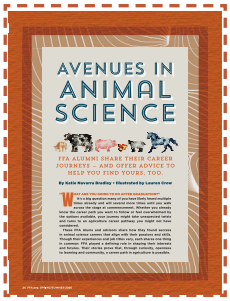
SPRING/SUMMER 2026

Teaching Guide

In this guide, you will find activities for six articles in the spring/summer 2026 issue of *FFA New Horizons*. Worksheet answer keys can be found at the end of the activity worksheet. The activities are aligned to educational standards. (See each activity for the specific standards.)

VOCABULARY ACTIVITY

Description of the activity: Students will choose four vocabulary words from the chart of terms on the worksheet. For each word, they will create a four-panel comic strip.

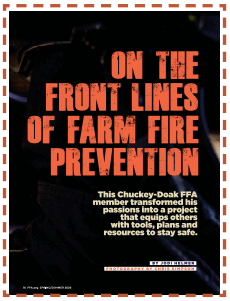


AVENUES IN ANIMAL SCIENCE

FFA alumni share their career journeys and offer advice to help students find theirs too.

HOOKED ON CONSERVATION

Pennsylvania FFA members learn about fish and water quality issues firsthand.



FARM FIRE SAFETY

This Chuckey-Doak FFA member transformed his passions into a project that equips others with tools, plans and resources to stay safe.

INTERNSHIP INSIGHTS

From corporate offices to cameras, these past national officers discovered lessons in leadership, teamwork and career growth.

AG 101: INNOVATIONS THAT TRANSFORMED AGRICULTURE

Dive into these noteworthy innovations that, in some cases, continue to impact the industry today.

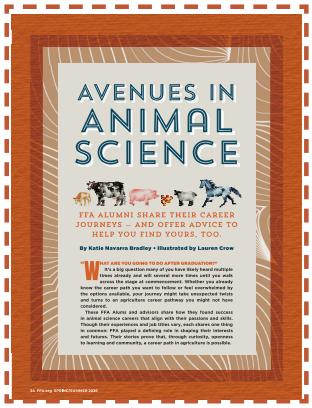
ON THE RECORD: WILL CLARK

This past Arkansas state officer and current Walmart executive continues to draw on his FFA experiences and pay it forward to future generations of members.

Click Here to Download the Google Worksheets.

NEW HORIZONS

SPRING/SUMMER 2026
Teaching Guide



ARTICLE SUMMARY

AVENUES IN ANIMAL SCIENCE

FFA alumni share their career journeys and offer advice to help students find theirs too.

Bell Ringer

When you hear the phrase animal science career, what jobs come to mind? Where would someone need to start in order to get there?

Discussion Questions:

1. How might hands-on experiences in high school help someone decide if a career is a good fit?
2. What role do school activities play in preparing for future careers?
3. Why is it helpful to learn about many careers instead of focusing on just one?

Activity:

PART 1:

Have students read the article "Avenues in Animal Science" in the spring/summer 2026 issue of FFA New Horizons and answer the questions on the student activity sheet.

PART 2:

Have students use AgExplorer to choose one animal science career to explore and complete a career profile about.

PART 3:

Now that students have chosen a career, they will use the SAE Idea Cards to find two SAEs that can help prepare them for that career. They will then answer the reflection questions.

FFA TIP:

Have students explore the different animal systems career development events available to compete in.

SAE TIP:

Encourage students to start an SAE to help prepare them for their future animal science career of interest.

VOCABULARY

Animal Science
Career Pathway
Foundational SAE
Immersion SAE
SAE

EXIT TICKET

After today's lesson, what is one action you could take to explore an animal science career, and why does that matter?

CAREER FOCUS AREA

Animal Systems

RESOURCE HIGHLIGHT

Animal Systems Careers Lesson Series: https://ffa.box.com/s/jl776to302d0mhmn3z4pisrs45gs-awok

REFERENCES

AgExplorer: Animal Systems, https://agexplorer.ffa.org/focus/animal-systems/

SAE Idea Cards: Animal Systems, https://ffa.box.com/s/nx3wiay7td1gxci8el4l9qo741p1fwr9

