to determine if it boosts the germination rate of floor-level plants after a forest fire. Living in an area prone to wildfires, this O'Neals Minarets FFA member wants to use her research to help her community. By learning how to overcome challenges and embrace collaboration, she's achieved significant success in FFA and laid the foundation for her dream career as an agriculture educator.

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 2: SAEs in the USA

Part 1

Directions:

The supervised agricultural experience (SAE) that you have during your high school career can play a huge role in your future. The great thing about SAEs is how they are unique to your interests and resources. Read the article "SAEs in the USA" in the spring/summer 2025 issue of *FFA New Horizons*. Choose one SAE you are interested in from each region and answer the questions below.

1. Using saeforall.org, in your own words, define what an SAE is in two or three sentences.

2. Fill in the table below for the SAE you chose from the southern region.

Author:	**State:**
SAE Title:	
What is the SAE?	
Why does this SAE interest you? (two or three sentences)	

3. Fill in the table below for the SAE you chose from the eastern region.

Author:	**State:**
SAE Title:	
What is the SAE?	
Why does this SAE interest you? (two or three sentences)	

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Name: _____

4. Fill in the table below for the SAE you chose from the central region.

Author:	**State:**
SAE Title:	
What is the SAE?	
Why does this SAE interest you? (two or three sentences)	

5. Fill in the table below for the SAE you chose from the western region.

Author:	**State:**
SAE Title:	
What is the SAE?	
Why does this SAE interest you? (two or three sentences)	

6. What are two or three differences you notice in SAEs across the different regions?

7. What are two or three similarities you notice in SAEs across the different regions?

8. Which of these SAEs are you most interested in? Why?

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Name: _____

Part 2

Directions:

Now is your chance to choose the pathway you will be researching. First, cut out the fortune teller on the following page and fold according to the directions below. Once done, partner up and do the fortune teller activity using the directions below.

Fortune Teller Folding Directions:
If you need a visual, this video will help explain how to create a fortune teller:
https://youtu.be/CODnVX7VAZ8?feature=shared.

- **Fold Diagonally:** Fold the square paper diagonally in half to form a triangle. Open it back up and fold it diagonally the other way. When you unfold it, you should have two diagonal creases that cross in the center.
- **Fold the Corners to the Center:** With the square flat, take each corner of the paper and fold it toward the center point where the two diagonal creases meet. You should now have a smaller square shape. The writing should be face down.
- **Flip and Repeat:** Flip the paper over so the folded flaps are facing down. Again, fold each corner to the center point. You'll end up with an even smaller square.
- **Create Creases for Opening:** Fold the smaller square in half horizontally, then unfold it. Then fold it in half vertically and unfold it again. This will create creases that make it easier to manipulate the fortune teller.
- **Form the Pockets:** With the folds facing up, gently lift the paper and slip your fingers under the four flaps (pockets) created on the back side. Pinch the sides together to form a 3D shape.
- **Shape It for Use:** Once your fingers are in place, you can move the flaps back and forth by pinching and pulling with your fingers. Your fortune teller is ready!

Fortune Teller Activity Directions:

- Ask the person you're playing with to choose a number from the ones written on the top flaps of the fortune teller.
- Spell out the number or count it out to reveal new numbers.
- Choose another number and count or spell again.
- Ask the person to choose one final number and lift the flap to reveal the pathway.
- Repeat until each person has the pathway they will be researching. Write your pathway on the blank below.
- The pathway I will be researching is _____.

Example Sequence:

- The person picks "4." You spell out "F-O-U-R" while moving the fortune teller in and out.
- They see the new numbers inside and pick "7." You move the fortune teller seven times.
- Finally, they pick "5." You open up the flap for "5" and reveal the SAE pathway underneath.

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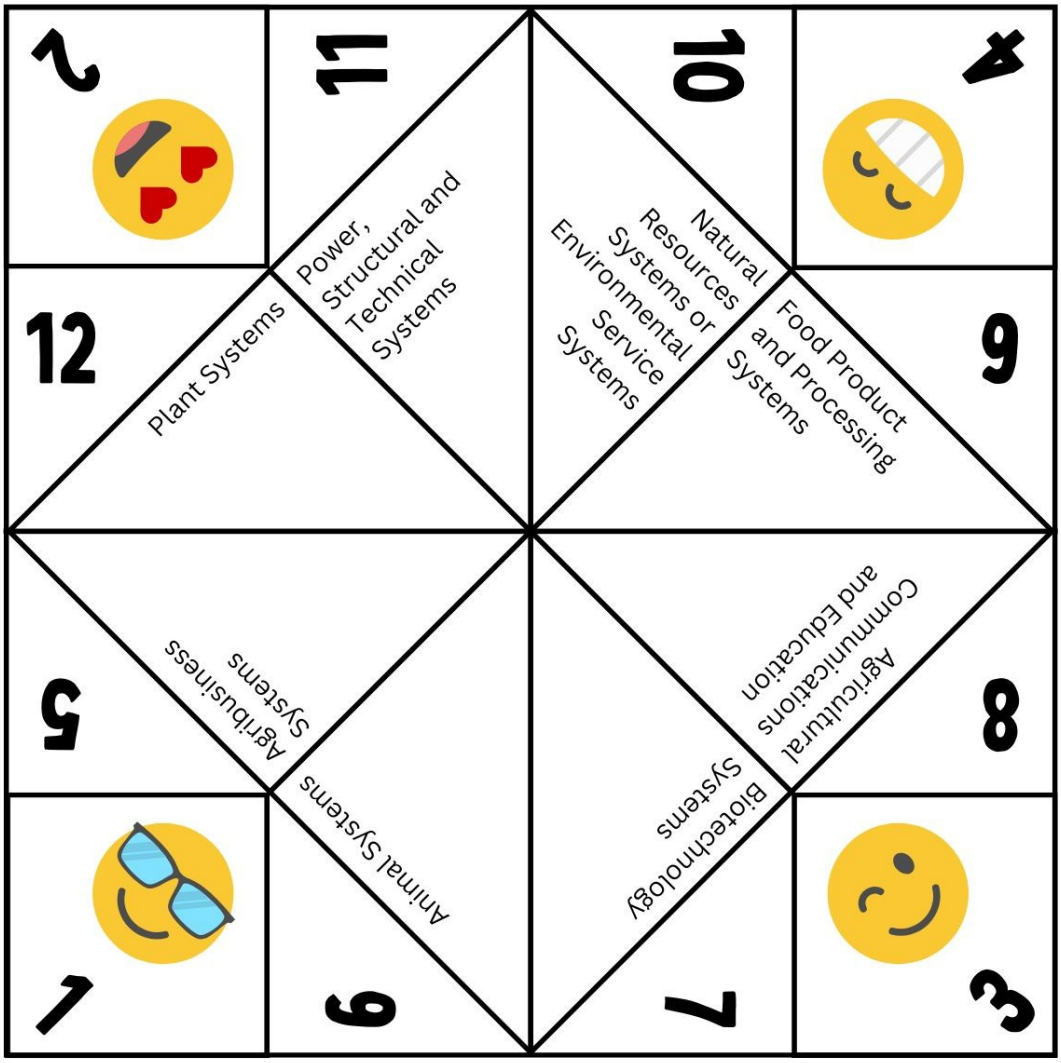
Name: _____

SAE FORTUNE TELLER



©National FFA Organization 2025

Name: _____

Part 3

Directions:

Using the pathway you were given during Part 2, you will research an SAE that fits that pathway. Utilizing the SAE Idea Cards as a resource, choose one SAE that interests you, and answer the questions below.
SAE Idea Cards: https://FFA.box.com/v/saeideacards

1. What is the name of the SAE you chose?

2. What are three activities you would do during this SAE?
   -
   -
   -

3. Why did you choose this SAE?

4. What resources would you need for this SAE?
   -
   -
   -

5. What three skills would you learn through this SAE?
   -
   -
   -

6. What are three future careers this SAE can prepare you for? Use AgExplorer.FFA.org/ to help.
   -
   -
   -

©National FFA Organization 2025

Name: _____

Part 4

Directions:

Congratulations! You have been invited to host an SAE booth in the first annual SAE Hall of Fame during National FFA Convention. Using the research you conducted in Part 3, you are going to create a mini booth to highlight your SAE. You will be constructing this in a shoebox, and your peers will be viewing your display. Sketch your ideas in the blank space below before using the materials provided by your teacher to construct your mini booth. Create your booth with color and make it eye-catching using the following guidelines.

- Name of the SAE
- Activities conducted in the SAE
- Resources needed for this SAE
- Why someone should do this SAE
- Skills gained through this SAE
- Careers this SAE prepares you for
- An interactive component to draw people into your booth (Ex. games, activities, scavenger hunt, etc.)
- Ideas for giveaways you could hand out at National FFA Convention (Ex. stickers, pins, shirts, candy, keychains, etc.)
- A minimum of four pictures

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Name: _____

Part 5

Directions:

Now is your chance to travel to all the SAE mini booths, created by your classmates, to learn more about the many SAE opportunities available to you. Visit each booth and fill in the chart below as you learn about each SAE! Make sure to fill in out one row per booth. When done, answer the discussion questions below.

SAE	Activities Conducted for That SAE	Resources Needed	Why you Should Do That SAE	Skills Gained	Future Careers

1. Which booth was your favorite and why?

2. Which SAE are you most interested in doing and why?

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NEW HORIZONS

Spring/Summer 2025
TEACHING GUIDE

ARTICLE SUMMARY

HATS OFF TO THIS ALUM!

Manor FFA alumnus Nate Jackson turned a love of cowboy hats into his dream career.

Bell Ringer

When you think of cowboys or ranchers, what is one notable thing about their attire that stands out immediately?

Discussion Questions:

1. What are the different pieces of attire or equipment that cowboys or ranchers must have when working? Why?
2. Do you feel it is okay for someone who is not a cowboy or rancher to wear a cowboy hat? Why?
3. Why do you think cowboy hats come in many different shapes, sizes and materials?

Activity:

Part 1: Have students read the article "Hats Off to This Alum!" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

Part 2: Play both videos linked on the worksheet for students to learn more about the history of the cowboy hat and its relevance today. Have students answer the questions on the worksheet as they watch the videos.

Part 3: Students will design their own cowboy hats based on what they've learned so far and the information they can learn from the Double R Hat House shaping guide. They should take into consideration the different shapes of the crown and brim and be able to explain why they chose their specific design.

FFA Tip:

Locate a cowboy hat shaper near you and invite them to an FFA meeting to give a demonstration.

SAE Tip:

SAEs are a great way to explore career interests. Have students check out AgExplorer to explore different careers they might be able to try out with an SAE. Remind students we learn from failure too, so encourage them to try something uncomfortable or that is a stretch!

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, CS.03; FFA PRECEPTS: FFA.PL-E, FFA.PG-L; COMMON CORE – WRITING: CCSS.W.9-10.2; AFNR CAREER READY PRACTICES: CRP.01, CRP.04, CRP.05, CRP.10; P21 SKILLS: GLOBAL AWARENESS, SOCIAL AND CROSS-CULTURAL SKILLS

VOCABULARY

Cowboy Hat
Shaping
Western

EXIT TICKET

What is one new thing you learned about cowboy hats?

CAREER FOCUS AREA

Animal Science
Agribusiness

RESOURCE HIGHLIGHT

Advocacy Chat with Courtenay DeHoff, https://FFA.box.com/s/72qr9ncx1aeqwioby119kukbvs-99d3l3

APPENDIX

Appendix 3: Hats Off to This Alum!

HATS OFF TO THIS ALUM!

Manor FFA Alumnus Nate Jackson turned a love of cowboy hats into his dream career. - By Jodi Helmer

Nate Jackson still remembers the moment he got his first cowboy hat. "I never wanted to take it off," he says.

In Jackson's hometown of Manor, Texas, a cowboy hat is more than a fashion statement; it's a way of life.

Jackson had an entire collection of hats by the time he graduated high school; the Manor FFA Alumnus wore them to school and in the ring to show chickens. He also worked at Double R Hat House in Elgin, Texas, while pursuing an agricultural communications and journalism degree at Texas A&M University.

"I thought [getting that job] was the coolest thing ever," Jackson says. "The excitement of getting asked to do something I was interested in and learning more about it really sparked my passion for cowboy hats."

Jackson accepted a full-time position shaping hats for Double R Hat Ranch in 2021. The process involves steaming the hat to create different shapes and styles that are based on personal preferences and work environments.

"Some people say the way a hat is shaped can tell you where a person's from," Jackson says. "You can go to West Texas and see how their hats are shaped, then go up to Saskatchewan, Canada, and see that they have a different look."

Honing His Craft

It was a passion for storytelling that made Jackson stand out in the classroom.

"He's a genuine cowboy who loves to tell stories," says Holli Leggette, associate professor of agricultural communications and journalism at Texas A&M University. "I think that's part of what makes him special."

Jackson joined Texas A&M University's Minorities in Agriculture and Natural Resources and Related Sciences (MANRRS) chapter to meet more first-generation agriculture students. He also managed the chapter's social media account and served as its vice president, further honing his communication skills.

In 2023, Jackson launched a podcast, Beneath the Hat, to highlight stories of artists, cowboys and industry leaders. His most memorable guests were Dusty Green and Ricky Guerra, modern cowboys who spend their days driving cattle on the range.

"People don't realize these guys still exist," Jackson says.

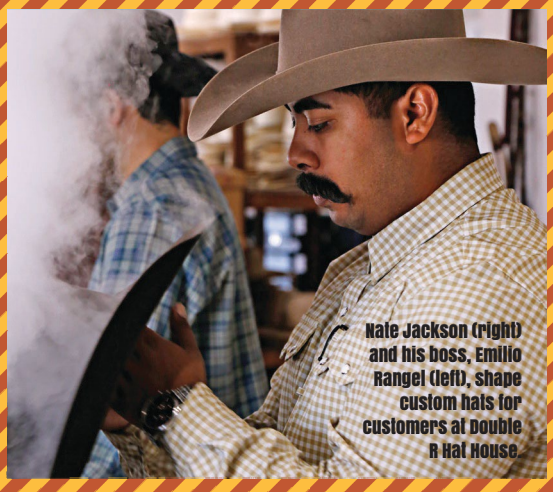
Whether it's talking with customers while shaping hats, interviewing podcast guests or sharing his own experiences, Jackson believes agriculture benefits from those who tell their stories.

"We're in a place in our society where there are so many people from all kinds of backgrounds," he says. "Everybody is different. No matter who you are or where you come from, being yourself is the best thing somebody can do."

From his FFA roots to his current role at Double R Hat House, scan this code to watch a video about how Jackson paved his own path in agriculture.

Partnership With a Purpose

Since July 2023, the National FFA Organization and MANRRS have partnered to help ensure a brighter future for generations of agriculturists to come. To learn more about MANRRS and find a collegiate chapter near you, visit MANRRS.org.



Nate Jackson (right) and his boss, Emilio Rangel (left), shape custom hats for customers at Double R Hat House.

Photography: Jordan Reynolds

Name: _____

Aligned to the following standards: CS.01; CS.03; FFA.PL-E; FFA.PG-L; CCSS.W.9-10.2; CRP.01; CRP.04; CRP.05; CRP.10

Appendix 3: Hats Off to This Alum!

Part 1

Directions:

Read the article "Hat Off to This Alum!" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. What inspired Nate's interest in cowboy hats, and how did this interest eventually shape his career?

2. How are cowboy hats viewed in Nate's hometown of Manor, Texas?

3. Name two places Nate would wear his cowboy hat:
   a.
   b.

4. What responsibility did Jackson have when he first started working at Double R Hat House, and what skill did he learn there?

Responsibility:	
Skill:	

5. Why was Nate so excited about the full-time position with Double R Hat House?

6. Explain what Nate means when he says, "the way a hat is shaped can tell you where a person's from."

7. What skill helped Nate stand out in the classroom during his time as a student at Texas A&M?

8. What two roles did Nate take on in Texas A&M University's Minorities in Agriculture and Natural Resources and Related Sciences (MANRRS) chapter?

9. What inspired Nate to start his podcast, *Beneath the Hat*, and what does he aim to accomplish through it?

10. According to Nate, why is it important for people from different backgrounds to share their stories, especially in agriculture?

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Name: _____

Part 2

Directions:

Watch both videos linked below to learn more about the history of the cowboy hat and complete the questions for each video.

Video 1: *History of the Cowboy Hat* (https://youtu.be/HNqAzyBfXe0?si=S03VHs-XOZdHcYZW)

What is the most defining staple of a cowboy's persona?	Why was a cowboy hat more than a fashion accessory to cattlemen?	Who designed the "boss of the plains" hat in 1865?
	Name two animals that are commonly used to make cowboy hats.	Describe one of the shaping modifications that cowboys did to their hats, including what they did and why.

Video 2: *A Crash Course on the History of the Cowboy Hat* — CBS Texas (https://youtu.be/-KiQzltv_kk?si=m4lLq4euIIVN8Nkm)

Why are cowboy hats so popular right now?	How far back do historians believe the cowboy hat has been used?	Name two things a cowboy hat has been used for.
	Who has been mostly responsible in the surge of cowboy hat interest and why?	Name one example of cowboy hat etiquette.