APPENDIX

Appendix 1: Avenues in Animal Science

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

AVENUES IN ANIMAL SCIENCE

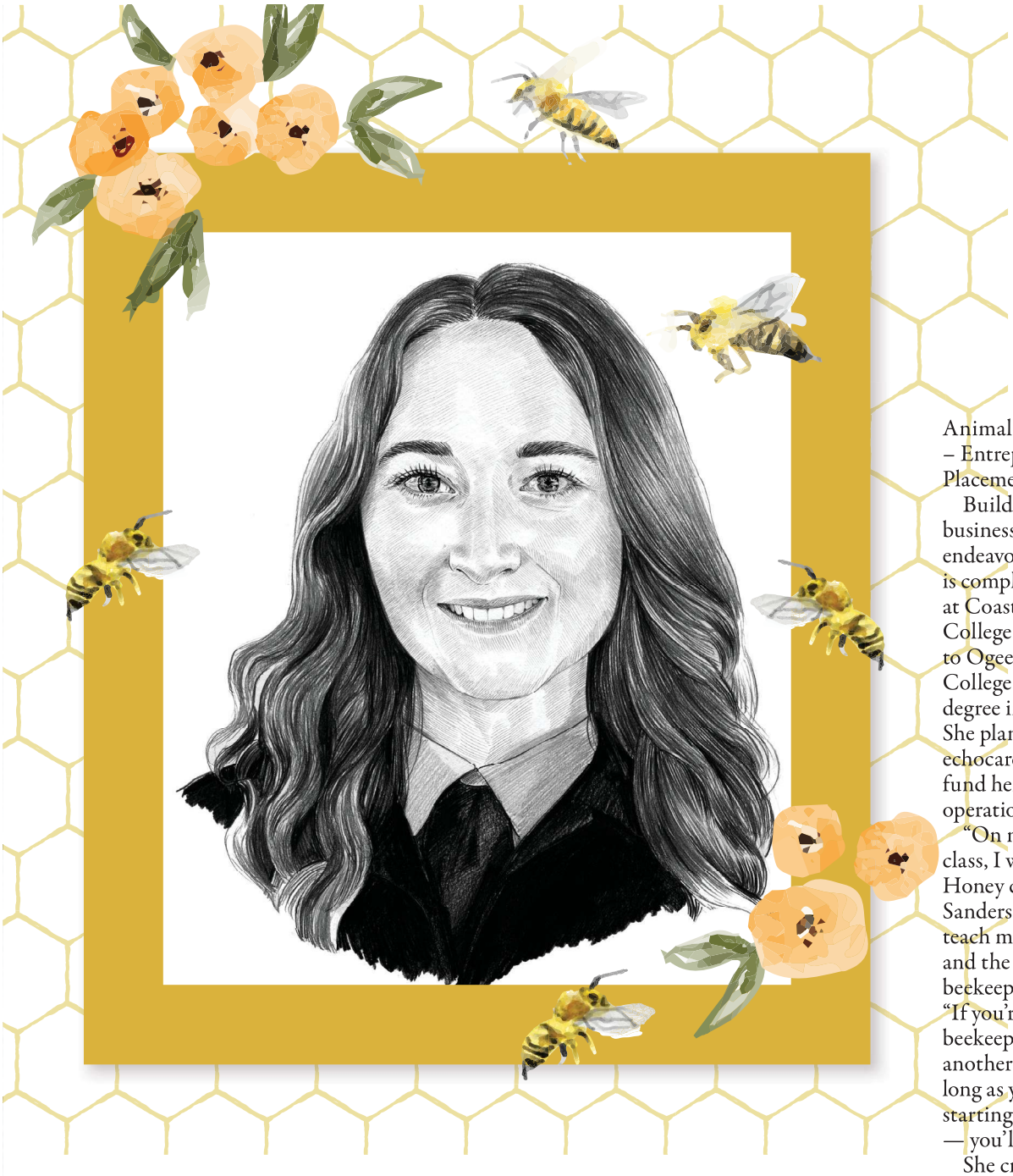
FFA ALUMNI SHARE THEIR CAREER JOURNEYS — AND OFFER ADVICE TO HELP YOU FIND YOURS, TOO.

By Katie Navarra Bradley • Illustrated by Lauren Crow

"WHAT ARE YOU GOING TO DO AFTER GRADUATION?"

It's a big question many of you have likely heard multiple times already and will several more times until you walk across the stage at commencement. Whether you already know the career path you want to follow or feel overwhelmed by the options available, your journey might take unexpected twists and turns to an agriculture career pathway you might not have considered.

These FFA Alums and advisors share how they found success in animal science careers that align with their passions and skills. Though their experiences and job titles vary, each shares one thing in common: FFA played a defining role in shaping their interests and futures. Their stories prove that, through curiosity, openness to learning and community, a career path in agriculture is possible.



LINDSY MOORE

- **National FFA Agricultural Proficiency Award Winner**
- **College: Coastal Pines Technical College and Ogeechee Technical College**
- **Major: echocardiography**

Beekeeping, specifically raising and selling queen bees, began as a summer job for Lindsy Moore. She began working for Sanders Honey as part of her supervised agricultural Experience (SAE) when she was a member of the Ware County FFA in Georgia. Now, four years later, it is her dream job, and her SAE was selected as the 2025 National FFA Agricultural Proficiency Award winner in the Specialty Animal Production – Entrepreneurship/ Placement category.

Building a beekeeping business is an expensive endeavor, she says, so she is completing core classes at Coastal Pines Technical College and will transfer to Ogeechee Technical College to earn an associate's degree in echocardiography. She plans to use an echocardiography job to fund her own beekeeping operation.

"On my days off from class, I work with [Sanders Honey co-owner] Brad Sanders, who continues to teach me about beekeeping and the business side of beekeeping," she says. "If you're interested in beekeeping, learn from another beekeeper for as long as you can before starting your own business — you'll need the help."

She credits FFA with giving her confidence, discipline and connections to turn her interests into a viable animal science business.

Her advice to other FFA members: "Never give up. I'm allergic to bee stings, but that hasn't stopped me" she says. ***"There will be things in life that will try to block you from pursuing your dreams, but you can't let that happen. You can always find a way around it."***

Additional Artwork: Getty Images, kampee patisena, cienpies, jetFoto, fominox, Tatiana Arefyeva, larisa zorina, haloviss, mfto, rubinat, Samolevsky,

BRYCE WINFREY

- **Associate director, channel operations, Merck Animal Health**
- **College: Texas Tech University**
- **Degree: Bachelor of Science in agricultural communications, minor in animal science**

Raised in a family with deep agricultural roots, Bryce Winfrey was surrounded by educators, farmers, cattle producers and animal health professionals. Their influence inspired him to explore a wide range of careers within the industry. As a member of the Seminole FFA Chapter in Texas, and later a Texas FFA state officer, Winfrey developed a passion for animal health while raising livestock for stock shows.

"Those early experiences taught me the importance of a safe, sustainable food supply," he says. ***"I'd encourage FFA members to explore broadly and lean into the full range of FFA opportunities, whether that is career development events, judging teams, leadership roles, internships or volunteering, to discover what you enjoy and where you excel."***

At Texas Tech University, Winfrey built the technical and professional skills essential for success. Classroom studies strengthened his animal science foundation, while participation in college judging, student government and campus organizations honed his communication, presentation and leadership abilities. Those experiences, he says, broadened his perspective and created a professional network he continues to rely on today.

His advice to students: "If animal health interests you, focus on developing both technical and soft skills — communication, teamwork and problem-solving," he says. "The FFA networking opportunity is invaluable; connect with advisors and industry professionals to learn about roles in the industry. There is a strong demand for talented people in animal health, and we need you to help us solve the challenges of the future."

ERIC DUARTE

Eric Duarte grew up on a family dairy farm but initially had zero interest in FFA. As a sophomore, he joined the Newton New Jersey FFA Chapter but was inactive until his advisor insisted he attend the 2007 national FFA convention. That trip ignited a passion that defined his career path.

He became a chapter officer and later served as the New Jersey FFA president. After earning a business administration degree from Centenary College, he accepted a full-time position with the New Jersey FFA — a role that opened the door to a leadership development position with the National FFA Organization.

"As a state officer, I really latched on to mentorship, facilitating and helping people learn," Duarte says. "The opportunity to serve as state staff in New Jersey allowed me to implement all of that, and when the job opened at the national level, it was a no-brainer."

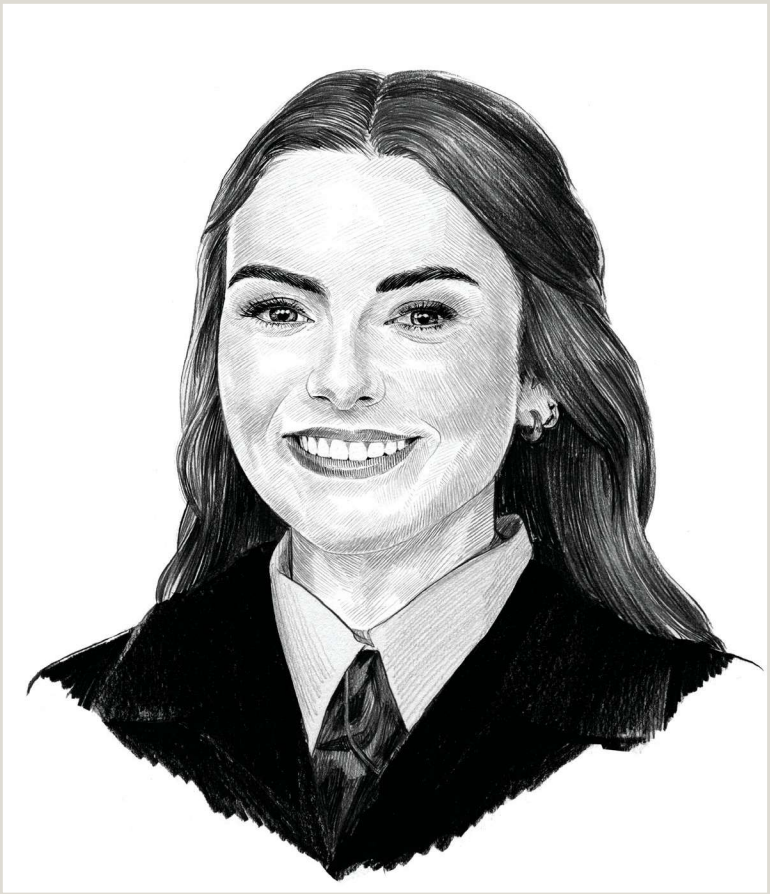
Today, Duarte works in human resources at Elanco Animal Health. "My job is to deliver strategy on learning and development initiatives across a global audience," he says.

His advice to students considering a career in agriculture: ***"Don't automatically write off HR, as leadership is a crucial skill everywhere."***

- **Director of global talent, Elanco Animal Health**
- **College: Centenary College**
- **Degree: Bachelor of Science in business administration and management**

ABIGALE JACOBSEN

- 2024-25 National FFA Western Region Vice President
- College: California State University, Chico
- Major: animal science

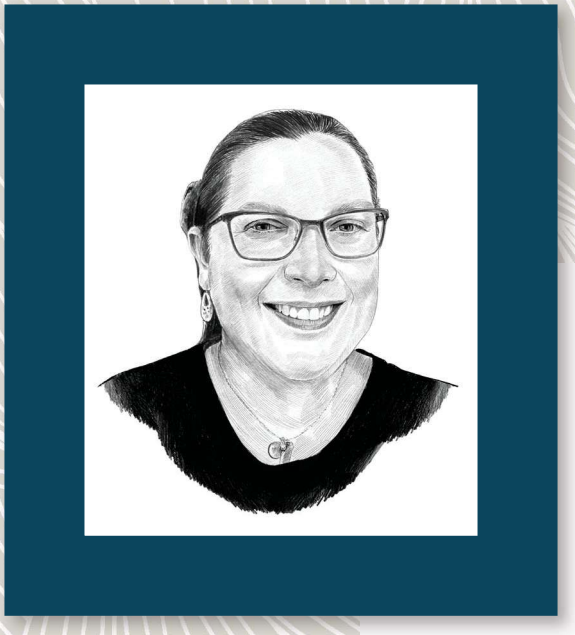


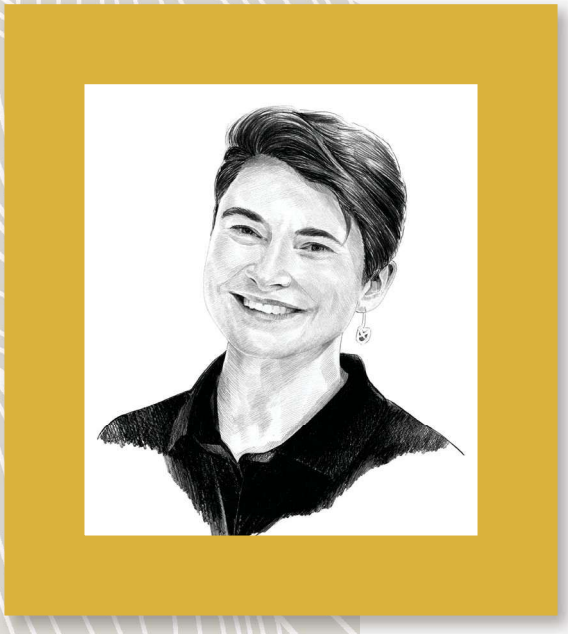
Growing up in the suburbs of Sacramento, Calif., Abigale Jacobsen didn't have a deep connection to livestock or agriculture, but competing on Dressage horses sparked her curiosity about veterinary medicine. Joining her high school agriculture science class expanded that interest, giving her hands-on experience in showing sheep and exploring animal management and marketing, using both sheep and horses as multiple supervised agricultural experience (SAE) projects.

"A lot of my passion for, and the reason I majored in animal science, came from those classroom experiences," she says. ***"The course let me see animal science from both the livestock management and business sides through hands-on labs at the school farm."***

Jacobsen is studying animal science at Chico State University. After serving a term as a California FFA state officer, she took a gap year to run for a National FFA office. That pursuit was a success; she was elected the 2024-25 Western Region National FFA Vice President, and will return to Chico State in January 2026.