1. How do you think the design and features of the cowboy hat make it practical for a cowboy's daily work and environment today?

2. Name two ways the cowboy hat became a symbol of the identity and culture of the American West and cowboy heritage.
   -
   -

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Name: _____

Part 3

Directions:

Using the space below, you will explore different hat shapes and styles and then design your own custom cowboy hat. You must be able to explain why you chose specific characteristics in your custom design. Use the Double R Hat House hat-shaping guide (https://doublerhathouse.com/pages/hat-shapes) to help select specific shapes, including the crown and brim of the hat.

Based on the shapes, creases, and brim and crown styles found on the Double R Hat House website, determine which type of characteristics on a cowboy hat would be best for each individual described below.

1. **The Rancher**: a rancher managing livestock on a sprawling Texas ranch a. Crown needs a classic shape with three evenly spaced creases, giving it a professional yet practical appearance. b. Brim provides excellent sun protection without obstructing vision during tasks like herding or mending fences.	2. **The Rodeo Competitor**: a competitive bull rider participating in events across the Southwest a. Crown needs a high front with a deep crease running backward, giving the hat a stylish and rugged appearance. b. Brim has a pronounced roll on the sides to reduce wind resistance while riding and provide visibility during stunts.
Which crown shape would you recommend? Which brim shape would you recommend?	Which crown shape would you recommend? Which brim shape would you recommend?

Now design your own cowboy hat. This can be based on real necessities or what you feel is cool or fashionable.

Draw your hat:

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Name: _____

Which crown shape did you choose? Why?
Which brim shape did you choose? Why?
Did you design your hat more for function or fashion? Explain.
Now that you have seen examples of many shapes, how do the specific shapes and features of cowboy hats help meet practical needs of a cowboy in different environments and jobs? Give an example using a shape from the website.

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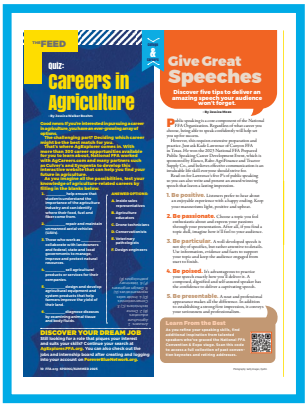
NEW
HORIZONS

Spring/Summer 2025
TEACHING GUIDE



ARTICLE SUMMARY

GIVE GREAT SPEECHES

Discover five tips to deliver an amazing speech your audience won't forget.

Bell Ringer

Describe a time you had to give a speech or speak in front of a group of people.

Discussion Questions:

1. In the future, when might you need to be able to give a speech?
2. Why is it important to learn public speaking skills now in high school?
3. What is a challenge you have faced or think you will face when giving a speech or speaking publicly?

Activity:

Part 1: Have students read the article "Give Great Speeches" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

Part 2: Students will watch a video of a speech to analyze using the "Five P's" from the article. They can either choose a keynote speech or retiring address from the National FFA video center or another speech online. While watching the video, students will complete the speech analysis chart and answer discussion questions.

FFA Tip:

Host a speech contest in your FFA chapter for members to write and deliver a speech of their own.

SAE Tip:

Many SAEs and careers require speaking and communication skills. Have students research what communication skills are needed for their SAEs or career interests? They should reflect on how they could use these tips to improve.

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-F, FFA.PG-I, FFA.CS-M, FFA.CS-N; COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.1, CCSS.RI.9-10.6; COMMON CORE – WRITING: CCSS.W.9-10.1, CCSS.W.9-10.9; COMMON CORE - SPEAKING AND LISTENING: CCSS.SL.9-10.2; COMMON CORE LANGUAGE: CCSS.L.9-10.6; AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.06, CRP.07; P21 SKILLS: COMMUNICATION; CRITICAL THINKING AND PROBLEM SOLVING; INFORMATION, COMMUNICATIONS AND TECHNOLOGY LITERACY; PRODUCTIVITY AND ACCOUNTABILITY; THINK CREATIVELY

VOCABULARY

Public Speaking
Speech

EXIT TICKET

What is one of the "Five P's" that you feel confident with? And what is one that you want to improve?

CAREER FOCUS AREA

Agricultural Communications
Agricultural Education

RESOURCE HIGHLIGHT

Speaking LDEs Classroom Resource, https://FFA.box.com/s/wy0glj4ywzfm52b8jhjteozw6uimc-mga

APPENDIX

Appendix 4: Give Great Speeches

College & Careers

Quiz:

Careers in Agriculture

– By Jessica Walker Boehm

Good news: If you're interested in pursuing a career in agriculture, you have an ever-growing array of options.

The challenging part? Deciding which career might be the best match for you.

That's where AgExplorer comes in. With more than 300 career opportunities available for you to learn about, National FFA worked with AgCareers.com and many partners such as Culver's and Syngenta to develop this interactive website that can help you find your future in agriculture.

As you imagine all the possibilities, test your knowledge of agriculture-related careers by filling in the blanks below.

1. _____ help ensure that students understand the importance of the agriculture industry and can identify where their food, fuel and fiber come from.
2. _____ repair and maintain unmanned aerial vehicles (UAVs).
3. Those who work as _____ collaborate with landowners and federal, state and local governments to manage, improve and protect natural resources.
4. _____ sell agricultural products or services for their companies.
5. _____ design and develop agricultural equipment and system products that help farmers improve the yield of their land.
6. _____ diagnose diseases by examining animal tissue and body fluids.

ANSWER OPTIONS:

A. Inside sales representatives

B. Agriculture educators

C. Drone technicians

D. Conservationists

E. Veterinary pathologists

F. Design engineers

Answers: 1. Agriculture educators (B) 2. Drone technicians (C) 3. Conservationists (D) 4. Inside sales representatives (A) 5. Design engineers (F) 6. Veterinary pathologists (E)

DISCOVER YOUR DREAM JOB

Still looking for a role that piques your interest and suits your skills? Continue your search at **AgExplorer.FFA.org.** You can also check out the jobs and internship board after creating and logging into your account on **ForeverBlueNetwork.org.**

Give Great Speeches

Discover five tips to deliver an amazing speech your audience won't forget.

– By Jessica Mozo

Public speaking is a core component of the National FFA Organization. Regardless of what career you choose, being able to speak confidently will help set you up for success.

However, this requires extensive preparation and practice. Just ask Kade Lawrence of Canyon FFA in Texas. He won the 2023 National FFA Prepared Public Speaking Career Development Event, which is sponsored by Elanco, Rabo AgriFinance and Tractor Supply Co., and believes effective communication is an invaluable life skill everyone should strive for.

Read on for Lawrence's five P's of public speaking so you can also write and present an award-winning speech that leaves a lasting impression.

1. Be positive. Listeners prefer to hear about an enjoyable experience with a happy ending. Keep your mannerisms light, positive and upbeat.

2. Be passionate. Choose a topic you feel enthusiastic about and express your passions through your presentation. After all, if you find a topic dull, imagine how it'll feel to your audience.

3. Be particular. A well-developed speech is not shy of specifics, but rather attentive to details. Use information, evidence and facts to support your topic and keep the audience engaged from start to finish.

4. Be poised. It's advantageous to practice your speech exactly how you'll deliver it. A composed, dignified and self-assured speaker has the confidence to deliver a captivating speech.

5. Be presentable. A neat and professional appearance makes all the difference. In addition to establishing a strong first impression, it conveys your seriousness and professionalism.

Learn From the Best

As you refine your speaking skills, find additional inspiration from talented speakers who've graced the National FFA Convention & Expo stage. Scan this code to access a full collection of past convention keynotes and retiring addresses.

Photography: Getty Images, EyeEm

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.1; CCSS.RI.9-10.6; CCSS.W.9-10.1; CCSS.W.9-10.9; CCSS.SL.9-10.2; CCSS.L.9-10.6; CRP.02; CRP.04; CRP.06; CRP.07

Appendix 4: Give Great Speeches

Part 1

Directions:

Read the article "Give Great Speeches" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. Why is public speaking considered an important skill according to the National FFA Organization?

2. Who is Kade Lawrence, and what achievement is he known for?

3. What does "be positive" mean in the context of delivering a speech?

4. Why is it important to choose a topic you are passionate about when preparing a speech?

5. How does being "particular" improve the quality of a speech?

6. What does it mean to "be poised" when delivering a speech, and why is it valuable?

7. How does one's appearance, or being "presentable," impact a speech's reception?

8. According to the article, why is extensive preparation necessary for successful public speaking?

9. What resources are suggested in the text to help students find inspiration from experienced speakers?

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Name: _____

Part 2

Directions:

Using the collection of past convention keynotes and retiring addresses from the QR code in the article (FFA.org/ffa-video-center/convention-keynotes-and-retiring-addresses/) or another speech you find online, complete the following to analyze the selected speech.

Name of speech and speaker: _____

BE POSITIVE	
1. How did the speaker's tone and body language contribute to a positive delivery? Give specific examples of gestures, expressions, word choices, etc.	
2. How did the speaker maintain an optimistic or encouraging approach throughout the speech? Explain how this impacted your engagement with the speech.	
BE PASSIONATE	
3. What elements of the speech show the speaker's enthusiasm for the topic? Think of their passion and emotion during the speech.	
4. How did the speaker's passion affect your perception of the topic?	
BE PARTICULAR	
5. How effectively did the speaker use specific details, facts or examples to support the main points? List two examples and describe their impact.	
6. Name one thing that could have made the message of the speech stronger.	

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Name: _____

BE POISED	
7. Describe one instance when the speaker appeared confident and composed during their delivery.	
8. Name two ways the speaker could improve their body language or poise to enhance their delivery.	
BE PRESENTABLE	
9. How did the speaker's appearance (such as attire, grooming, posture) contribute to the overall professionalism of the speech?	
10. In what ways did the speaker's presentation style enhance or detract from their credibility? Explain.	

11. What challenges do you think the presenter faced while creating the speech and incorporating the Five P's?

12. How do you think these strategies could help you in a future presentation?

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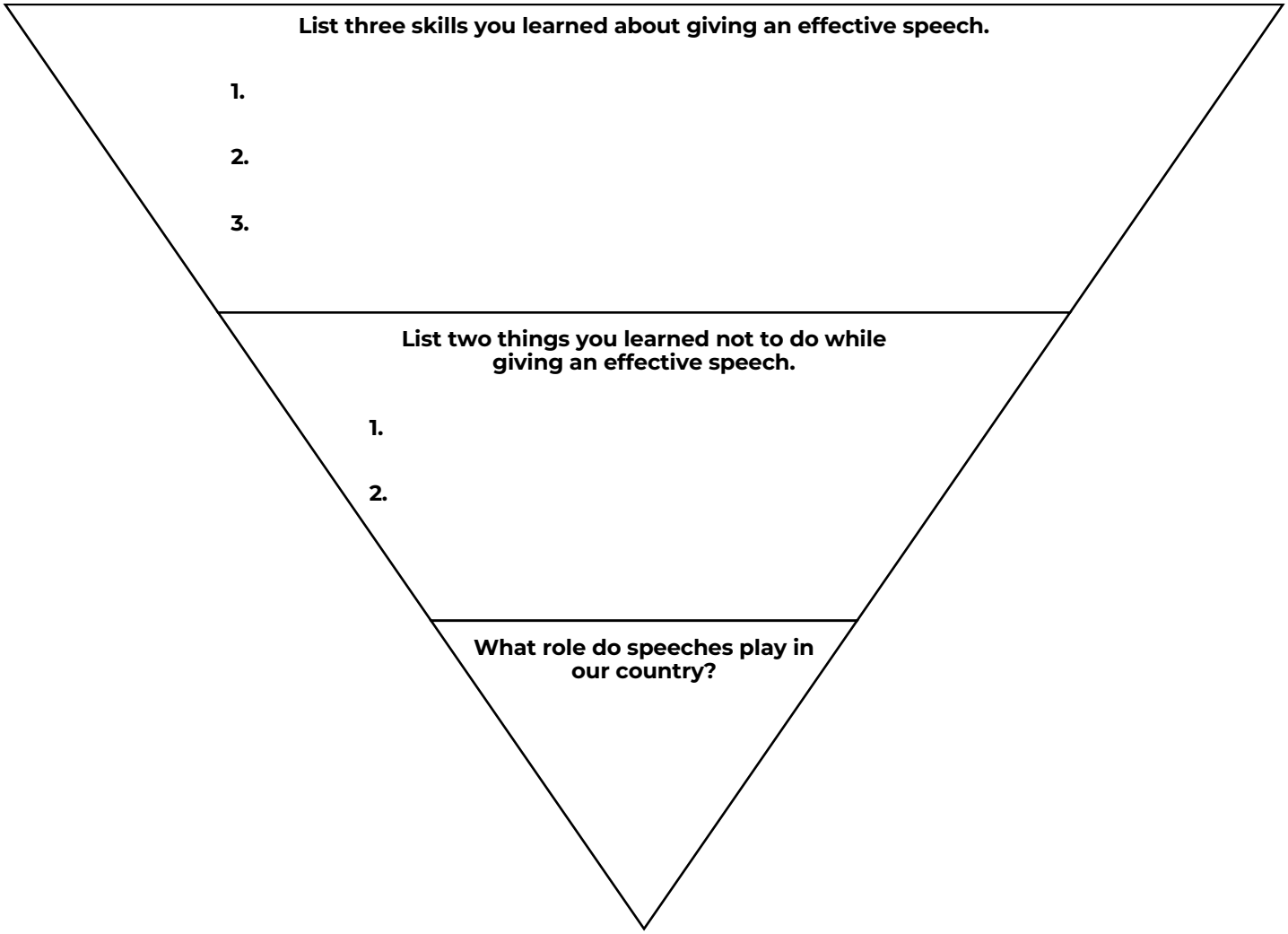
Name: _____

Use the chart below to reflect on what you've learned.



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NEW
HORIZONS

Spring/Summer 2025
TEACHING GUIDE

THE FEED

Make48 Competitors Convert Ideas Into Solutions

Students nationwide are addressing real-life problems through this one-of-a-kind, inventive-based competition.

ADVOCATING FOR AGRICULTURE

Raylynn Kubik, the 2024 Teen Miss Princess of America, uses her social platform to share her passions, and educate others about the industry.

Top Notch Communicators

ARTICLE SUMMARY

ADVOCATING FOR AGRICULTURE

Raylynn Kubik, the 2024 Teen Miss Princess of America, uses her social platform to share her passions and educate others about the agriculture industry.

Bell Ringer

Why do you think advocating for agriculture is important?

Discussion Questions:

1. What is advocacy?
2. Why do you think there is a lack of knowledge about agriculture?
3. How can you advocate in your community?

Activity:

Part 1: Have students read the article "Advocating for Agriculture" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the activity sheet.

Part 2: Students will create a lesson plan to take on the role of being an agriculture advocate. The lesson plan should be engaging and age-appropriate while also increasing young learners' understanding of agriculture's role in their daily lives.

FFA Tip:

Encourage students to teach their lesson plans to young students interested in agriculture. Reach out to elementary schools near you or invite them to a chapter meeting.

SAE Tip:

Have students develop a 30-second "elevator speech" to inform people about three different aspects of agriculture and/or natural resources in their SAEs that impact people's lives.

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA. PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-P.; COMMON CORE – WRITING: CCSS.ELA.W.9-10.2; CCSS.ELA.W.0-10.4; COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.6; 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

VOCABULARY

Advocate
Agricultural Literacy
Literacy

EXIT TICKET

Share two ways you will advocate for agriculture.

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

Ag Literacy and Advocacy, https://FFA.box.com/s/zkekmb975bo8irzpjrxados9rc16h0kr

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APPENDIX

Appendix 5: Advocating for Agriculture

College & Careers

Make48 Competitors Convert Ideas Into Solutions

Each year, FFA members represent their chapters by competing in National FFA Career and Leadership Development Events. Brady Boulton, Claire Erselius, Luke Erselius and Broox Stockman of the Montezuma FFA Chapter in Iowa were named the 2024 National FFA Agricultural Communications CDE team event winners. As part of the event, they wrote a feature story about a designated topic during the 97th National FFA Convention & Expo. Here's a section of that piece, edited for FFA New Horizons.

Students nationwide are addressing real-life problems through this one-of-a-kind, invention-based competition.

– By Brady Boulton

With access to cutting-edge resources and industry experts, Make48 Innovation experience participants are cultivating critical skills and gaining valuable experiences — all during a two-day competition.

After a Make48 corporate representative presents the event's challenge, participating teams collaborate to create a physical prototype, sales sheet and one-minute pitch that's presented to a panel of judges. A winning team, which receives $2,000 and a custom trophy, is then selected based on the product's relevance to the challenge's solutions and real-world applications.

Make48 founders are also currently developing a classroom curriculum for students and teachers, including those involved in FFA, throughout the country. This curriculum will use a bracket-style format to involve 128 participating schools, with the top 32 teams advancing and earning a spot to be featured in the Make48 television documentary series.

"We're tapping into the future workforce big-time," says Make48 CEO and Co-Founder Tom Gray.

To sign up for the Make48 curriculum or learn more about the two-day competitions, visit **Make48.com** or follow @GOMAKE48 on social media.

Top-Notch Communicators

Ready to see where the agricultural communications CDE can take you? Scan this code to learn more about the national competition.

ADVOCATING FOR AGRICULTURE

Raylynn Kubik, the 2024 Teen Miss Princess of America, uses her social platform to share her passions and educate others about the industry. **– By Taleen Hanna**

Growing up on her family's cow-calf ranch in Oklahoma means Newkirk FFA member Raylynn Kubik is surrounded by agriculture.

In addition to showing cattle and being active in FFA, she's serving as the 2024 Teen Miss Princess of America. Her platform for her year of service, called The Little Sprout, focuses on agricultural education and literacy.

She says young students are excited to learn about agriculture through books. "It really sticks out to me, seeing their faces light up," she adds. "I'm hoping to inspire efforts one little sprout at a time."

Kubik read to 12 classrooms during Read Across America Week in March 2024, and she continues visiting schools to spread her love and passion for agriculture.

"I've seen the struggles and lack of knowledge about agriculture that people have," she says. "Many don't know where their food comes from, and I love to share that with everyone."

One particular fact she loves to share is that Oklahoma is one of seven states that is home to more cattle than people.

"They're never expecting that, and it's something I find so heartwarming," Kubik says. "I'm able to share with them that this industry is feeding and clothing our nation, which is something to be proud of."

Love to advocate? If so, Kubik encourages you to research your community's strengths in agriculture and share these with everyone you meet.

"We can tell everyone about the wonderful benefits we have in our backyards," she says.

Raylynn Kubik wears her state costume and represents Oklahoma during the 2024 Teen Miss Princess of America competition.

Photography: Eva Flis Photography

Name: _____

Aligned to the following standards: FFA. PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-P;CCSS.ELA.W.9-10.2; CCSS.ELA.W.0-10.4; CCSS.ELA.SL.9-10.6; CCSS.ELA.L.9-10.6; CRP.02; CRP.04; CRP.08.

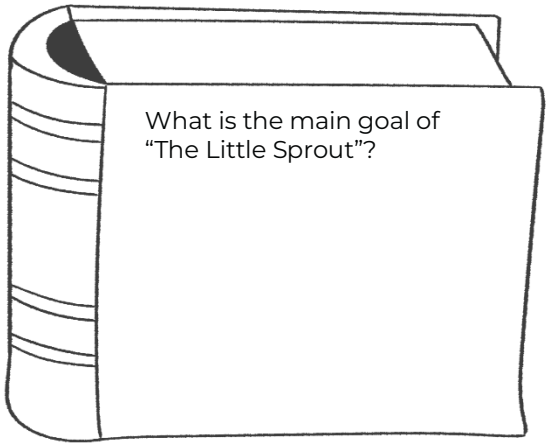
Appendix 5: Advocating for Agriculture

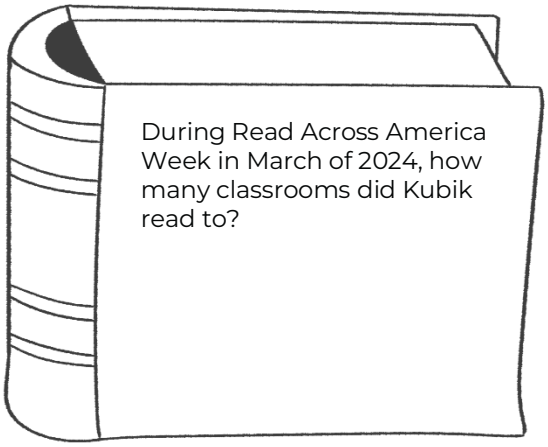
Part 1

Directions:

Read the article "Advocating for Agriculture" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. In the space below, draw the type of ranch that Raylynn Kubik grew up on.

2. 

3. 

4. What is one issue that Kubik addresses through her advocacy work in agriculture?

5. What surprising fact about Oklahoma does Kubik enjoy sharing with others?

6. List two things that the agriculture industry is currently doing to help our nation.
   -
   -

7. How does Kubik encourage others to advocate for agriculture within their communities?

8. Why do you think advocacy is important? If there were no one advocating for different causes or topics, what do you think would happen?

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Name: _____

Part 2

Directions:

Agricultural literacy is important because it helps people understand the value of agriculture and how it impacts their lives, the environment and the economy. For this activity, you are going to create a lesson plan for an elementary class that will help guide you in creating a student activity in Part 3. Additional resources and topic ideas are linked at the bottom of the table.

<table>
<tr><td colspan="2">Lesson Title/ Topic:</td><td>Grade: 1-5</td><td>Date:</td></tr>
<tr><td colspan="4">Subject:</td></tr>
<tr><td>Central Focus</td><td colspan="3">1. What is the central focus for the material covered in this lesson?</td></tr>
<tr><td>State Content Standards</td><td colspan="3">Each state's Department of Education (DOE) website typically provides resources related to the educational standards in place for each grade level and subject area.

Example: AFNR CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.</td></tr>
<tr><td>Learning Objectives</td><td colspan="3">After completing these activities students will be able to ...
• Example: Identify how agriculture impacts their daily lives.
•
•</td></tr>
<tr><td colspan="4">Assessment: Describe how you will assess students' knowledge.</td></tr>
<tr><td>Type of Assessment (informal or formal)

Description of the Assessment</td><td colspan="2">Informal assessments (classroom observations, exit slips, quick quizzes, questioning during instruction, etc.)</td><td>Formal assessments (tests, exams, etc.)</td></tr>
<tr><td colspan="4">Instructional Strategies and Learning Tasks: Describe specifically what you and the students will be doing.</td></tr>
<tr><td>How are you going to start your lesson to get students excited about the topic?</td><td colspan="3"></td></tr>
<tr><td>Explain how you will introduce and develop students' understanding of the lesson objectives.</td><td colspan="3"></td></tr>
<tr><td>What are three to five vocabulary words students need to understand?

How will you teach these?</td><td colspan="3"></td></tr>
<tr><td>Describe how you will adapt the lesson to meet the needs of students with different learning styles and abilities.</td><td colspan="3"></td></tr>
</table>

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Name: _____

Describe how you will assess if students are learning objectives throughout your instruction.	
Closure: Explain how you will you end the lesson. Include what assessments or activities (exit tickets) will be used as the lesson ends.	
Materials: List the materials, resources, equipment and technology needed for this lesson. Detail what is used by the teacher and what students will use.	Teacher Materials: Student Materials:
Resources: Include a list of reference websites or additional sources used in this lesson.	
Space for Planning: Use this space to brainstorm for your student activity in Part 3. Use the questions below to guide your planning. What questions will you ask? What hands-on activity will you create? What visuals will you use? Are they working in small groups or individually?	
Resources to Help With Lesson Planning:	iCEV, What Is a Lesson Plan, and How Do You Make One? https://www.icevonline.com/blog/what-is-a-lesson-plan Mrs. Folkenberg edTPA Lesson Plan Example, https://mrsfolkenberg.weebly.com/uploads/2/5/6/0/25609637/learning_segment_.pdf Stanford University | TeachingWriting — Planning Class Activities, https://teachingwriting.stanford.edu/teaching/planning-class-activities University of Michigan, Sample Lesson Plan, https://crlt.umich.edu/sites/default/files/instructor_resources/sample_lesson_plans.pdf

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Name: _____

	University of Michiagn, Stiliana Milkova Center for Research on Learning and Teaching, https://crlt.umich.edu/gsis/p2_5 Yale University, Center for Teaching and Learning | Examples of Active Learning Activities, https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/section_activities_1.pdf.
Topic Ideas:	Where food comes from, parts of a plant, what plants need to grow, careers in agriculture, pollinators, farm animals, etc.

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Name: _____

Part 3

Directions:

After completing your lesson plan in Part 2, use the space below to craft your student worksheet. Please include any additional materials used in your lesson, including presentation materials, visuals and assessments. As a reminder, think about what questions you will ask, what hands-on activity you will create and what visuals you will use, and determine if students are working in small groups or individually.

After completing your lesson planning, please answer the questions below.

1. What role does teaching have in advocacy?
2. What challenges do you think exist in educating people about agriculture today?
3. What was your biggest challenge in executing your lesson?

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NEW HORIZONS

Spring/Summer 2025

TEACHING GUIDE

ARTICLE SUMMARY

FFA MOMENT: 1953 AND 1965

Learn more about the long-lasting implications of the 1965 merger of the New Farmers of America (NFA) and Future Farmers of America (FFA).

Bell Ringer

How do you like to preserve personal memories?

Discussion Questions:

1. Why is preservation of history important?
2. What were the benefits and challenges of the NFA and FFA merger?
3. How might agricultural education be different today if the merger did not happen in 1965?

Activity:

Part 1: Have students read the article "FFA Moment: 1953 and 1965" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the activity sheet.

Part 2: Have students read more about the NFA and the lasting implications of the merger with FFA using this link FFA.org/the-feed/recapturing-a-lost-culture/ and then answer the questions on the activity sheet.

Part 3: Students will conduct research using the North Carolina Agricultural and Technical State University archives (https://digital.library.ncat.edu/nfa/) to complete the activity. They will explore documents, photos and records that fit each scenario.

FFA Tip:

Encourage members to research and share stories about the NFA's impact through chapter newsletters or displays.

SAE Tip:

Have students research what NFA called SAEs and the awards they offered based on those projects. Have students answer this question: What ideas for SAEs did you gain from this research?

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

VOCABULARY

Archives
Civil Rights Act of 1964
Legacy
Merger
Preservation

EXIT TICKET

Share two things you learned through your research about NFA. Share one question you still have.

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

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

REFERENCES

Recapturing a Lost Culture, FFA.org/the-feed/recapturing-a-lost-culture/
North Carolina Agricultural and Technical State University, F.D. Bluford Library, https://digital.library.ncat.edu/nfa/

APPENDIX

Appendix 6: FFA Moment: 1953 and 1965

National NFA President Adolphus Pinson (right) exchanges his NFA jacket for an FFA jacket from National FFA President Kenneth Kennedy (left) during the 1965 merger ceremony.

SHINING LIGHT ON A STORIED HISTORY

Scholars nationwide are committed to preserving the history of NFA and recognizing its historical significance. Scan this code to access a full collection of digitized archives created by students and faculty at North Carolina Agricultural and Technical State University.

FFA Moment

1935 & 1965

Ninety years ago, the New Farmers of America (NFA) was founded at the Tuskegee Institute in Alabama, and David Simmons was elected as the first national NFA president. Designed to provide leadership opportunities for Black agriculture students, this organization's roots were shaped by influential educator, author and civil rights leader Booker T. Washington.

After its founding in 1935, NFA grew to 1,004 chapters in 12 states and more than 50,000 members before it was brought under the authority of the U.S. Department of Education in 1941. In 1964, President Lyndon B. Johnson signed the Civil Rights Act of 1964 into law. One year later, in 1965, NFA merged with the Future Farmers of America (now known as the National FFA Organization).

As our organization continues to evolve and look toward the future, it's important to reflect on where we've been and the actions, decisions and moments that shaped where we are today. Scan this code to learn more about NFA and the lasting impact of its merger with FFA.

Photography: Courtesy of IUPUI Ruth Lilly Special Collections and Archives

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 6: FFA Moment: 1935 and 1965

Part 1

Directions:

Read the article "FFA Moment: 1935 and 1965" in the Spring/Summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. Where was the New Farmers of America (NFA) founded?

2. Who was elected as the first national NFA president?

3. Who was the organization shaped and influenced by?

NFA members show beef cattle at North Carolina Agricultural and Technical State University (c. 1950).

4. How many chapters and members did the NFA grow to before coming under the authority of the U.S. Department of Education in 1941?

5. What significant legislative act was signed into law by President Lyndon B. Johnson?

6. What year did the NFA merge with the Future Farmers of America (now known as the National FFA Organization)?

7. How are scholars and students contributing to the preservation of the historical significance of the NFA today?

An NFA member gathers eggs as part of his poultry supervised farming practice.

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Name: _____

Part 2

Directions:

To learn more about NFA and the lasting implications of its merger with FFA, use this link https://www.ffa.org/the-feed/recapturing-a-lost-culture/ to answer the questions below.

1. After reading the section "Understand the History," write a five-sentence summary of what you learned.

Four members of the North Carolina Association of New Farmers of America (NFA) attend state convention (c. 1950).

2. Create a timeline, with at least four dates from the section "Understand the Journey." Explain the significance of each date you selected.

NFA National Board of Trustees in 1956

3. Share three losses the NFA experienced with desegregation and the NFA/FFA merger.

-
-
-

4. How can you take action and preserve NFA culture?

5. Why is preserving the history of the NFA important?

6. What are two things you learned about the NFA?

An NFA member and member of the Logan Boar Association from Concord, N.C., shows his boar as a part of his swine project in 1941.

©National FFA Organization 2025

Name: _____

Part 3

Directions:

It's your turn to research and commit to preserving the history of NFA by recognizing its historical significance. Use the following link to access a full collection of digitized archives created by students and faculty at North Carolina Agricultural and Technical State University: https://digital.library.ncat.edu/nfa/. You will create a historical book around the prompts below using the link provided. You can find the answers by exploring the documents, photos and records in the archives. To create your book, you will need printer paper, folded in half and stapled at the edge. **On the last page of your book, please answer the two questions listed at the bottom of the page.**

Find a document that references the year the NFA was founded. What year was it established, and where was the first meeting held?	Find a photo in the archives that stands out to you. Describe the photo and its historical significance.	Locate a document or photo that displays the NFA emblem. How does the emblem reflect the values and mission of the organization?
Find a document highlighting a major event in NFA history. Summarize the event in two or three sentences.	Identify a specific chapter or school featured in the archives. Share one interesting fact or accomplishment about this chapter.	Find a document or article referencing the merger of the NFA and FFA. What year did the merger happen, and why was it significant?
Find a document highlighting a major event in NFA history. Summarize the event in two or three sentences.	Identify at least one key leader in the NFA mentioned in the archives. What role did they serve, and what is their legacy?	Find a letter that was exchanged between two people. Share the contents of the letter and its historical significance.

1. What did you learn about the history of the NFA and its significance within agricultural education?
2. What steps can your chapter take to ensure you are preserving the history of your chapter?

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NEW
HORIZONS

Spring/Summer 2025
TEACHING GUIDE

ARTICLE SUMMARY

CULTIVATE A CAREER IN AGRICULTURE

Explore these five pathways to see what your future could look like — and how FFA can help you get there.

Bell Ringer

List as many agricultural careers as you can in one minute.

Discussion Questions:

1. What career do you have in mind for yourself? How did you pick that?
2. In what ways can you begin preparing for your career while you're still in school?
3. How can others help you in your journey to select and prepare for a career?

Activity:

Part 1: Read the article "Cultivate a Career in Agriculture" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

Part 2: Pick two of the focus areas on AgExplorer.FFA.org not represented in the article and complete the information tables about each focus area. Students may also use the additional resources listed on the student activity sheet to help them complete each table.

Part 3: Use the template on the student activity sheet to create a plan to begin to prepare for a career while still in school. Students may choose any career they are interested in and answer each of the questions on the activity sheet.

FFA Tip:

Encourage students to participate in the many different career and leadership developments (CDEs/LDEs) to develop both their technical and employability skills.