Her advice to others exploring animal science: "Say yes to the people willing to mentor you or give you an opportunity. You never know where it might take you."





- **Agriculture educators and FFA Advisors**
- **Dover FFA in New Hampshire**

CARRIE HOUGH & KATIE GREEN

Carrie Hough and Katie Green took different paths to agricultural education, but now share the same goal: to help members of the Dover FFA in New Hampshire discover their passions for agriculture.

For Hough, the journey began at the University of New Hampshire, where she designed her own major that combined education and agriculture, after discovering no formal agricultural education program existed. ***"One of my favorite classes, Ed 500, let me work with a high school ag teacher. It confirmed this was the right path for me,"*** she recalls. Today, Hough teaches animal science and companion and large animal courses, blending classroom learning with hands-on experience. A former member of the Coe Brown Much-to-Do FFA Chapter and a former Granite State FFA officer, Hough's honors include being named a National FFA Agriscience Fair finalist, an Agricultural Proficiency Award winner for maple syrup production, a Granite State FFA Connor Memorial Outstanding Teacher/FFA Advisor Award winner and a National Teacher Ambassador for FFA.

Her colleague, Katie Green, took a different route. Growing up in Massachusetts without an FFA program, Green explored agriculture through 4-H. While studying dairy nutrition at Cornell University, a class called "Youth Organizations in Agriculture" changed everything. "It made me realize I wanted to teach ag," she says. Now, Green co-teaches animal and honors veterinary science classes, manages student assistants, oversees the care of more than 75 animals and advises FFA activities.

"College broadened my perspective and helped me see the diversity of agriculture," she says. "I took unique classes, like exotic avian husbandry and a propagation class."

Both educators encourage students to explore widely. "Say yes to opportunities," Hough advises. Green adds, "Take those unusual electives — you never know when that knowledge will come in handy."

Pave Your Path

When it comes to working with animals, the possibilities are endless. Visit AgExplorer.FFA.org/Focus/Animal-Systems/ to find a career that aligns with your passions and interests.

Name: _____

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

Appendix 1: Avenues in Animal Science

Part 1

Directions:

Read the article "Avenues in Animal Science" in the spring/summer 2026 issue of *FFA New Horizons* and fill in the profiles below for the six individuals highlighted in the article.

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

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Name: _____

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

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Name: _____

Name	**Role**
College Attended	**Degree(s)**
Background	**Advice to Students**

Reflection Questions:

1. After reading about multiple animal science professionals, what patterns or similarities did you notice across careers?

2. How can experiences during high school help with future career decisions?

3. What type of work or career area from the article interested you the most? What type of work or career area in the article interested you the most?

4. What is one step you could take to continue exploring careers you are interested in?

5. What piece of advice from the article can you apply to your life?

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Name: _____

Part 2

Directions:

Use AgExplorer, AgExplorer.FFA.org/focus/animal-systems/, to choose one animal science career to explore and complete the career profile below.

Animal Science Career I'm Exploring:
Circle the words that best fit this career: Hands-on Science-based Business-focused People-centered Field work Lab work Creative Problem-solving
In one sentence, this career is about:
Create a visual pathway showing how a student could move from high school into this animal science career. Your pathway should show the full journey, not just one step. An example can be found here: https://www.naae.org/naae/assets/File/public/teachag/pathway/Arizona.pdf. **Include in Your Pathway** • High school classes, clubs or activities • FFA involvement • SAE experiences • Education or training after high school • Entry into the career You may use arrows, symbols, drawings or words.

Part 3

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Name: _____

Directions:

Now that you have chosen an animal science career you are interested in, use the SAE Idea Cards (https://ffa.box.com/s/nx3wiay7td1gxci8el4l9qo741p1fwr9) to choose at least two SAE ideas that could help you prepare for this career. Finally, answer the reflection questions.

SAE Idea 1

1. What would a student actually do in this SAE?

2. SAE Type (circle one):
   Foundational Immersion

3. How does this SAE connect to the career?

SAE Idea 2

1. What would a student actually do in this SAE?

2. SAE Type (circle one):
   Foundational Immersion

3. How does this SAE connect to the career?

Reflection Questions

1. Why do you think these SAE ideas connect well to the career you explored?

2. How could starting with a Foundational SAE help a student decide if this career is a good fit?

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NEW HORIZONS

SPRING/SUMMER 2026

Teaching Guide

[PERSONAL GROWTH]

HOOKED ON CONSERVATION

PENNSYLVANIA FFA MEMBERS LEARN ABOUT FISH AND WATER QUALITY ISSUES FIRSTHAND.

BEYOND THE CLASSROOM

ARTICLE SUMMARY

HOOKED ON CONSERVATION

Pennsylvania FFA members learn about fish and water quality issues firsthand.

Bell Ringer

Name one fish you think lives in rivers or lakes near us. What does that fish need to survive?

Discussion Questions:

1. Where do you think farmed fish come from?
2. Do you think fish raised in tanks can survive in the wild?
3. Should we raise fish that already live in our rivers and lakes?

Activity:

PART 1:

Have students read the article "Hooked on Conservation" in the spring/summer 2026 issue of FFA New Horizons and answer the questions on the student activity sheet.

PART 2:

Students will choose a freshwater fish species native to their area and research it using the table provided on the student activity sheet.

PART 3:

Students will complete additional research on their selected fish species and how it can be raised in captivity. They will create a plan for an aquaculture system design that could be used to raise this fish at their school.

FFA TIP:

Similar to the chapter in the article, your FFA chapter could partner with a local government agency to raise and release native fish in your area.

SAE TIP:

Students could partner with a local game and fish or similar agency to perform conservation work at local lakes and rivers.

VOCABULARY

Aquaculture
Conservation
Habitat
Water Quality

EXIT TICKET

What is one specific factor you would need to control in an aquaculture system to successfully raise a native fish from our area? Explain why it matters.

CAREER FOCUS AREA

Animal Systems; Natural Resource Systems

RESOURCE HIGHLIGHT

SAE Video Lesson: Joe Lindberg Minnow Trapping SAE, https://ffa.box.com/s/3wwedai-6kms4vcc5ahkdyjh95i1s0woz

Water Conservation Lesson Series, https://ffa.box.com/v/Water-Conservation

APPENDIX

Appendix 2: Hooked on Conservation

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: AS.02, AS.05, AS.06, AS.08, FPS.04, FPS.06 FFA PRECEPTS: FFA.PL-A, FFA.PL-F, FFA.PG-J, FFA.CS.M, FFA.CS.N COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.1 COMMON CORE – WRITING: CCSS.W.9-10.2, CCSS.W.9-10.3, CCSS.W.9-10.4, CCSS.W.9-10.7, 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.07, CRP.08

HOOKED ON CONSERVATION

PENNSYLVANIA FFA MEMBERS LEARN ABOUT FISH AND WATER QUALITY ISSUES FIRSTHAND. – By Renee Mulvihill

When small, young channel catfish (also known as fingerlings) arrive at Shanksville-Stonycreek School each October, they are only 1–2 inches long. By the time the central Pennsylvania school's FFA members help release the catfish into nearby Somerset Lake in May, they've grown to 4–8 inches. In 2024, more than 800 catfish were raised as part of a cooperative nursery program with the Pennsylvania Fish and Boat Commission.

Shanksville-Stonycreek FFA advisor Britton Stutzman wanted to join the program after seeing several other local schools get involved. This is her chapter's fifth year of raising channel catfish in three 500-gallon tanks set up in the school's greenhouse. Pool heaters keep the water temperature at about 80 degrees Fahrenheit, aerators help improve water quality and a dechlorinator purchased with a grant provides the fresh, non-chlorinated water the catfish need to thrive.

Many Shanksville-Stonycreek FFA members have never fished before. By the end of the school year, however, they not only know more about fishing, but also have become experts at raising fish.

"We feed the fish, we do water changes, we test the water and we check nitrates and ammonia levels in the water," Stutzman says. "Students are learning a lot of responsibility and accountability."

Andy Zolla catches catfish from one of the school's tanks so they can be transported to Somerset Lake for release.

FFA members place concrete blocks into fish spawning structures they built in the classroom.

Tori Bowers and Katy Kovacs prepare to place the fish habitat structures that were built in the classroom.

BEYOND THE CLASSROOM

The knowledge students gain about water quality in the fish tanks translates to the world outside the school doors as well.

"They learn about erosion, pollution, runoff and all of the aspects that affect water quality," Stutzman says. "If a water change isn't done, they can see the results firsthand and they're learning how important it is to take care of the environment we have."

Conservation education continues even as students help release the fish into Somerset Lake. "The day the fish leave, the Fish and Boat Commission plans a lake instruction day where they can go in kayaks and canoes, learn about boat safety and participate in some fishing activities," Stutzman says.

On this day, students are also able to help the Fish and Boat Commission place habitats that they built during the school year in the Quemahoning Reservoir. These habitats include submerged structures where small fish can hide and turtle basking platforms, according to Don Anderson, a district commissioner with the Pennsylvania Fish and Boat Commission, who helps the Shanksville-Stonycreek FFA Chapter with its nursery program.

"My hope is that a number of students will go on to pursue a career path in conservation," Anderson says. "Or if they aren't going to work in conservation as a career, maybe they will do conservation work as a volunteer and take an interest in what goes on in their community."

Photography: Courtesy of Britton Stutzman, Getty Images, zpagistock

Name: _____

Aligned to the following standards: AS.02; AS.05; AS.06; AS.08; FPS.04; FPS.06; FFA.PL-A3; FFA.PL-A4; FFA.PL-F3; FFA.PL-F5; FFA.PG-J1; FFA.PG-J4; FFA.CS-M1; FFA.CS-N2; CCSS.ELA.RI9-10.1; CCSS.ELA.W9-10.2; CCSS.ELA.W9-10.3; CCSS.ELA.W9-10.4; CCSS.ELA.W9-10.7; CCSS.ELA.W9-10.9; CCSS.ELA.SL9-10.2; CCSS.ELA.L9-10.6; CRP.02; CRP.07; CRP.08

Appendix 2: Hooked on Conservation

Part 1

Directions:

Read the article "Hooked on Conservation" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions below.

1. How long are the channel catfish fingerlings when they arrive at Shanksville-Stonycreek School in October each year?

   How long are they when the students release them in May?

2. Which government agency does the school collaborate with for this project?
   a. Pennsylvania Department of Agriculture
   b. Pennsylvania Animal Control
   c. Pennsylvania Fish and Boat Commission
   d. Pennsylvania Department of Conservation and Natural Resources

3. Where do students raise the catfish at the school?

4. What are three pieces of equipment necessary for raising the catfish? What are their functions?
   a.
   b.
   c.

5. What are four tasks the students perform while raising the fish?
   a.
   b.
   c.
   d.

6. Fill in the quote from advisor, Britton Stutzman, below.

   "They learn about _____, _____, _____ and all of the aspects that affect _____ _____. If a _____ _____ isn't done, they can see the _____ firsthand, and they are learning how _____ it is to take care of the _____ we have."

7. What activities do students participate in when it comes time to release the fish?

8. What impact does Don Anderson, district commissioner with the Pennsylvania Fish and Boat Commission, hope this program has on students who participate?

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Name: _____

Part 2

Directions:

Choose a freshwater fish species native to your area and research it using the table below.

Common Name:		**Scientific Name:**	
Natural Habitat:		**Regions It's Located In:**	
Typical Adult Size:		**Preferred Water Temperature Range:**	
Diet:		**Natural Predators: (if any)**	
Describe the fish's natural environment (water movement, clarity, depth).			
Why is this fish important in the local ecosystem? What role or function does it serve?			
Draw or paste a picture of your fish below.			

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Name: _____

Part 3

Directions:

Do additional research on your selected fish species and how it can be raised in a controlled environment. Create a plan for an aquaculture system design that could be used to raise this fish at your school.