SAE Tip:

Have students research what SAEs they could do to prepare them for the careers discussed in the article.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.05; FFA PRECEPTS: FFA.PL-A., FFA.PL-C., FFA.PL-E., FFA.PG-I.; COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2; COMMON CORE – WRITING: CCSS.ELA.W.9-10.2; COMMON CAREER TECHNICAL CORE: AG5 ; AFNR CAREER READY PRACTICES: CRP.04., CRP.07., CRP.10., CRP.11; NASDCTEC-STATE DIRECTORS (CAREER CLUSTERS): AGC09.02; P21 SKILLS: COMMUNICATION, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY

VOCABULARY

Aspirations
Career Pathway
Interdisciplinary
Internship
Job Shadow

EXIT TICKET

What do you think should be your first (or next) step in preparing for the career you want?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

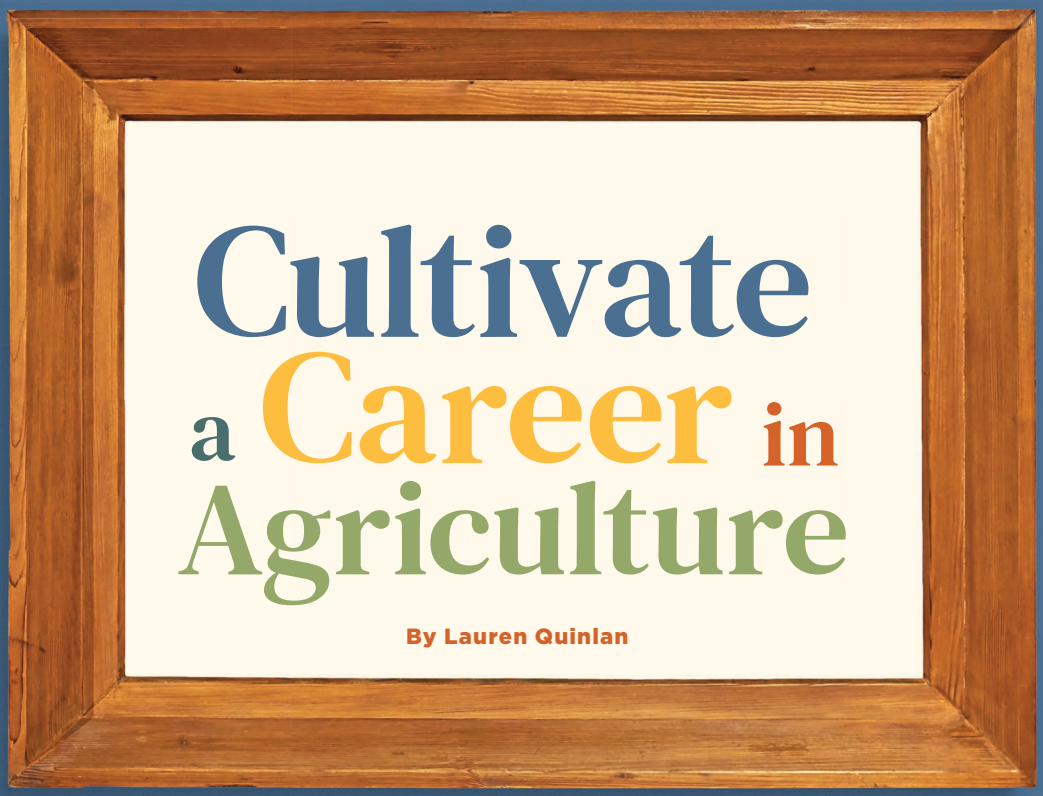
AgExplorer: AgExplorer.FFA.org
Employment Skills LDE Classroom Resource: https://FFA.box.com/s/m8kzzy2wrmjtsis4x-4uqosn1ws3wga7y

REFERENCES

AgExplorer: AgExplorer.FFA.org
AgCareers.com: https://www.agcareers.com/
FFA Career and Leadership Development Events: FFA.org/participate/cde-lde/
SAE Idea Cards: https://FFA.box.com/v/saeide-acards
FFA Proficiency Awards: FFA.org/participate/awards/proficiencies/

APPENDIX

Appendix 7: Cultivate a Career in Agriculture



Cultivate a Career in Agriculture

By Lauren Quinlan

EXPLORE THESE FIVE PATHWAYS TO SEE WHAT YOUR FUTURE COULD LOOK LIKE — AND HOW FFA CAN HELP YOU GET THERE.

At some point in your life, chances are someone has asked, "What do you want to be when you grow up?" With all kinds of possibilities available, it's OK if answering (or even thinking about) this question is overwhelming. It's also possible your aspirations have shifted as you've broadened your horizons through new experiences.

However, determining your next step doesn't have to be difficult. Start by identifying where your passions and interests lie. From there, you can narrow your focus and find opportunities, such as an FFA competition, college major or career path, that align with what you like to do.

There's also great value to be found in connecting with people who can guide, support and encourage your journey.

As you start or continue your search, meet five FFA alums who have found success in each of the top five career pathways in agriculture, according to data pulled from AgCareers.com and AgExplorer. Although their backgrounds and experiences differ, they all share a common thread: FFA helped them find their futures in agriculture. Read on to see how this could be the case for you, too.

AGRICULTURAL BUSINESS PATHWAY

CONNECT BUSINESS WITH FOOD AND AGRICULTURE.

CARA CRYE WRIGHT

PRESIDENT AND CHIEF EXECUTIVE OFFICER, FARM SUPPLY

When Cara Crye Wright began working on the sales team at Farm Supply, a farmer-owned cooperative with five locations on the central coast, as a college student in 1996, she didn't know this opportunity would one day lead to a full-time career — but it did.

After graduating from California Polytechnic State University with a degree in agricultural science and minors in agricultural business and agricultural communications, the Morro Bay FFA Alumna and 1995-96 California FFA state reporter began working as the cooperative's marketing coordinator. She was later promoted to vice president of communications and became Farm Supply's first female president and CEO in 2017.

In this role, Wright applies the skills she gained in FFA — team building, communication and problem solving, to name a few — as she oversees more than 125 employees and manages the cooperative's facilities, community outreach efforts and daily operations.

"I have the privilege of supporting my team through challenges and wins," says Wright, who also received an American FFA Degree. ***"The confidence I gained in FFA is invaluable, and it's contributed to my ability to speak clearly and professionally in a meeting or an event in front of hundreds of people."***

For those interested in an agricultural business career, Wright's advice is simple: The industry needs you.

"There are so many opportunities in this field, and we need smart leaders now more than ever," she says. "As our society continues to become more removed from understanding where its food comes from, the challenges our industry faces on a daily basis increase and there becomes a greater need to feed, educate and advocate around the world."

APPLY YOURSELF

EDUCATIONAL OPTIONS:

- Accounting technology
- Agricultural and applied economics
- Agricultural communications
- Business administration
- Farm and ranch management

CAREER CONSIDERATIONS:

- Account manager
- Agriculture lawyer
- Digital marketing specialist
- Logistics specialist
- Sales agronomist

POTENTIAL SAES AND PROFICIENCIES:

- Agricultural Sales
- Diversified Agricultural Production
- Specialty Animal or Crop Production

COMPETITIVE EVENTS TO TRY:

- Agronomy CDE
- Livestock Evaluation CDE
- Marketing Plan CDE

Photography: Kaylee Brooks, Farm Supply; Getty Images, Issarawat Tattong, Tomekbudujedomek

TECHNOLOGY PATHWAY

USE TECHNOLOGY TO INCREASE EFFICIENCY AND PROFITABILITY.

SHEILA (WENINGER) JAECKEL

PRECISION AGRICULTURE CONSULTANT, BALLWEG IMPLEMENT

Reflecting on her time as a Hartford FFA member in Wisconsin, Sheila (Weninger) Jaeckel says there isn't one experience that stands out to her the most. Rather, everything she participated in, including competitive events, conferences and the National FFA Talent and Chorus programs, positively influenced the direction of her chosen career path.

"Additionally, being a chapter officer taught me how to work with others and delegate tasks," Jaeckel says. "I also learned about planning and organizing through helping with various events, and the knowledge I gained through my Supervised Agricultural Experience in goat production helped me understand the importance of budgeting."

Jaeckel attended Fox Valley Technical College, where she completed an associate's degree in agribusiness science and technology with a focus on agronomy, and earned a technical diploma as a precision agriculture technician. She then completed a bachelor's degree in organizational leadership with an emphasis in applied communications from the University of Green Bay.

"I highly recommend trying out a career path through an internship or job shadowing experience," Jaeckel says. "For me, this was a great way to gain real-world experience and see what it was like working with different farmers and types of equipment."

Jaeckel's favorite part of her current job is that no two days at Ballweg Implement are the same. Sometimes she's in the office, helping farmers troubleshoot over the phone, while others include traveling to the field or shop to work with them face to face.

"I love seeing people's reactions when they learn how to use new technology for the first time," she adds. "Whether it's a big or small change, it's rewarding to see how amazed they are by what it can do for their operation."

APPLY YOURSELF

EDUCATIONAL OPTIONS:

- Agricultural systems technology
- Computer science
- Cyber security
- Industrial technology
- Information technology

CAREER CONSIDERATIONS:

- Agricultural engineer
- Integrated solutions consultant
- Precision agriculture specialist
- Software developer
- Technology strategist

POTENTIAL SAES AND PROFICIENCIES:

- Agriscience Research
- Agricultural Mechanics
- Agricultural Services

COMPETITIVE EVENTS TO TRY:

- Food Science and Technology CDE
- Agricultural Technology and Mechanical Systems CDE
- Meats Evaluation and Technology CDE

Photography: Courtesy of Sheila Jaeckel, Brock Vetick; Getty Images, Tomekbudujedomek

APPLY YOURSELF

EDUCATIONAL OPTIONS:

- Environmental science
- Food science
- International agriculture
- Natural resources ecology and management
- Plant and soil sciences

CAREER CONSIDERATIONS:

- Aquaculturist
- Community/urban farmer
- Environmental engineer
- Renewable energy specialist
- Wildlife biologist

POTENTIAL SAES AND PROFICIENCIES:

- Environmental Sciences and Natural Resources Management
- Landscape management
- Wildlife Production and Management

COMPETITIVE EVENTS TO TRY:

- Agricultural Issues Forum LDE
- Environmental and Natural Resources CDE
- Forestry CDE

SUSTAINABILITY PATHWAY

BALANCE ECONOMIC CONCERNS AND ENVIRONMENTAL IMPACT.

BROCK VETICK
INNOVATION AND SUSTAINABILITY SPECIALIST, SETTJE AGRI-SERVICES AND ENGINEERING

Although Brock Vetick knew he wanted to pursue a career rooted in agriculture, he never imagined he'd find himself working in the sustainability sector.

"I love the breadth of my job and working with people in rural communities," Vetick says. ***"The word 'sustainability' can mean something different to everyone, but there's certainly a place for those who are interested in this field."***

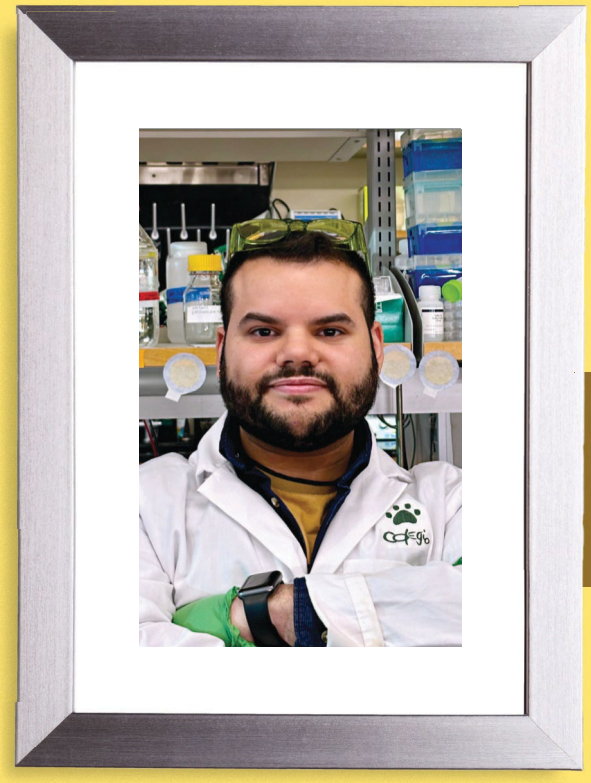
Taking advantage of opportunities he was presented with as a Lyons-Decatur Northeast FFA member in Nebraska, in addition to serving as a 2017-18 Nebraska FFA state vice president, helped Vetick branch outside of his comfort zone and strengthen his skill set.

"I grew the most from public speaking events and preparing proficiency award applications because they challenged me to think critically, learn new things and articulate my thoughts and experiences," he says.

Following high school, Vetick attended the University of Nebraska-Lincoln, where he studied agricultural economics and agribusiness entrepreneurship. As his network grew, he connected with professionals at Settje Agri-Services and Engineering before accepting a position with the company.

Today, he helps improve all aspects of the design, construction and management of livestock facilities. This includes exploring new technologies and evaluating the environmental, economic and social sustainability practices of farming operations. Alongside his colleagues, Vetick also hosts a podcast called "Sustaining the Herd," which dives into topics related to innovation and sustainability in animal agriculture.

"If someone would've told me five years ago where I'd end up, I probably wouldn't have believed them," he says. "But as my FFA advisor, Kevin Anderson, taught me, it's always worth trying something to see what happens, and you'll often regret the things you didn't do more than the things you did."



BIOTECHNOLOGY PATHWAY

ENHANCE PLANTS, ANIMALS AND MICROORGANISMS TO SOLVE GLOBAL ISSUES.

APPLY YOURSELF

EDUCATIONAL OPTIONS:

- Animal sciences
- Biochemistry
- Entomology
- Horticulture
- Microbiology

CAREER CONSIDERATIONS:

- Animal geneticist
- Laboratory technician
- Plant pathologist
- Quality assurance manager
- Systems administrator

POTENTIAL SAES AND PROFICIENCIES:

- Agriscience Research
- Environmental Sciences and Natural Resources Management
- Outdoor Recreation

COMPETITIVE EVENTS TO TRY:

- Agricultural Issues Forum LDE
- Food Science and Technology CDE
- Veterinary Science CDE

MILTON SABAT GONZÁLEZ-SERRANO

PH.D. CANDIDATE, THE OHIO STATE UNIVERSITY

Milton Sabat González-Serrano credits his Su Manual Ruiz Gandía FFA advisor, Agro. Migdalia Tosado, for helping him discover a passion for agriscience research and seeing where his interests could take him.

"My FFA experiences taught me the importance of perseverance, teamwork and staying open to new ideas," he says.

The 2012-13 Puerto Rico FFA state president, 2017 national FFA officer nominating committee member and American FFA Degree recipient is currently pursuing a Ph.D. in biochemistry, along with additional training focused in molecular biophysics. Prior to beginning this course of study, he completed a bachelor's degree in animal science and pre-veterinary medicine at the University of Puerto Rico at Mayagüez.

During his time at the Ohio State University, González-Serrano has mentored more than 15 undergraduate and high school students in the Dr. David Wood - Applied Protein Engineering Laboratory — a full-circle opportunity that he finds incredibly rewarding.

"By listening to their aspirations, supporting their goals and nurturing their development, I helped many [students] secure successful science-focused internships and careers," he says.

In addition to mentoring, one of the many things González-Serrano enjoys about working in this field is its dynamic nature. After completing his Ph.D. this year, he hopes to leverage his knowledge to contribute to innovative solutions that address real-world challenges.

"From developing drought-resistant crops to improving food nutrition and reducing environmental impacts, biotechnology is transforming agriculture," he says. ***"This field combines biology, engineering and environmental science. Remember to stay curious, keep learning and be open to interdisciplinary collaboration."***

APPLY YOURSELF

EDUCATIONAL OPTIONS:

- Agribusiness management
- Automotive mechanics technology
- Construction management
- Electrical trades
- Welding technology

CAREER CONSIDERATIONS:

- Custom applicator
- Farrier
- Heavy equipment operator
- Livestock auctioneer
- Maintenance/service technician

POTENTIAL SAES AND PROFICIENCIES:

- Agricultural Mechanics
- Agricultural Services
- Landscape Installation

COMPETITIVE EVENTS TO TRY:

- Agricultural Technology and Mechanical Systems CDE
- Farm and Agribusiness Management CDE
- Veterinary Science CDE

SKILLED TRADES PATHWAY

APPLY SPECIALIZED KNOWLEDGE, ABILITIES AND HANDS-ON SKILLS.

MATTHEW BAXTER
WELD SHOP LEADMAN, LAND PRIDE, GREAT PLAINS MANUFACTURING

In high school, Matthew Baxter competed in every FFA Career Development Event (CDE) he could get his hands on. Livestock evaluation and land judging were his favorite CDEs, but he also tried dairy cattle evaluation and range judging. However, the Clay Center FFA Alumnus from Kansas wishes he would've tried the agricultural technology and mechanical systems CDE because it perfectly relates to his present-day career as a full-time welder.

"I'd also encourage my younger self to run for a chapter office because I've seen the value in this experience through serving on local and state FFA alumni boards," Baxter says. ***"I've found you can't be afraid to try new things, even if it's new and daunting, because you'll be better off in the long run for doing them."***

Baxter, who's been in his current role for more than 16 years, completed a nine-month welding course at Fort Hays Tech North Central. He says this educational experience exposed him to different types of welding and fabrication work and equipped him with skills such as reading and drawing blueprints — all of which prepared him for what to expect when entering the workforce full time.

During his days on the job, Baxter can be found working on all kinds of equipment, ranging from tillers to mowers, snowblowers and more, and assisting his fellow welders as the need arises.

"If you're looking for a career where you can use your hands to physically build or create something and make a good living for yourself, this pathway is definitely the way to go," Baxter says. "You can count on there being a strong demand for your skills anywhere in the world."

Photography: Courtesy of Milton Sabat González-Serrano, Matthew Baxter; Getty Images, Tomekbudujedomek, rafal olechowski
Sources: AgCareers.com and AgExplorer

Name: _____

Aligned to the following standards: CS.05, FFA.PL-A., FFA.PL-C., FFA.PL-E., FFA.PG-I., CCSS.ELA.RI.9-10.2, CCSS.ELA.W.9-10.2, AG5 , CRP.04., CRP.07., CRP.10., CRP.11, AGC09.02

Appendix 7: Cultivate a Career in Agriculture

Part 1

Directions:

Read the article "Cultivate a Career in Agriculture" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. Which of the pathways in agriculture interest you the most? (Circle all that apply.)

Agribusiness Systems	Agricultural Education Systems	Agricultural Technology Systems
Animal Systems	Biotechnology Systems	Environmental Service Systems
Food Products and Processing Systems	Natural Resources Systems	Plant Systems
Power, Structural and Technical Systems	Skilled Trade Systems	Sustainability Systems

2. What is important to you as you consider a future career?
   (List five things in order of importance to you.)

   a.

   b.

   c.

   d.

   e.