System Type: (circle one)	Tank	Pond	Recirculating System
System Size: (in gallons)			

How will water temperature be controlled?	**How will oxygen be supplied?**
What type of filter will your system use? Why did you choose this filter?	**Explain how your fish will be fed. What food will you use? How often will you feed? How will you feed?**
What additional equipment or tools would be helpful in raising this species in an aquaculture setting?	**Are there any government agency programs in your area like the one described in the article? If so, describe them below.**

What is one challenge you might encounter in raising this fish species?
What is a possible solution to the challenge you identified?

Conclusion Questions:

1. Why might raising native fish be better than raising nonnative fish?

2. How could aquaculture help support food systems and/or conservation efforts?

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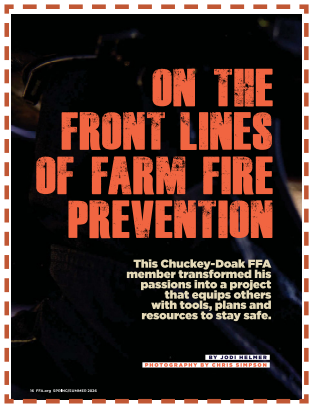
NEW HORIZONS

SPRING/SUMMER 2026
Teaching Guide



ARTICLE SUMMARY

FARM FIRE SAFETY

This Chuckey-Doak FFA member transformed his passions into a project that equips others with tools, plans and resources to stay safe.

Bell Ringer

On a blank piece of paper, draw a picture of what comes to mind when you hear the phrase "fire safety."

Discussion Questions:

1. Why is fire safety so important?
2. What does any farm need to consider when they think through being prepared for a fire and/or evacuation?
3. How do the considerations of farm fire safety apply to your home?

Activity:

PART 1:

Have students read the article "On the Front Lines of Farm Fire Prevention" in the spring/summer 2026 issue of FFA New Horizons and answer the questions that follow. Have students share what they learned when they finish.

PART 2:

Using the prompts provided, students are going to begin by identifying safety features in place in their classroom and department facilities as well as the potential hazards. They will then repeat the same procedure with their homes. Have students discuss what surprised them as they thought through all of the various locations. Ask students what could be improved and why. Next, students will visit the U.S. Fire Administration's website to learn about fire statistics in the United States. Students will identify three statistics that surprise them. Based on what students have now learned about fire safety in multiple locations, they will develop and share their public service announcement (PSA) about the purpose of fire safety and the things that need to be considered for future safety. Use the rubric in the answer key to help evaluate the PSAs.

PART 3:

Students are now going to develop a 30-minute elementary education activity that could be used to teach about fire safety. They will use the provided steps to plan out their activities. Consider having students execute the activity to show what they have learned. Lastly, students will reflect on what they have learned through the lesson.

FFA TIP:

Have students conduct a fire safety activity developed as part of the chapter program of activities or incorporate into an agricultural literacy day.

SAE TIP:

Have students consider volunteering at the local fire station.

VOCABULARY

Evacuation
Prevention
Suppression

EXIT TICKET

Why should everyone have a fire safety plan in place?

CAREER FOCUS AREA

Agribusiness

RESOURCE HIGHLIGHT

AgExplorer.FFA.org

REFERENCES

GOFMX.COM

APPENDIX

Appendix 3: Farm Fire Safety

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A1, FFA.PL-A3, FFA.PL-B2, FFA.PL-BS COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.1, CCSS.RI.9-10.4 COMMON CORE – WRITING: CCSS.W.9-10.4, CCSS.W.9-10.5 COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.6, CCSS.ELA.SL.11-12.6 COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, CCCSS.ELA.L.11-12.6 AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.08 P21 SKILLS: COLLABORATION, COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, THINK CREATIVELY

ON THE FRONT LINES OF FARM FIRE PREVENTION

This Chuckey-Doak FFA member transformed his passions into a project that equips others with tools, plans and resources to stay safe.

BY JODI HELMER

PHOTOGRAPHY BY CHRIS SIMPSON

At 15 years old, Dakine Thompson has logged more than 300 hours toward his Supervised Agricultural Experience (SAE) and community service.

Thompson comes from a family of firefighters, and he trains alongside seasoned firefighters at the Tusculum Volunteer Fire Department in Tennessee, learning skills such as fire suppression, vehicle extractions and repelling from windows. He's also traveled to neighboring states to participate in disaster relief efforts.

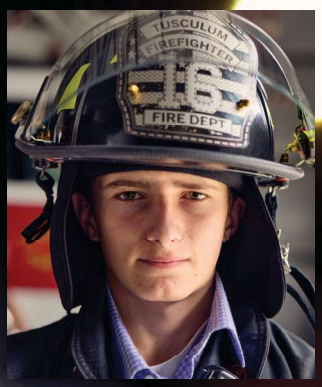
As part of his training, Thompson has learned about agricultural fire safety; it's essential knowledge for a volunteer crew that fights fires in a rural area where there are a lot of grain bins and hay fields that pose significant fire risks. The experiences inspired Thompson to focus his SAE on agricultural fire prevention and safety.

"I'm trying to educate as many people as possible on the topic," he says.

The Chuckey-Doak FFA sophomore talks to farmers about wildfire risk, equipment safety management and emergency preparations. As Thompson started visiting local farms, he realized just how unprepared many operations were.

"Most of the information I provided them was surprising because most of them don't have evacuation plans for people or livestock on their farms," he says.

Thompson created those resources. He provides emergency contact lists, farm evacuation plans and fire preparedness checklists using templates that can be customized to fit individual farms.



Left and above: Dakine Thompson of Tennessee is passionate about fire safety and is focusing on agricutural fire prevention and safety for his Supervised Agricultural Experience (SAE).

RISK Assessment

As part of his SAE, Thompson has identified farmers in his hometown of Chuckey, Tenn., who need help creating fire prevention and safety plans. He travels to the farms and walks the property with his fire risk assessment, checking for hazards.

"I evaluate what they need and what they're missing so I can help correct that," he says.

The SAE is an ambitious project, and Thompson plans to continue working on it until his high school graduation in 2028. Chuckey-Doak FFA advisor and agriculture education teacher Larkin Clemmer calls it an "out-of-the-box idea."

When Clemmer learned that Thompson wanted to focus his SAE on farm fire safety, he thought it was the perfect fit.