3. Complete the following table for each person and pathway mentioned in the article.

AGRIBUSINESS

Name:	**Things to Consider** *(Choose two for each.)*
Job Title:	**Educational Options:** • •
Summary: *(One or two sentences about the experiences that led them to this career)*	**Career Considerations:** • •
	Potential SAEs and Proficiencies: • •
	Competitive Events to Try: • •

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Name: _____

AGRICULTURAL TECHNOLOGY

Name:	**Things to Consider:** *(Choose two for each.)*
Job Title:	**Educational Options:** • •
Summary: *(One or two sentences about the experiences that led them to this career)*	**Career Considerations:** • •
	Potential SAEs and Proficiencies: • •
	Competitive Events to Try: • •

SUSTAINABILITY

Name:	**Things to Consider:** *(Choose two for each.)*
Job Title:	**Educational Options:** • •
Summary: *(One or two sentences about the experiences that led them to this career)*	**Career Considerations:** • •
	Potential SAEs and Proficiencies: • •
	Competitive Events to Try: • •

BIOTECHNOLOGY

Name:	**Things to Consider:** *(Choose two for each.)*
Job Title:	**Educational Options:** • •
Summary: *(One or two sentences about the experiences that led them to this career)*	**Career Considerations:** • •
	Potential SAEs and Proficiencies: • •
	Competitive Events to Try: • •

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Name: _____

SKILLED TRADES

Name:	**Things to Consider:** *(Choose two for each.)*
Job Title:	**Educational Options:** • •
Summary: *(One or two sentences about the experiences that led them to this career)*	**Career Considerations:** • •
	Potential SAEs and Proficiencies: • •
	Competitive Events to Try: • •

4. What was the most helpful piece of career exploration advice you read from any of the five people in the article? *(Write the direct quote below.)*

   Why do you find this piece of advice helpful?

5. In what ways are you already preparing for your future career?
   (List at least five ways.)

   a.

   b.

   c.

   d.

   e.

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Name: _____

Part 2

Directions:

Pick two of the focus areas on AgExplorer.FFA.org not represented in the article and complete the tables below about each focus area. You may also use the following resources to help you complete each table:

- AgCareers.com: https://www.agcareers.com/
- FFA Career and Leadership Development Events: FFA.org/participate/cde-lde/
- SAE Idea Cards: https://FFA.box.com/v/saeideacards
- FFA Proficiency Awards: FFA.org/participate/awards/proficiencies/

Focus Area:	**Things to Consider:** *(Choose two for each.)*
Icon: *(Draw an icon to represent this focus area.)*	**Educational Options:** • •
	Career Considerations: • •
Summary: *(Two or three sentences about this focus area)*	**Potential SAEs and Proficiencies:** • •
	Competitive Events to Try: • •

Focus Area:	**Things to Consider:** *(Choose two for each.)*
Icon: *(Draw an icon to represent this focus area.)*	**Educational Options:** • •
	Career Considerations: • •
Summary: *(Two or three sentences about this focus area)*	**Potential SAEs and Proficiencies:** • •
	Competitive Events to Try: • •

1. Which area(s) of agriculture are you most interested in? Why?

2. How could your agriculture class and/or involvement in FFA help prepare you for any career?

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Name: _____

Part 3

Directions:

Use the template below to create a plan for you to begin to prepare for a career while you're still in school. Choose any career you are interested in and answer each of the questions below.

Self-Assessment:

Interests/Hobbies:

-
-
-

Strengths:

-
-
-

Areas for Growth:

-
-
-

Career Exploration:

Use any career site you would like to find the following information about a career you're interested in. *(Examples of career sites you could use include O-NET: https://www.onetonline.org/, My Next Move: https://www.mynextmove.org/ or Career One Stop: https://www.careeronestop.org/.)*

Career of Interest:	
Job Description:	
Average Salary:	
Education/Training Required:	

What interests you the most about this career?

Academic Preparation:

List three courses you are taking or have already taken that would help prepare you for this career.

1.
2.
3.

List three courses you could take in the future (high school, college, trade school) that would help you prepare for this career.

1.
2.
3.

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Name: _____

Skill Development:

Use the table below to identify three skills you would need to be successful in your selected career. Then list two activities or steps you could complete to help develop these skills.

Career Skill:	Activities to Develop This Skill:
	1. 2.
	1. 2.
	1. 2.

Extracurricular Activities:

Identify at least three extracurricular activities that align with your career interests and would help you on your path. *(These could be clubs/organizations to join, volunteer opportunities or other activities.)*

1.

2.

3.

Which of the activities you listed above do you believe would be the most interesting and helpful to you? Why?

Networking and Mentorship:

It can be helpful to build connections with professionals in your field of interest. These individuals could provide job shadowing opportunities, serve as potential mentors or give you advice on how to get started in this career. Brainstorm a list of people you know or know of who could be in your professional network as you pursue this career. If you don't know anyone in this field, brainstorm a list of places or organizations where you could meet people in this field and begin to make connections.

-
-
-
-

Reflection and Getting Started:

1. What are two questions you have about this career?
    a.

    b.

2. What do you think your first (or next) step should be in preparing for this career?

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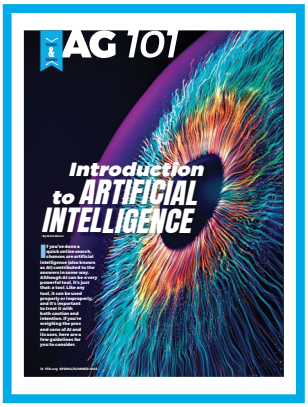
NEW
HORIZONS

Spring/Summer 2025
TEACHING GUIDE



ARTICLE SUMMARY

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Like any tool, artificial intelligence can be used properly or improperly. Explore the pros and cons of AI and its uses, and discover a few guidelines to consider.

Bell Ringer

What do you know or have heard about artificial intelligence tools?

Discussion Questions:

1. How do artificial intelligence tools work?
2. What are the benefits of using artificial intelligence tools in education and in the workplace?
3. What concerns are there for using artificial intelligence?

Activity:

Part 1: Read the article "Ag101: Introduction to Artificial Intelligence" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions on the student activity sheet.

Part 2: Students will examine the true/false statements about artificial intelligence use and indicate whether they believe they are true or false. They will then create a short code of conduct for students using AI tools.

Part 3: Students will research and answer questions about two AI tools, of their choosing, designed for students.

FFA Tip:

Review National FFA standard operating procedures on the use of AI tools and discuss how your chapter could use AI for various activities and events.

SAE Tip:

Have students list the ways AI can be used as a tool to help select an SAE or develop an SAE. Have students discuss one idea they learned about using AI and how they can try implementing it when starting or expanding an SAE.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01; FFA PRECEPTS: FFA.PG.I, FFA.PG.J, FFA.CS.M, FFA.CS-N; COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2; COMMON CORE – MATH PRACTICES: MP2, MP3, MP5; COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.2; COMMON CAREER TECHNICAL CORE: AG1; AFNR CAREER READY PRACTICES: CRP.02, CRP.04., CRP.07., CRP.08, CRP.11; NASDCTEC-STATE DIRECTORS (CAREER CLUSTERS): AGC10.03. AGC10.04; P21 SKILLS: COMMUNICATION; CRITICAL THINKING AND PROBLEM SOLVING; INFORMATION, COMMUNICATIONS, AND TECHNOLOGY LITERACY; GLOBAL AWARENESS; THINK CREATIVELY; LEADERSHIP AND RESPONSIBILITY

VOCABULARY

Artificial Intelligence (AI)
Credibility
Innovative
Plagiarism

EXIT TICKET

How do you see AI use growing over the next decade? Provide one or two specific examples.

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

FFA New Horizons: How AI Can Impact Agriculture: FFA.org/technology/how-ai-can-impact-agriculture/
FFA New Horizons: FFA.org/ag-101/ag-101-the-faces-of-ag-artificial-intelligence/

APPENDIX

Appendix 8: Introduction to Artificial Intelligence

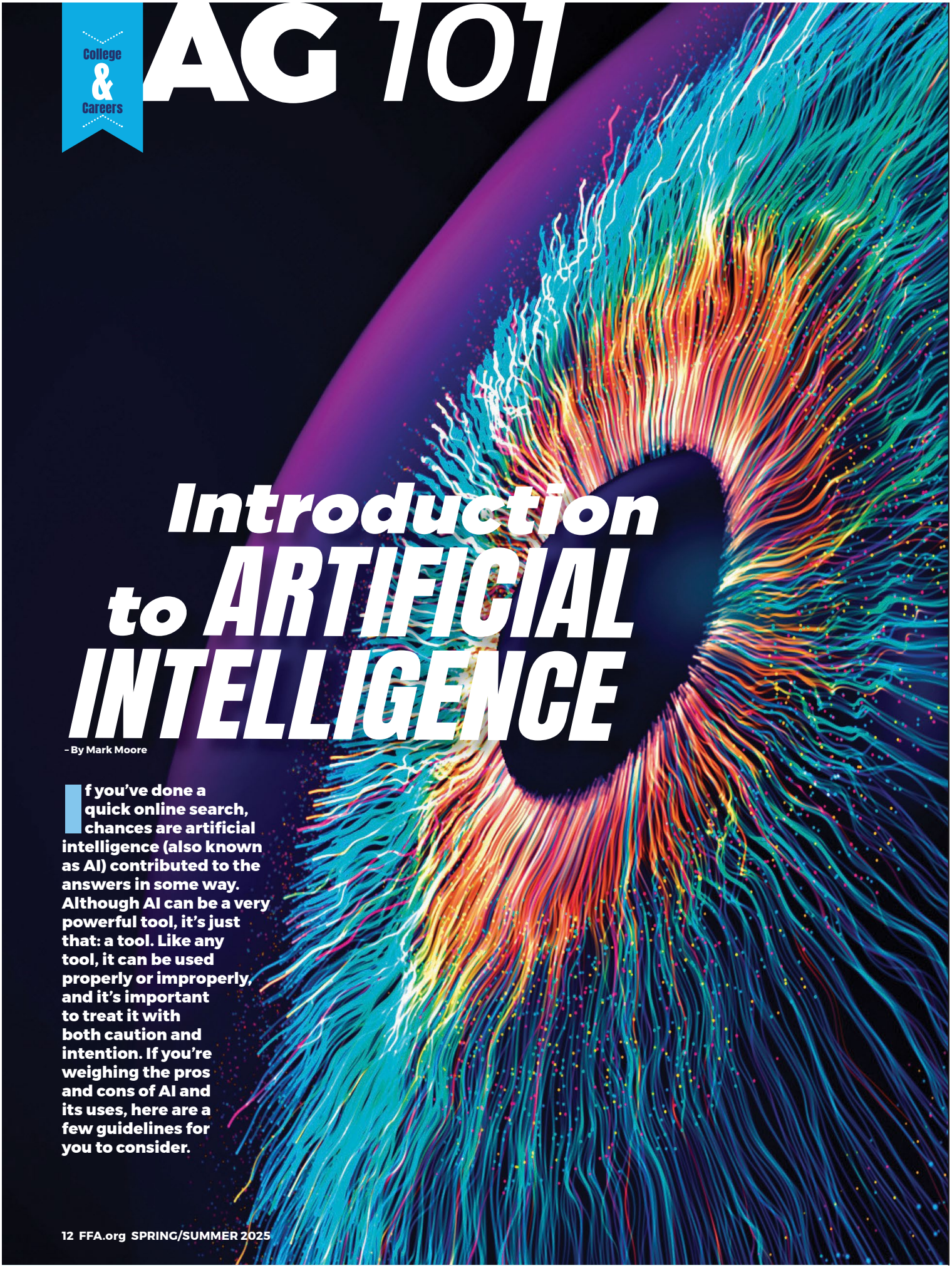
College & Careers

AG 101

Introduction to ARTIFICIAL INTELLIGENCE

– By Mark Moore

If you've done a quick online search, chances are artificial intelligence (also known as AI) contributed to the answers in some way. Although AI can be a very powerful tool, it's just that: a tool. Like any tool, it can be used properly or improperly, and it's important to treat it with both caution and intention. If you're weighing the pros and cons of AI and its uses, here are a few guidelines for you to consider.



RELIABILITY

Let's say you're working on a presentation for your peers or FFA chapter about new trends in agriculture. AI can help you get started by identifying these trends and providing some helpful avenues for additional research. But it can also rely on faulty data or provide incomplete information that may not be up-to-date. Be careful about what's supplied to you using AI and make sure to review its results for accuracy and credibility.

PLAGIARISM

Using someone else's words, ideas, expressions or language and passing them off as your own work is called plagiarism, and it's a big no-no. Plagiarism occurred well before the internet, but today it can still be tempting to copy and paste an idea you think is cool – especially if it was generated by AI. Remember to clearly identify where information came from and always give credit where it's due.

ASSISTANCE

AI can make doing your schoolwork a lot easier. After all, there was a time when a research project involved spending hours in a library looking up information in various books and magazines and writing it down by hand. That same research can now be done in the comfort of your home with only a few searches on your computer. However, not all information you find on the internet is correct, and quickly completing a task doesn't always mean it's better. It's your responsibility to ensure all information is correct and to put forth your best effort in everything you do.

UNDERSTANDING

Not quite sure about a specific topic? It's easy to ask AI to give you an answer. However, it's equally – if not, more – important that you understand the information being presented, what it means and that you're clear on the concepts or research you're learning about and sharing. It's not enough to just ask the right questions – you have to understand the answers, too. To check yourself, see if you can explain the information to someone like a classmate, teacher, parent or friend.

Careers With AI in Mind

IF WORKING WITH INNOVATIVE TECHNOLOGY LIKE AI PIQUES YOUR INTERESTS, THERE ARE SOME EXCITING AGRICULTURE-FOCUSED CAREERS YOU MAY WANT TO CONSIDER. THESE INCLUDE, BUT AREN'T LIMITED TO:

- **Research scientist**
- **Software engineer/architect**
- **Data analyst**
- **Information technology (IT) programmer**
- **Precision agriculture specialist**
- **Plant breeder**
- **Agronomy consultant**

STILL LOOKING? Check out AgExplorer, which is made possible thanks to FFA corporate partners Culver's and Syngenta. This interactive tool is designed to provide you with the resources needed to explore potential career paths. Visit AgExplorer.FFA.org to get started.

USE SAFELY AND RESPONSIBLY

As our world continues to evolve, stay informed on the latest technological innovations and advancements. Scan this code to access the National FFA Organization's standard operating procedures on the use of AI.

Photography: Getty Images, Andriy Onufriyenko

Name: _____

Aligned to the following standards: CS.01, FFA.PG.I, FFA.PG.J, FFA.CS.M, FFA.CS-N, CCSS.ELA.RI.9-10.2, MP2, MP3, MP5, CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.2, AG1, CRP.02, CRP.04., CRP.07., CRP.08, CRP.11, AGC10.03. AGC10.04

Appendix 8: Introduction to Artificial Intelligence

Part 1

Directions:

Read the article "Ag101: Introduction to Artificial Intelligence" in the spring/summer issue of *FFA New Horizons* and answer the questions below.

1. Before you read the article, list five things you already know about artificial intelligence (AI).
    a.
    b.
    c.
    d.
    e.
2. In your own words, summarize each of the following considerations when using AI, according to the article. (One or two sentences each)
    a. Reliability:

    b. Plagiarism:

    c. Assistance:

    d. Understanding:

3. What are two reasons you may want to review information you obtain from AI sources before using it for an assignment, project or work?
    a.
    b.
4. What is one way the article suggests you can make sure you understand the information you've been given?

5. List two additional "pros" and two additional "cons" you can think of when it comes to using AI.

Pros	Cons:
1. 2.	1. 2.

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Name: _____

Part 2

Directions:

Examine the following statements about artificial intelligence use and indicate whether you believe they are true or false by circling your answer below. Then create a short code of conduct for students who are using AI tools.

1.	AI tools can always be trusted to provide completely accurate information.	TRUE	FALSE
2.	It is important to fact-check AI-generated information, especially if it is used for academic or professional purposes.	TRUE	FALSE
3.	AI tools may produce different responses based on the wording of a question or prompt.	TRUE	FALSE
4.	AI-generated text cannot contain plagiarism since it is created by a machine.	TRUE	FALSE
5.	When using AI tools, users can assume that no personal data is being collected.	TRUE	FALSE
6.	It's responsible to disclose when AI was used to assist with creating or editing content in an academic or professional setting.	TRUE	FALSE
7.	AI can understand context as well as a human can, so it will always generate responses that are sensitive to the situation.	TRUE	FALSE
8.	Using AI for academic work does not require citation or acknowledgment since it's just a tool.	TRUE	FALSE
9.	AI can sometimes produce harmful or inappropriate responses based on the data it was trained with.	TRUE	FALSE
10.	Any content generated by AI can be published without review or editing.	TRUE	FALSE

Consider all that you have learned about AI use. In the space below, create a brief "code of conduct" for the responsible use of AI tools in an educational setting. Consider including guidelines about plagiarism, fact-checking, privacy and safety when using AI tools, ethical concerns with AI, etc. You may consider doing some additional research on your own before finalizing your code of conduct. Write at least 10 guidelines below.

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

REFLECT: What do you believe is the most important factor to consider when using AI in educational settings?

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Name: _____

Part 3

Directions:

There are many AI tools designed specifically for students. In this activity, you will select two AI tools to research and answer questions about. Some AI tools are listed below; however, feel free to choose any tools you would like.

Potential AI Tools You May Consider:

ChatGPT	Microsoft Copilot	Google Gemini	Quiziz
Grammarly	Notion	Canva	Quillbot

AI Tool 1

AI Tool Name:
Category: (Circle one.) Writing Tool Study Tool Language Tool Creative Tool Math/Science Tool Other: _____
What is the tool designed to do?
Key Features/Functions: • • • •
Benefits of Students Using This Tool: • • •
Limitations or Risks for Students Using This Tool: • • •
Are there any ethical considerations for students using this AI tool? If so, what are they?
Give an example scenario of a student using this tool appropriately.
Give an example scenario of a student using this tool inappropriately.

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Name: _____

AI Tool 2

AI Tool Name:
Category: (Circle one.) Writing Tool Study Tool Language Tool Creative Tool Math/Science Tool Other: _____
What is the tool designed to do?
Key Features/Functions: • • • •
Benefits of Students Using This Tool: • • •
Limitations or Risks for Students Using This Tool: • • •
Are there any ethical considerations for students using this AI tool? If so, what are they?
Give an example scenario of a student using this tool appropriately.
Give an example scenario of a student using this tool inappropriately.

1. Explain, in two or three sentences, your personal beliefs about the use of AI.

2. How do you think the increased use of AI will improve or harm educational settings?

3. How do you think AI will impact your life or career in the future?

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Appendix 9: Vocabulary Activity

Part 1

Directions:

The Frayer model is a graphic organizer used to build vocabulary. There are four parts: definition in your own words, facts or characteristics, examples and nonexamples. Using the word bank below, choose two vocabulary words and complete the worksheet for those two words. When completed, share with a partner.

Advocate	**Agricultural Literacy**	**Archives**	**Artificial Intelligence (AI)**	**Aspirations**
Career Pathway	**Civil Rights Act of 1964**	**Computer Numerical Control (CNC)**	**Cowboy Hat**	**Credibility**
Fortune Teller	**Innovative**	**Interdisciplinary**	**Internship**	**Job Shadow**
Legacy	**Literacy**	**Machinist**	**Merger**	**Plagiarism**
Precision Machining	**Preservation**	**Public Speaking**	**Supervised Agricultural Experience (SAE)**	**Shaping**
Speech	**Western**			

Example:

Definition:

The science of cultivating, growing and sustaining resources necessary for feeding and clothing the world

Facts/Characteristics:

- Involves growing plants and raising animals
- Supports human needs for food, fiber and fuel

Word:

Agriculture

Examples:

- Planting corn, wheat, soybeans, etc.
- Raising cattle, chickens or fish for food
- Growing cotton for clothing materials

Nonexamples:

- Manufacturing electronics
- Producing energy through oil drilling
- Mining for metals or stones

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Name: _____

Definition:

Facts/Characteristics:

Word:

Examples:

Nonexamples:

Definition:

Facts/Characteristics:

Word:

Examples:

Nonexamples:

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ANSWER KEYS

Name: _____

Aligned to the following standards: AG5; CS.02 CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-G.; FFA.PG-I; FFA.CS-M; FFA.CS-N; FFA.CS-O; FFA.CS-P; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.ELA.W.9-10.8; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CRP.02; CRP.04; CRP.08; CRP.09

KEY: Appendix 1: Tools for the Trade

Part 1

Directions:

Read the article "Tools for the Trade" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. What does Levi Richardson credit his success to?

   His involvement in FFA

2. What FFA chapter was Levi a part of?

   Newton County FFA

3. What program did Levi enroll in at East Central Community College?

   Precision Machining

4. What companies has Levi worked for in the precision machining industry?
   - Addy Metal Fabrication
   - Mid South Baking Company
   - C.H. Guenther & Son

5. What does Levi do in his current role at C.H. Guenther & Son?

   Electrical troubleshooting, repairs, installing equipment and mechanical troubleshooting

6. What did Levi receive an associate degree in?

   Mechanical engineering

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Name: _____

Part 2

Directions:

Many products we use in our everyday lives are made through precision machining. Research products you use that are made through precision machining and fill in the table below.

Some of the following sites may be helpful in your research:

- Industrial Automation Co.: https://industrialautomationco.com/blogs/news/10-products-only-made-possible-thanks-to-cnc-machines
- Tormach: https://tormach.com/articles/5-things-you-didnt-know-were-machined
- Pioneer Service Inc.: https://pioneerserviceinc.com/blog/most-common-types-of-precision-cnc-machining/

Product	Sketch of Product	Precision Machining Process (CNC, milling, laser, 3D printing, etc.)
Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.

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Name: _____

Part 3

Directions:

You will now go on a scavenger hunt of your agriculture department! Using the websites and your research from Part 2, identify 10 products you use in the classroom, shop and lab spaces that are made through precision machining. Sketch a picture of each item and label it in the space below. When done, answer the discussion questions.

Answers will vary.

Discussion Questions:

1. What impact does precision machining have on your everyday life?

   Answers will vary.

2. How would your life be different if precision machining were not possible?

   Answers will vary.

3. How do you think precision machining will affect products in the future?

   Answers will vary.

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Part 4

Directions:

There are endless careers available in machining in almost every field imaginable. Learn about a career in machining by going to O*NET OnLine at https://www.onetonline.org/. Once there, type machinist into the occupation keyword search and answer the questions below.

1. What is a machinist?

Individuals who set up and operate a variety of machine tools to produce precision parts and instruments out of metal
Includes precision instrument makers who fabricate, modify or repair mechanical instruments
May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout and machining procedures

2. What are three tasks machinists do?
   - Answers will vary.
   - Answers will vary.
   - Answers will vary.

3. What are three technology skills required to be a machinist?
   - Answers will vary.
   - Answers will vary.
   - Answers will vary.

4. Under training and credentials, search for your state of interest. What certifications are available in the state?

   Answers will vary.

5. What are three general skills machinists need?
   - Answers will vary.
   - Answers will vary.
   - Answers will vary.

6. What are three abilities machinists need to have?
   - Answers will vary.
   - Answers will vary.
   - Answers will vary.

7. What is the annual wage for a machinist in your area or state of interest?

   Answers will vary.

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8. What are three current job openings in your area or state of interest?
    - Answers will vary.
    - Answers will vary.
    - Answers will vary.
9. What are two related occupations that you would be interested in doing?
    - Answers will vary.
    - Answers will vary.
10. What did you learn through this activity that surprised you about machining?

    Answers will vary.

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KEY: Appendix 2: SAEs in the USA

Part 1

Directions:

The SAE that you have during your high school career can play a huge role in your future. The great thing about SAEs is how they are unique to your interest and resources. Read the article "SAEs in the USA" in the spring/summer 2025 issue of *FFA New Horizons*. Choose one SAE you are interested in from each region and answer the questions below.

1. Fill in the table below for the SAE you chose from the southern region.

Author: Answers will vary.	**State:** Answers will vary.
SAE Title: Answers will vary.	
What is the SAE? Answers will vary.	
Why does this SAE interest you? (two or three sentences) Answers will vary.	

2. Fill in the table below for the SAE you chose from the eastern region.

Author: Answers will vary.	**State:** Answers will vary.
SAE Title: Answers will vary.	
What is the SAE? Answers will vary.	
Why does this SAE interest you? (two or three sentences) Answers will vary.	

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3. Fill in the table below for the SAE you chose from the central region.

Author: Answers will vary.	**State:** Answers will vary.
SAE Title: Answers will vary.	
What is the SAE? Answers will vary.	
Why does this SAE interest you? (two or three sentences) Answers will vary.	

4. Fill in the table below for the SAE you chose from the western region.

Author: Answers will vary.	**State:** Answers will vary.
SAE Title: Answers will vary.	
What is the SAE? Answers will vary.	
Why does this SAE interest you? (two or three sentences) Answers will vary.	

5. Which of these SAEs are you most interested in and why?

   Answers will vary.

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Part 2

Directions:

Now is your chance to choose the pathway that you will be researching. First, cut out the fortune teller on the following page and fold according to the directions below. Once done, partner up and do the fortune teller activity using the directions below.

Fortune Teller Folding Directions:
If you need a visual, this video will help explain how to create a fortune teller: https://youtu.be/CODnVX7VAZ8?feature=shared.

- **Fold Diagonally:** Fold the square paper diagonally in half to form a triangle. Open it back up and fold it diagonally the other way. When you unfold it, you should have two diagonal creases that cross in the center.
- **Fold the Corners to the Center:** With the square flat, take each corner of the paper and fold it toward the center point where the two diagonal creases meet. You should now have a smaller square shape. The writing should be face down.
- **Flip and Repeat:** Flip the paper over so the folded flaps are facing down. Again, fold each corner to the center point. You'll end up with an even smaller square.
- **Create Creases for Opening:** Fold the smaller square in half horizontally, then unfold it. Then fold it in half vertically and unfold it again. This will create creases that make it easier to manipulate the fortune teller.
- **Form the Pockets:** With the folds facing up, gently lift the paper and slip your fingers under the four flaps (pockets) created on the back side. Pinch the sides together to form a 3D shape.
- **Shape It for Use:** Once your fingers are in place, you can move the flaps back and forth by pinching and pulling with your fingers. Your fortune teller is ready!

Fortune Teller Activity Directions:

- Ask the person you're playing with to choose a number from the ones written on the top flaps of the fortune teller.
- Spell out the number or count it out to reveal new numbers.
- Choose another number and count or spell again.
- Ask the person to choose one final number and lift the flap to reveal the pathway.
- Repeat until each person has the pathway they will be researching. Write your pathway on the blank below.
- The pathway I will be researching is _____.

Example Sequence:

- The person picks "4." You spell out "F-O-U-R" while moving the fortune teller in and out.
- They see the new numbers inside and pick "7." You move the fortune teller seven times.
- Finally, they pick "2." You open up the flap for "2" and reveal the SAE pathway underneath.

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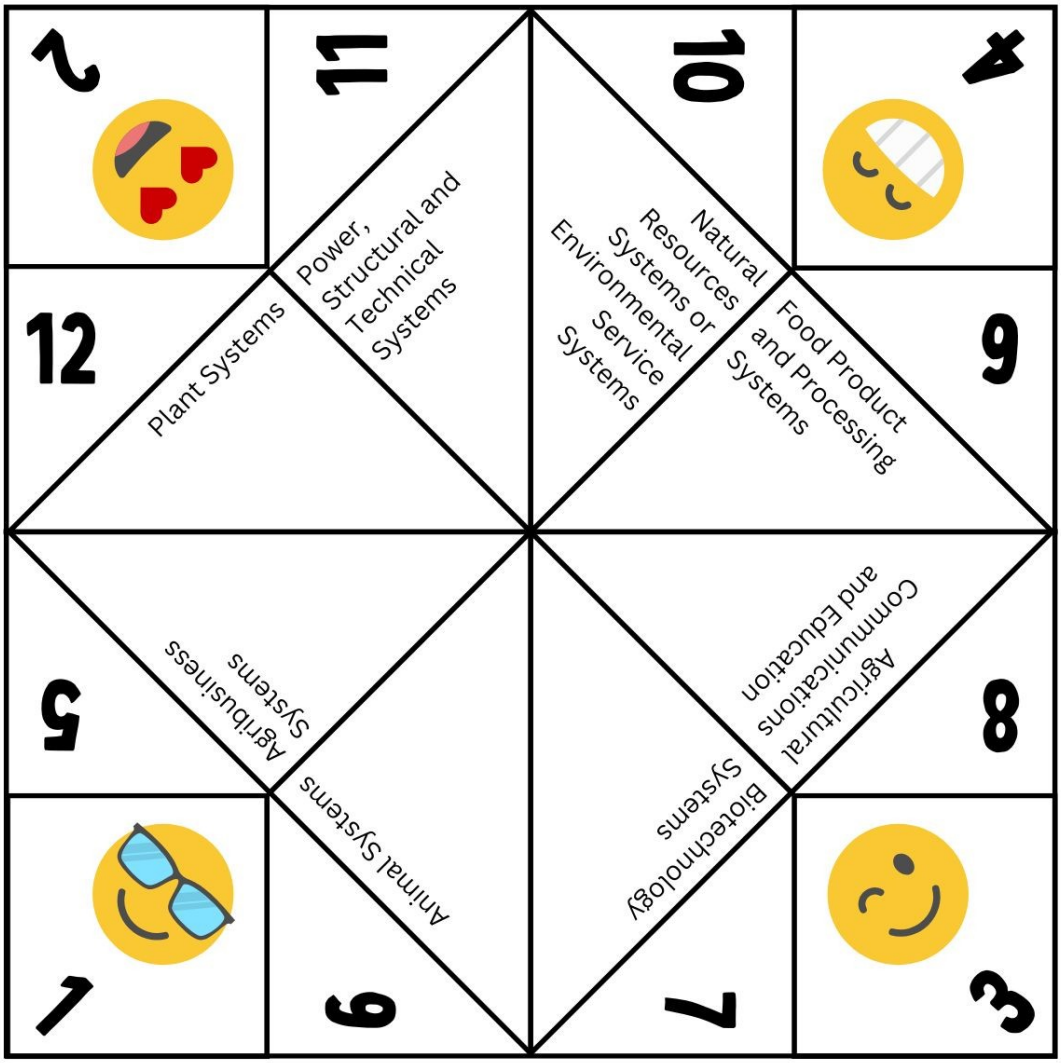
SAE FORTUNE TELLER



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Part 3

Directions:

Using the SAE pathway you were given during Part 2, you will research an SAE that fits that pathway. Utilizing the SAE Idea Cards as a resource, choose one SAE that interests you, and answer the questions below.
SAE Idea Cards: https://FFA.box.com/v/saeideacards

1. What is the name of the SAE you chose?

   Answers will vary.

2. What activities would you do during this SAE?

   Answers will vary.

3. Why did you choose this SAE?

   Answers will vary.

4. What resources would you need for this SAE?

   Answers will vary.

5. What three skills would you learn through this SAE?

   Answers will vary.

6. What are three future careers this SAE can prepare you for?

   Answers will vary.

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Part 4

Directions:

Congratulations! You have been invited to host an SAE booth in the first annual SAE Hall of Fame during National FFA Convention. Using the research you conducted in Part 3, you are going to create a mini booth to highlight your SAE. You will be constructing this in a shoebox, and your peers will be viewing your display. Sketch your ideas in the blank space below before using the materials provided by your teacher to construct your mini booth. Create your booth with color and make it eye-catching using the following guidelines.

- Name of the SAE
- Activities conducted in the SAE
- Resources needed for this SAE
- Why someone should do this SAE
- Skills gained through this SAE
- Careers this SAE prepares you for
- An interactive component to draw people into your booth (Ex. games, activities, scavenger hunt, etc.)
- Ideas for giveaways you could hand out at National FFA Convention (Ex. stickers, pins, shirts, candy, keychains, etc.)
- A minimum of four pictures

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Part 5

Directions:

Now is your chance to travel to all the SAE mini booths, created by your classmates, to learn more about the many SAE opportunities available to you. Visit each booth and fill in the chart below as you learn about each SAE! Make sure to fill in one row per booth. When done, answer the discussion questions below.

SAE	Activities Conducted for That SAE	Resources Needed	Why you Should Do That SAE	Skills Gained	Future Careers
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
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Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
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Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

1. Which booth was your favorite and why?

   Answers will vary.

2. Which SAE are you most interested in doing and why?

   Answers will vary.

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KEY: Appendix 3: Hats Off to This Alum!

Part 1

Directions:

Read the article "Hat Off to This Alum!" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. What inspired Nate's interest in cowboy hats, and how did this interest eventually shape his career?
   His hometown helped inspire his interest in cowboy hats, and it encouraged a collection, which led to a job in hat shaping.

2. How are cowboy hats viewed in Nate's hometown of Manor, Texas?
   Cowboy hats are a way of life in Nate's hometown.

3. Name two places Nate would wear his cowboy hat:
   a. School
   b. Show ring when showing chickens

4. What responsibility did Jackson have when he first started working at Double R Hat House, and what skill did he learn there?

Responsibility:	Shaping hats for customers
Skill:	How to create different shapes and styles

5. Why was Nate so excited about the full-time position with Double R Hat House?
   He is very interested in hat shaping and gets to help people choose their styles.

6. Explain what Nate means when he says, "the way a hat is shaped can tell you where a person's from."
   In different locations, people like their hats shaped different ways.

7. What skill helped Nate stand out in the classroom during his time as a student at Texas A&M?
   He is a genuine cowboy and loves to tell stories.

8. What two roles did Nate take on in Texas A&M University's Minorities in Agriculture and Natural Resources and Related Sciences (MANRRS) chapter?
   He helped manage the chapter's social media account and served as vice president.

9. What inspired Nate to start his podcast, *Beneath the Hat*, and what does he aim to accomplish through it?
   He wanted to highlight stories of artists, cowboys and industry leaders.

10. According to Nate, why is it important for people from different backgrounds to share their stories, especially in agriculture?
    He believes that experiences from all backgrounds can benefit agriculture and encourages others to be themselves.

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Part 2

Directions:

Watch both videos linked below to learn more about the history of the cowboy hat and complete the questions for each video.