"One of the most important things is for an SAE to actually match the student," Clemmer says. "His SAE comes from his background and his passion, and he's been able to develop a risk assessment and start planning. It's something that greatly benefits the producers that he goes and sees."

On his visits to local farms, Thompson has noticed some recurring (and serious) fire safety risks.

"Some of the things that are surprising [to farmers] is the risk of dust, debris and buildup because that dust is really flammable," Thompson says. "The other common things on farms that cause fires are motors, electrical equipment and heating and air [equipment]."

Thompson has worked with a local poultry farm to create a comprehensive risk assessment, and dreams of reaching at least 10 farms with his prevention plans. To make the projects affordable, he donates a lot of fire safety equipment, including fire extinguishers, to farmers. An FFA Living to Serve Grant has helped Thompson provide lifesaving supplies to farmers and support his SAE. He's committed to preventing farm fires because the stakes are high.

"When you lose a piece of land [because] your fields or your buildings burned, that's money you're losing," Thompson says.

Beyond the FARM

Thompson's commitment to community service doesn't stop at fire prevention. He's also passionate about supporting veterans and preserving their stories by creating honor displays, restoring a local memorial and recruiting volunteers to distribute pins and other memorial items to honor local veterans.

Thompson also started a Facebook page and YouTube channel called "The Blue Jacket Way" that features SAE demonstrations and educational resources. He has highlighted his participation in events including Hurricane Helene

Right: FFA advisor Chase Murray and Dakine Thompson review a CNC plasma cutting project.

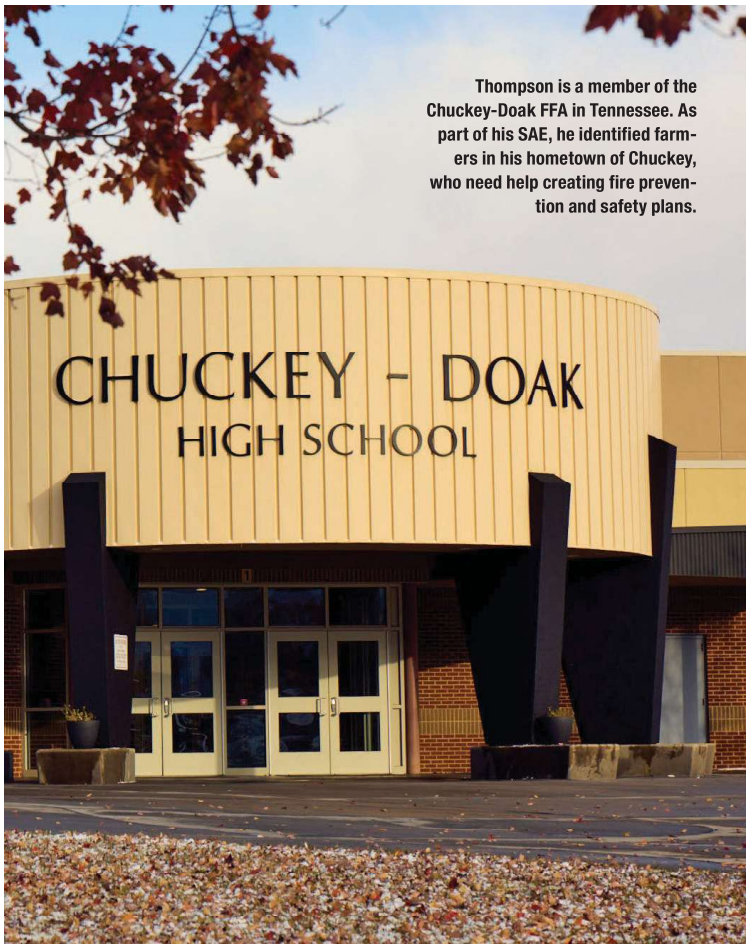
Far right: Thompson (left) and FFA advisor Larkin Clemmer discuss a shielded metal arc welding project.

Below: Clemmer provides Thompson with detailed welding instruction.

This photo: Among Thompson's top fire safety tips: Perform welding or grinding in safe areas, away from flammable materials.

Top right: Thompson (center) and members of the Tusculum Volunteer Fire Department attend a fire training session.

Bottom right: Thompson (left) and Tusculum Volunteer Fire Department member Levi Kent inspect equipment.



Thompson is a member of the Chuckey-Doak FFA in Tennessee. As part of his SAE, he identified farmers in his hometown of Chuckey, who need help creating fire prevention and safety plans.

Remembrance, Kids Day at the Farm and FFA Farm Wars. He hopes the content will encourage other FFA members to pursue ambitious SAE projects.

Clemmer appreciates how Thompson uses his platform to showcase the positive aspects of SAEs.

"As an agriculture educator, the goal is to get all students involved in an SAE, and a big part of that is helping to prepare [them] for the future," Clemmer says. "It really helps to push and motivate them; they gain skills, networking and resources. Overall, it helps develop them and build a foundation to move forward to the next level, whether that's higher education, a career or simply a hobby."

When Thompson isn't training to fight fires, evaluating farms for his SAE or volunteering with veterans memorial projects, he's in the shop restoring farm equipment. He just completed a full mechanical rebuild on his school's 1970 Ford 2000 tractor and restored a 1954 Ford sickle

"If I could offer advice to other FFA members, I would tell them to be prepared to put in the work."
- DAKINE THOMPSON

mower; he also participated in the Greene County Fair Antique Farm and Auto Show, where he won a blue ribbon.

Thompson has also stayed busy raising a flock of laying hens. His hens just started laying eggs that he plans to sell to the community. He also participates in agricultural competitions and events, including the Greene County 4-H poultry show and auction and the fire department's 9/11 walk, and is a member of the Chuckey-Doak FFA soil judging team.

"If I could offer advice to other FFA members, I would tell them to be prepared to put in the work," Thompson says. "Be focused, and take it one step at a time so you don't get overwhelmed and overstimulated."

Firefighting remains his true passion, though. Thompson plans to continue as a volunteer firefighter after high school, and what motivates him most is the thought of protecting his community.

"It's helping me keep everyone safe," he says. "And teaching them about the risk of fire, how dangerous it is and how to prevent that."