Video 1: *History of the Cowboy Hat* (https://youtu.be/HNqAzyBfXe0?si=S03VHs-XOZdHcYZW)

What is the most defining staple of a cowboy's persona?	Why was a cowboy hat more than a fashion accessory to cattlemen?	Who designed the "boss of the plains" hat in 1865?
A cowboy hat	It was functional to protect cowboys from the elements.	John B. Stetson

Name two animals that are commonly used to make cowboy hats.	Describe one of the shaping modifications that cowboys did to their hats, including what they did and why.
Beaver or rabbit	Answers will vary.

Video 2: *A Crash Course on the History of the Cowboy Hat* — CBS Texas (https://youtu.be/-KiQzltv_kk?si=m4lLq4euIIVN8Nkm)

Why are cowboy hats so popular right now?	How far back do historians believe the cowboy hat has been used?	Name two things a cowboy hat has been used for.
Pop culture and social media, including TV shows like Yellowstone	Late 19th century	Keep sun off face and neck and as a water bucket

Who has been mostly responsible in the surge of cowboy hat interest and why?	Name one example of cowboy hat etiquette.
Women because they want to prove it's not just for men.	Answers will vary.

1. How do you think the design and features of the cowboy hat make it practical for a cowboy's daily work and environment today?
   Answers will vary.

2. Name two ways the cowboy hat became a symbol of the identity and culture of the American West and cowboy heritage.
   Answers will vary.

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Part 3

Directions:

Using the space below, you will explore different hat shapes and styles and then design your own custom cowboy hat. You must be able to explain why you chose specific characteristics in your custom design. Use the Double R Hat House hat-shaping guide (https://doublerhathouse.com/pages/hat-shapes) to help select specific shapes, including the crown and brim of the hat.

Based on the shapes, creases, and brim and crown styles found on the Double R Hat House website, determine which type of characteristics on a cowboy hat would be best for each individual described below.

1. **The Rancher** : a rancher managing livestock on a sprawling Texas ranch a. Crown needs a classic shape with three evenly spaced creases, giving it a professional yet practical appearance. b. Brim provides excellent sun protection without obstructing vision during tasks like herding or mending fences.	2. **The Rodeo Competitor**: a competitive bull rider participating in events across the Southwest a. Crown needs a high front with a deep crease running backward, giving the hat a stylish and rugged appearance. b. Brim has a pronounced roll on the sides to reduce wind resistance while riding and provide visibility during stunts.
Which crown shape would you recommend? Answers will vary, but recommended is Cattleman's Crease. Which brim shape would you recommend? Answers will vary, but recommended is CHL.	Which crown shape would you recommend? Answers will vary, but recommended is Gus Crease. Which brim shape would you recommend? Answers will vary, but recommended is JB.

Now design your own cowboy hat. This can be based on real necessities or what you feel is cool or fashionable.

Draw your hat:

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Which crown shape did you choose? Why? Answers will vary.
Which brim shape did you choose? Why? Answers will vary.
Did you design your hat more for function or fashion? Explain. Answers will vary.
Now that you have seen examples of many shapes, how do the specific shapes and features of cowboy hats help meet practical needs of a cowboy in different environments and jobs? Give an example using a shape from the website. Answers will vary.

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KEY: Appendix 4: Give Great Speeches

Part 1

Directions:

Read the article "Give Great Speeches" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. Why is public speaking considered an important skill according to the National FFA Organization?

It can help set you up for success.

2. Who is Kade Lawrence, and what achievement is he known for?

An FFA member from Texas who won the 2023 National FFA Prepared Public Speaking LDE

3. What does "be positive" mean in the context of delivering a speech?

Keeping mannerisms light, positive and upbeat

4. Why is it important to choose a topic you are passionate about when preparing a speech?

So that your passion shines throughout the speech

5. How does being "particular" improve the quality of a speech?

Facts help support the topic and keep the audience engaged from start to finish.

6. What does it mean to "be poised" when delivering a speech, and why is it valuable?

To be composed, dignified and self-assured

It allows you to have confidence.

7. How does one's appearance, or being "presentable," impact a speech's reception?

It gives a strong first impression and conveys seriousness and professionalism.

8. According to the article, why is extensive preparation necessary for successful public speaking?

Answers will vary.

9. What resources are suggested in the text to help students find inspiration from experienced speakers?

The video library with past convention keynote speakers and officer retiring addresses

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Part 2

Directions:

Using the collection of past convention keynotes and retiring addresses from the QR code in the article (FFA.org/ffa-video-center/convention-keynotes-and-retiring-addresses/) or another speech you find online, complete the following to analyze the selected speech.

BE POSITIVE	
1. How did the speaker's tone and body language contribute to a positive delivery? Give specific examples of gestures, expressions, word choices, etc.	Answers will vary.
2. How did the speaker maintain an optimistic or encouraging approach throughout the speech? Explain how this impacted your engagement with the speech.	Answers will vary.
BE PASSIONATE	
3. What elements of the speech show the speaker's enthusiasm for the topic? Think of their passion and emotion during the speech.	Answers will vary.
4. How did the speaker's passion affect your perception of the topic?	Answers will vary.
BE PARTICULAR	
5. How effectively did the speaker use specific details, facts or examples to support the main points? List two examples and describe their impact.	Answers will vary.
6. Name one thing that could have made the message of the speech stronger.	Answers will vary.

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BE POISED	
7. Describe one instance when the speaker appeared confident and composed during their delivery.	Answers will vary.
8. Name two ways the speaker could improve their body language or poise to enhance their delivery.	Answers will vary.
BE PRESENTABLE	
9. How did the speaker's appearance (such as attire, grooming, posture) contribute to the overall professionalism of the speech?	Answers will vary.
10. In what ways did the speaker's presentation style enhance or detract from their credibility? Explain.	Answers will vary.

11. What challenges do you think the presenter faced while creating the speech and incorporating the Five P's?

Answers will vary.

12. How do you think these strategies could help you in a future presentation?

Answers will vary.

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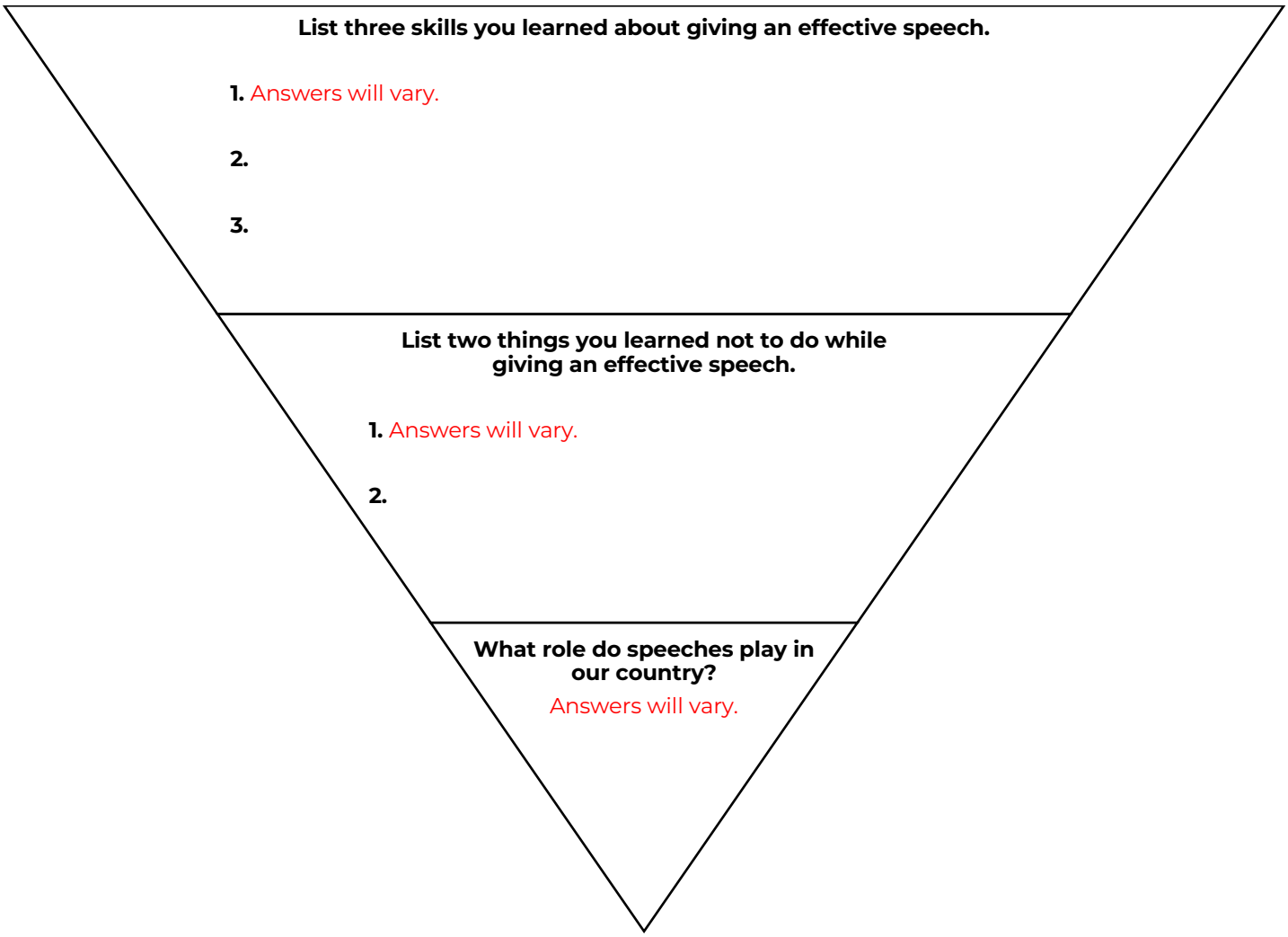
Use the chart below to reflect on what you've learned.



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KEY: Appendix 5: Advocating for Agriculture

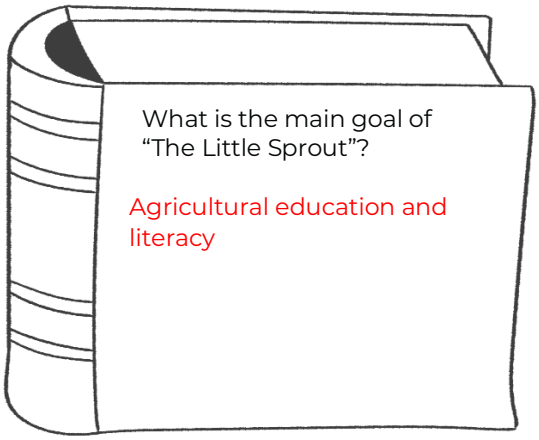
Part 1

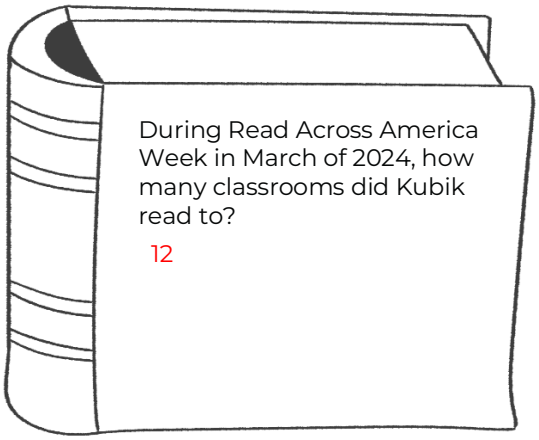
Directions:

Read the article "Advocating for Agriculture" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. In the space below, draw the type of ranch that Raylynn Kubik grew up on.

Cow-calf ranch

2. 

3. 

4. What is one issue that Kubik addresses through her advocacy work in agriculture?

Sharing where food comes from

5. What surprising fact about Oklahoma does Kubik enjoy sharing with others?

Oklahoma is one of seven states that is home to more cattle than people.

6. List two things that the agriculture industry is currently doing to help our nation.
   - Feeding
   - Clothing

7. How does Kubik encourage others to advocate for agriculture within their communities?

Research your community's strengths in agriculture and share these with everyone you meet.

8. Why do you think advocacy is important? If there were no one advocating for different causes or topics, what do you think would happen?

Answers will vary.

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Part 2

Directions:

Agricultural literacy is important because it helps people understand the value of agriculture and how it impacts their lives, the environment and the economy. For this activity, you are going to create a lesson plan for an elementary class that will help guide you in creating a student activity in Part 3. Additional resources and topic ideas are linked at the bottom of the table.

<table>
<tr><td colspan="2">Lesson Title/ Topic: Answers will vary.</td><td>Grade: 1-5</td><td>Date: Answers will vary.</td></tr>
<tr><td colspan="4">Subject: Answers will vary.</td></tr>
<tr><td>Central Focus</td><td colspan="3">1. What is the central focus for the material covered in this lesson?
Answers will vary.</td></tr>
<tr><td>State Content Standards</td><td colspan="3">Each state's Department of Education (DOE) website typically provides resources related to the educational standards in place for each grade level and subject area.

Example: AFNR CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
Answers will vary.</td></tr>
<tr><td>Learning Objectives</td><td colspan="3">After completing these activities, students will be able to ...
• Example: Identify how agriculture impacts their daily lives.
• Answers will vary.
• Answers will vary.</td></tr>
<tr><td colspan="4">Assessment: Describe how you will assess students' knowledge.</td></tr>
<tr><td>Type of Assessment (informal or formal)

Description of the Assessment</td><td colspan="2">Informal assessments (classroom observations, exit slips, quick quizzes, questioning during instruction, etc.)
Answers will vary.</td><td>Formal assessments (tests, exams, etc.)
Answers will vary.</td></tr>
<tr><td colspan="4">Instructional Strategies and Learning Tasks: Describe specifically what you and the students will be doing.</td></tr>
<tr><td>How are you going to start your lesson to get students excited about the topic?</td><td colspan="3">Answers will vary.</td></tr>
<tr><td>Explain how you will introduce and develop students' understanding of the lesson objectives.</td><td colspan="3">Answers will vary.</td></tr>
<tr><td>What are three to five vocabulary words students need to understand?

How will you teach these?</td><td colspan="3">Answers will vary.</td></tr>
<tr><td>Describe how you will adapt the lesson to meet the needs of students with different learning styles and abilities.</td><td colspan="3">Answers will vary.</td></tr>
</table>

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Describe how you will assess if students are learning objectives throughout your instruction.	Answers will vary.
Closure: Explain how you will you end the lesson. Include what assessments or activities (exit tickets) will be used as the lesson ends.	Answers will vary.
Materials: List the materials, resources, equipment and technology needed for this lesson. Detail what is used by the teacher and what students will use.	Teacher Materials: Student Materials: Answers will vary.
Resources: Include a list of reference websites or additional sources used in this lesson.	Answers will vary.
Space for Planning: Use this space to brainstorm for your student activity in Part 3. Use the questions below to guide your planning. What questions will you ask? What hands-on activity will you create? What visuals will you use? Are they working in small groups or individually?	Answers will vary.
Resources to Help With Lesson Planning:	iCEV, What Is a Lesson Plan, and How Do You Make One? https://www.icevonline.com/blog/what-is-a-lesson-plan Mrs. Folkenberg edTPA Lesson Plan Example, https://mrsfolkenberg.weebly.com/uploads/2/5/6/0/25609637/learning_segment_.pdf Stanford University | TeachingWriting — Planning Class Activities, https://teachingwriting.stanford.edu/teaching/planning-class-activities University of Michigan, Sample Lesson Plan, https://crlt.umich.edu/sites/default/files/instructor_resources/sample_lesson_plans.pdf

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	University of Michigan, Stiliana Milkova Center for Research on Learning and Teaching, https://crlt.umich.edu/gsis/p2_5 Yale University, Center for Teaching and Learning | Examples of Active Learning Activities, https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/section_activities_1.pdf
Topic Ideas:	Where food comes from, parts of a plant, what plants need to grow, careers in agriculture, pollinators, farm animals, etc.

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Part 3

Directions:

After completing your lesson plan in Part 2, use the space below to craft your student worksheet. Please include any additional materials used in your lesson, including presentation materials, visuals and assessments. As a reminder, think about what questions you will ask, what hands-on activity you will create and what visuals you will use, and determine if students are working in small groups or individually.

Answers will vary.

After completing your lesson planning, please answer the questions below.

1. What role does teaching have in advocacy? Answers will vary.
2. What challenges do you think exist in educating people about agriculture today? Answers will vary.
3. What was your biggest challenge in executing your lesson? Answers will vary.

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Rubric

LESSON PLAN			
Criteria	**Points Available**	**Points Received**	**Comments**
Lesson Title/Topic	1		
Grade	1		
Date	1		
Central Focus	2		
State Standards	4		
Learning Objectives	4		
Assessment (Informal/Formal)	2		
Instructional Strategies	8		
Closure	1		
Materials	1		
	Total (25)		

STUDENT ACTIVITY SHEET				COMMENTS
Criteria	**Below Average (0–1 points)**	**Average (2–3 points)**	**Above Average (4–5 points)**	
Knowledge	Worksheet shows little to no understanding of the topic.	Worksheet shows some understanding of the topic.	Worksheet shows excellent understanding of the topic.	
Quality	Worksheet is very low quality with little evidence of effort.	Worksheet shows some effort and is mostly neat.	Worksheet shows excellent effort and is of high quality.	
Creativity	Worksheet has little to no creative elements.	Worksheet has some creative elements.	Worksheet is very creative.	
Grammar	Difficult to understand due to grammatical errors	Generally clear writing with few grammatical errors	Well written with proper grammar	
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.	
		Total (25)		

Grand Total: _____/50

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KEY: Appendix 6: FFA Moment: 1935 and 1965

Part 1

Directions:

Read the article "FFA Moment: 1935 and 1965" in the spring/summer 2025 issue of *FFA New Horizons* and answer the questions below.

1. Where was the New Farmers of America (NFA) founded?

Tuskegee Institute in Alabama

2. Who was elected as the first national NFA president?

David Simmons

3. Who was the organization shaped and influenced by?

Booker T. Washington

NFA members show beef cattle at North Carolina Agricultural and Technical State University (c. 1950).

4. How many chapters and members did the NFA grow to before coming under the authority of the U.S. Department of Education in 1941?

The NFA grew to 1,004 chapters in 12 states with more than 50,000 members.

5. What significant legislative act was signed into law by President Lyndon B. Johnson?

The Civil Rights Act of 1964

6. What year did the NFA merge with the Future Farmers of America (now known as the National FFA Organization)?

1965

7. How are scholars and students contributing to the preservation of the historical significance of the NFA today?

By creating digital archives

An NFA member gathers eggs as part of his poultry supervised farming practice.

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Name: _____

Part 2

Directions:

To learn more about NFA and the lasting implications of its merger with FFA, use this link https://www.ffa.org/the-feed/recapturing-a-lost-culture/ to answer the questions below.

1. After reading the section "Understand the History," write a five-sentence summary of what you learned.

Answers will vary.

Four members of the North Carolina Association of New Farmers of America (NFA) attend state convention (c. 1950).

2. Create a timeline, with at least four dates from the section "Understand the Journey." Explain the significance of each date you selected.

Answers will vary. Dates include 1927, 1935, 1941 and 1954.

NFA National Board of Trustees in 1956

3. Share three losses the NFA experienced with desegregation and the NFA/FFA merger.

a. Answers will vary.

b. Answers will vary.

c. Answers will vary.

4. How can you take action and preserve the NFA culture?

Answers will vary.

5. Why is preserving the history of the NFA important?

Answers will vary.

6. What are two things you learned about the NFA?

Answers will vary.

An NFA member and member of the Logan Boar Association from Concord, N.C., shows his boar as a part of his swine project in 1941.

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Name: _____

Part 3

Directions:

It's your turn to research and commit to preserving the history of NFA by recognizing its historical significance. Use the following link to access a full collection of digitized archives created by students and faculty at North Carolina Agricultural and Technical State University: https://digital.library.ncat.edu/nfa/. You will create a historical book around the prompts below using the link provided. You can find the answers by exploring the documents, photos and records in the archives. To create your book, you will need printer paper, folded in half and stapled at the edge**. On the last page of your book, please answer the two questions listed at the bottom of the page.**

Find a document that references the year the NFA was founded. Answers will vary. What year was it established, and where was the first meeting held? 1935. Tuskegee Institute in Tuskegee, Alabama	Find a photo in the archives that stands out to you. Answers will vary. Describe the photo and its historical significance. Answers will vary.	Locate a document or photo that displays the NFA emblem. Answers will vary. How does the emblem reflect the values and mission of the organization? Answers will vary.
Find a document highlighting a major event in NFA history. Answers will vary. Summarize the event in two or three sentences. Answers will vary.	Identify a specific chapter or school featured in the archives. Answers will vary. Share one interesting fact or accomplishment about this chapter. Answers will vary.	Find a document or article referencing the merger of the NFA and FFA. Answers will vary. What year did the merger happen, and why was it significant? 1965. Answers will vary.
Find a document highlighting a major event in NFA history. Answers will vary. Summarize the event in two or three sentences. Answers will vary.	Identify at least one key leader in the NFA mentioned in the archives. Answers will vary. What role did they serve, and what is their legacy? Answers will vary.	Find a letter that was exchanged between two people. Answers will vary. Share the contents of the letter and its historical significance. Answers will vary.

1. What did you learn about the history of the NFA and its significance within agricultural education?
Answers will vary.

2. What steps can your chapter take to ensure you are preserving the history of your chapter?
Answers will vary.

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KEY: Cultivate a Career in Agriculture

Part 1

Directions:

Read the article "Cultivate a Career in Agriculture" in the spring/summer 2025 issue of FFA New Horizons and answer the questions below.

1. Which of the pathways in agriculture interest you the most? (Circle all that apply.)

Agribusiness Systems	Agricultural Education Systems	Agricultural Technology Systems
Animal Systems	Biotechnology Systems	Environmental Service Systems
Food Products and Processing Systems	Natural Resources Systems	Plant Systems
Power, Structural and Technical Systems	Skilled Trade Systems	Sustainability Systems

2. What is important to you as you consider a future career?
   (List five things below in order of importance to you.)

   a. Answers will vary.

   b. Answers will vary.

   c. Answers will vary.

   d. Answers will vary.

   e. Answers will vary.

3. Complete the tables below for each person and pathway mentioned in the article.

AGRIBUSINESS

Name: Cara Crye Wright	**Things to Consider:** *(Choose two for each.)*
Job Title: President and Chief Executive Officer of Farm Supply	**Educational Options:** • Answers will vary. • Answers will vary.
Summary: *(One or two sentences about the experiences that led them to this career)* Answers will vary.	**Career Considerations:** • Answers will vary. • Answers will vary.
	Potential SAEs and Proficiencies: • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

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Name: _____

AGRICULTURAL TECHNOLOGY

Name: Sheila (Weniger) Jaeckel	**Things to Consider:** *(Choose two for each.)*
Job Title: Precision Agriculture Consultant, Ballweg Implement	**Educational Options:** • Answers will vary. • Answers will vary.
Summary: *(One or two sentences about the experiences that led them to this career)* Answers will vary.	**Career Considerations:** • Answers will vary. • Answers will vary.
	Potential SAEs and Proficiencies: • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

SUSTAINABILITY

Name: Brock Vetick	**Things to Consider:** *(Choose two for each.)*
Job Title: Engineering, Innovation and Sustainability Specialist, Settje Agri-Services and Engineering	**Educational Options:** • Answers will vary. • Answers will vary.
Summary: *(One or two sentences about the experiences that led them to this career.)* Answers will vary.	**Career Considerations:** • Answers will vary. • Answers will vary.
	Potential SAEs and Proficiencies: • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

BIOTECHNOLOGY

Name: Milton Sabat Gonzalez-Serrano	**Things to Consider:** *(Choose two for each.)*
Job Title: PhD candidate at the Ohio State University	**Educational Options:** • Answers will vary. • Answers will vary.
Summary: *(One or two sentences about the experiences that led them to this career)* Answers will vary.	**Career Considerations:** • Answers will vary. • Answers will vary.
	Potential SAEs and Proficiencies: • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

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Name: _____

SKILLED TRADES

Name: Matthew Baxter	**Things to Consider:** *(Choose two for each.)*
Job Title: Weld Shop Leadman, Land Pride, Great Plains Manufacturing	**Educational Options:** • Answers will vary. • Answers will vary.
Summary: *(One or two sentences about the experiences that led them to this career)* Answers will vary.	**Career Considerations:** • Answers will vary. • Answers will vary.
	Potential SAEs and Proficiencies: • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

4. What was the most helpful piece of career exploration advice you read from any of the five people in the article? *(Write the direct quote below.)*

   Answers will vary.

5. In what ways are you already preparing for your future career?
   (List at least five ways.)

   a. Answers will vary.

   b. Answers will vary.

   c. Answers will vary.

   d. Answers will vary.

   e. Answers will vary.

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Name: _____

Part 2

Directions:

Pick two of the focus areas on AgExplorer.FFA.org not represented in the article and complete the tables below about each focus area. You may also use the following resources to help you complete each table:

- AgCareers.com: https://www.agcareers.com/
- FFA Career and Leadership Development Events: FFA.org/participate/cde-lde/
- SAE Idea Cards: https://FFA.box.com/v/saeideacards
- FFA Proficiency Awards: FFA.org/participate/awards/proficiencies/

Focus Area: Answers will vary.	**Things to Consider:** *(Choose two for each.)*
Icon: *(Draw an icon to represent this focus area.)* Answers will vary.	**Educational Options:** • Answers will vary. • Answers will vary.
	Career Considerations: • Answers will vary. • Answers will vary.
Summary: *(Two or three sentences about this focus area)* Answers will vary.	**Potential SAEs and Proficiencies:** • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

Focus Area: Answers will vary.	**Things to Consider:** *(Choose two for each.)*
Icon: *(Draw an icon to represent this focus area.)* Answers will vary.	**Educational Options:** • Answers will vary. • Answers will vary.
	Career Considerations: • Answers will vary. • Answers will vary.
Summary: *(Two or three sentences about this focus area)* Answers will vary.	**Potential SAEs and Proficiencies:** • Answers will vary. • Answers will vary.
	Competitive Events to Try: • Answers will vary. • Answers will vary.

3. Which area(s) of agriculture are you most interested in? Why?

   Answers will vary.

4. How could your agriculture class and/or involvement in FFA help prepare you for any career?

   Answers will vary.

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Name: _____

Part 3

Directions:

Use the template below to create a plan for you to begin to prepare for a career while you're still in school. Choose any career you are interested in and answer each of the questions below.

Self-Assessment:

Interests/Hobbies:

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

Strengths:

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

Areas for Growth:

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

Career Exploration:

(Examples of career sites you could use include O-NET: https://www.onetonline.org/, My Next Move: https://www.mynextmove.org/ or Career One Stop: https://www.careeronestop.org/.)

Career of Interest:	Answers will vary.
Job Description:	Answers will vary.
Average Salary:	Answers will vary.
Education/Training Required:	Answers will vary.

What interests you the most about this career?

Answers will vary.

Academic Preparation:

List three courses you are taking or have already taken that would help prepare you for this career.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

List three courses you could take in the future (high school, college, trade school) that would help you prepare for this career.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

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Skill Development:

Use the table below to identify three skills you would need to be successful in your selected career. Then list two activities or steps you could complete to help develop these skills.

Career Skill:	Activities to Develop This Skill:
Answers will vary.	1. Answers will vary. 2. Answers will vary.
Answers will vary.	1. Answers will vary. 2. Answers will vary.
Answers will vary.	1. Answers will vary. 2. Answers will vary.

Extracurricular Activities:

Identify at least three extracurricular activities that align with your career interests and would help you on your path. *(These could be clubs/organizations to join, volunteer opportunities or other activities.)*

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Which of the activities you listed above do you believe would be the most interesting and helpful to you? Why?

Answers will vary.

Networking and Mentorship:

It can be helpful to build connections with professionals in your field of interest. These individuals could provide job shadowing opportunities, serve as potential mentors or give you advice on how to get started in this career. Brainstorm a list of people you know or know of who could be in your professional network as you pursue this career. If you don't know anyone in this field, brainstorm a list of places or organizations where you could meet people in this field and begin to make connections.

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

Reflection and Getting Started:

1. What are two questions you have about this career?
    a. Answers will vary.
    b. Answers will vary.
2. What do you think your first (or next) step should be in preparing for this career?

    Answers will vary.

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KEY: Introduction to Artificial Intelligence

Part 1

Directions:

Read the article "Ag101: Introduction to Artificial Intelligence" in the spring/summer issue of *FFA New Horizons* and answer the questions below.

1. Before you read the article, list five things you already know about Artificial Intelligence (AI).
    a. Answers will vary.
    b. Answers will vary.
    c. Answers will vary.
    d. Answers will vary.
    e. Answers will vary.
2. In your own words, summarize each of the following considerations when using AI according to the article. (One or two sentences each)
    a. Reliability:
    Answers will vary.
    b. Plagiarism:
    Answers will vary.
    c. Assistance:
    Answers will vary.
    d. Understanding:
    Answers will vary.
3. What are two reasons you may want to review information you obtain from AI sources before using it for an assignment, project or work?
    a. AI can rely on faulty or incomplete data or information from the internet.
    b. The information AI provides may not be up to date.
4. What is one way the article suggests you can make sure you understand the information you've been given?

    Check your understanding by seeing if you can explain the information to someone like a classmate, teacher, parent or friend.

5. List two additional "pros" and two additional "cons" when it comes to using AI.

Pros	Cons:
1. Answers will vary.	1. Answers will vary.
2. Answers will vary.	2. Answers will vary.

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Name: _____

Part 2

Directions:

Examine the following statements about artificial intelligence use and indicate whether you believe they are true or false by circling your answer below. Then create a short code of conduct for students using AI tools.

1.	AI tools can always be trusted to provide completely accurate information.	TRUE	FALSE
2.	It is important to fact-check AI-generated information, especially if it is used for academic or professional purposes.	TRUE	FALSE
3.	AI tools may produce different responses based on the wording of a question or prompt.	TRUE	FALSE
4.	AI-generated text cannot contain plagiarism since it is created by a machine.	TRUE	FALSE
5.	When using AI tools, users can assume that no personal data is being collected.	TRUE	FALSE
6.	It's responsible to disclose when AI was used to assist with creating or editing content in an academic or professional setting.	TRUE	FALSE
7.	AI can understand context as well as a human can, so it will always generate responses that are sensitive to the situation.	TRUE	FALSE
8.	Using AI for academic work does not require citation or acknowledgment since it's just a tool.	TRUE	FALSE
9.	AI can sometimes produce harmful or inappropriate responses based on the data it was trained with.	TRUE	FALSE
10.	Any content generated by AI can be published without review or editing.	TRUE	FALSE

Consider all that you have learned about AI use. In the space below, create a brief "code of conduct" for the responsible use of AI tools in an educational setting. Consider including guidelines about plagiarism, fact-checking, privacy and safety when using AI tools, ethical concerns with AI, etc. You may consider doing some additional research on your own before finalizing your code of conduct. Write at least 10 guidelines below.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

REFLECT: What do you believe is the most important factor to consider when using AI in educational settings?

Answers will vary.

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Name: _____

Part 3

Directions:

There are many AI tools designed specifically for students. In this activity, you will select two AI tools to research and answer questions about. Some AI tools are listed below; however, feel free to choose any tools you would like.

Potential AI Tools You May Consider:

ChatGPT	Microsoft Copilot	Google Gemini	Quiziz
Grammarly	Notion	Canva	Quillbot

AI Tool 1

AI Tool Name: Answers will vary.
Category: (Circle one.) Writing Tool Study Tool Language Tool Creative Tool Math/Science Tool Other: _____
What is the tool designed to do? Answers will vary.
Key Features/Functions: • Answers will vary. • Answers will vary. • Answers will vary. • Answers will vary.
Benefits of Students Using This Tool: • Answers will vary. • Answers will vary. • Answers will vary.
Limitations or Risks for Students Using This Tool: • Answers will vary. • Answers will vary. • Answers will vary.
Are there any ethical considerations for students using this AI tool? If so, what are they? Answers will vary.
Give an example scenario of a student using this tool appropriately. Answers will vary.
Give an example scenario of a student using this tool inappropriately. Answers will vary.

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Name: _____

AI Tool 2

AI Tool Name: Answers will vary.
Category: (Circle one.) Writing Tool Study Tool Language Tool Creative Tool Math/Science Tool Other: _____
What is the tool designed to do? Answers will vary.
Key Features/Functions: • Answers will vary. • Answers will vary. • Answers will vary. • Answers will vary.
Benefits of Students Using This Tool: • Answers will vary. • Answers will vary. • Answers will vary.
Limitations or Risks for Students Using This Tool: • Answers will vary. • Answers will vary. • Answers will vary.
Are there any ethical considerations for students using this AI tool? If so, what are they? Answers will vary.
Give an example scenario of a student using this tool appropriately. Answers will vary.
Give an example scenario of a student using this tool inappropriately. Answers will vary.

1. Explain, in two or three sentences, your personal beliefs about the use of AI.

   Answers will vary.

2. How do you think the increased use of AI will improve or harm educational settings?

   Answers will vary.

3. How do you think AI will impact your life or career in the future?

   Answers will vary.

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KEY: Appendix 9: Vocabulary Activity

Part 1

Directions:

The Frayer model is a graphic organizer used to build vocabulary. There are four parts: definition in your own words, facts or characteristics, examples and nonexamples. Using the word bank below, choose two vocabulary words and complete the worksheet for those two words. When completed, share with a partner.

Advocate	**Agricultural Literacy**	**Archives**	**Artificial Intelligence (AI)**	**Aspirations**
Career Pathway	**Civil Rights Act of 1964**	**Computer Numerical Control (CNC)**	**Cowboy Hat**	**Credibility**
Fortune Teller	**Innovative**	**Interdisciplinary**	**Internship**	**Job Shadow**
Legacy	**Literacy**	**Machinist**	**Merger**	**Plagiarism**
Precision Machining	**Preservation**	**Public Speaking**	**Supervised Agricultural Experience (SAE)**	**Shaping**
Speech	**Western**			

Definition:

Answers will vary.

Facts/Characteristics:

Answers will vary.

Word:

Answers will vary.

Examples:

Answers will vary.

Nonexamples:

Answers will vary.

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