Clockwise from top: Thompson operates his fully-restored Ford 861 Powermaster tractor. Thompson's grandfather, Sam Reaves (left), imparts some mechanic knowledge. Thompson's experiences with the Tusculum Volunteer Fire Department (here maintaining equipment with firefighter Levi Kent) inspired him to focus his SAE on agricultural fire prevention and safety.

Allow hot engines to cool before storing farm trucks, tractors and other equipment, Thompson advises. And keep machinery free of grease and buildup.

FUTURE FOCUSED

Thompson isn't the only FFA member who's passionate about keeping others safe. Scan these codes to learn more about the inspiration behind his SAE (top) and how Wilton FFA members in Iowa designed a lifesaving grain bin invention (bottom), receiving a one-of-a-kind education.

10 Safety Tips

NO MATTER THE SEASON, IT'S IMPORTANT TO BE PREPARED. THOMPSON RECOMMENDS TAKING THESE STEPS TO REDUCE THE RISK OF FARM-RELATED FIRES.

1. Develop a comprehensive farm fire safety plan.
2. Take a class through a local fire department or fire prevention nonprofit to learn more about proper fire suppression methods.
3. Keep machinery free of grease and buildup.
4. Allow hot engines to cool before storing farm trucks, tractors and other equipment.
5. Safely store fuel and other flammables.
6. Perform welding or grinding in safe areas, away from flammable materials.
7. Keep emergency contact numbers for the fire department, emergency medical services, ambulance, police department, fuel supplier and veterinarian updated and posted.
8. Establish evacuation routes and safe assembly points.
9. Trim brush and create wide borders around farm fields and buildings to reduce fire risk.
10. Post evacuation plans and make sure farmworkers know how to escape in case of emergencies.

Name: _____

Aligned to the following standards:
FFA.PL-A1, FFA.PL-A3, FFA.PL-B2, FFA.PL-B5, CCSS.RI.9-10.1, CCSS.RI.9-10.4, CCSS.W.9-10.4, CCSS.W.9-10.5, CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.6, CCSS. ELA.SL.11-12.6, CCSS.ELA.L.9-10.6, CCSS.ELA.L.11-12.6, CRP.02, CRP.04, CRP.08

Appendix 3: Farm Fire Prevention

Part 1

Directions:

Read the article "On the Front Lines of Farm Fire Prevention" in the spring/summer 2026 issue of *FFA New Horizons* and complete the following activities.

1. How many hours has Dakine Thompson logged for his supervised agricultural experience (SAE)? a. 15 b. 100 c. 200 d. More than 300	2. Which state is Dakine Thompson from? Draw a picture of the state in the space provided, and draw a star with a label to identify the location of the volunteer fire department he works at.

3. Identify three skills that Dakine has developed from his service-learning SAE.

   (1) _____

   (2) _____

   (3) _____

4. Due to the surprise that so many were unprepared if a fire or an evacuation were to occur, what did Dakine develop for his community?

   (1) E_____ C_____ L_____

   a. What role do you think this resource plays if a fire or evacuation were to occur?

   (2) F_____ E_____ P_____

   a. What role do you think this resource plays if a fire or evacuation were to occur?

   (3) F_____ P_____ C_____

   a. What role do you think this resource plays if a fire or evacuation were to occur?

5. Identify three risks that are often identified on farms that farmers may be unaware of.

   (1) _____ (2) _____ (3) _____

6. What is the name of the Facebook page that Dakine developed to feature demonstrations and educational resources? _____

7. Why do you think many may not have fire and evacuation plans for their farms or homes?

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Name: _____

Aligned to the following standards:
FFA.PL-A1, FFA.PL-A3, FFA.PL-B2, FFA.PL-B5, CCSS.RI.9-10.1, CCSS.RI.9-10.4, CCSS.W.9-10.4, CCSS.W.9-10.5, CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.6, CCSS. ELA.SL.11-12.6, CCSS.ELA.L.9-10.6, CCSS.ELA.L.11-12.6, CRP.02, CRP.04, CRP.08

Part 2

Directions:

Using the prompts below, complete the following activities.

1. Walk through your classroom and department facilities (Ex. mechanics shop, greenhouse, livestock facility, storage rooms, etc.). Identify the fire safety measures in place and any fire safety concerns you notice that could affect your ability to escape. When evaluating the space, consider the items in the room, both on the floor and on the walls.

Safety Measures in Place	Potential Hazards

2. Think about your home. What types of safety measures and hazards exist in your home?

Safety Measures in Place	Potential Hazards

3. What did you notice that surprised you as you looked at and thought through the classroom, facilities and your home?

- Why?

4. Using the U.S. Fire Administration website, https://www.usfa.fema.gov/statistics/, identify three statistics that surprise you about fires in the U.S.

Statistic	What Does the Statistic Mean?	What Surprised You About This Statistic?

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Name: _____

5. Based on what you have learned about fires and fire safety, develop a 30-second public service announcement (PSA) for your community about the importance of fire safety and the things they need to think about now for future safety. Use the space below to write your PSA.

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The PSA is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The PSA is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The PSA is hard to understand with very quiet speaking or very hard-to-read writing. Little creativity was used.	The PSA is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The PSA is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the PSA.	Two mistakes are heard in the PSA.	Three or more mistakes are heard in the PSA. Student spoke very fast and was unclear.
Time	PSA was 30 seconds.			Student was either under or over the allotted time.

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Name: _____

Part 3

Directions:

Fire safety is a critical part of any home, office, school or farm. Develop a 30-minute elementary education activity that you could present to teach about fire safety. Use the steps below to plan your event/activity.

DEFINE ISSUE:

Guiding question: "What is the challenge we are facing?"

Examples:

- There is a lack of knowledge of agriculture and agricultural practices.
- There is disconnect between consumers and agricultural products, which begins at a young age.

Use the space below to capture the details of your challenge.

The challenge we are facing is:

ANALYZE:

Guiding question:
"What is the vital information we need to know, and where can I find it?"

Examples:

- Animals: local producers or students who raise livestock, agriculture teacher, county extension agent.
- Plants: local producers or students who grow plants, agriculture teacher, county horticulture extension agent, extension organizations like Master Gardeners.
- Agriculture Safety: local producers or students who are involved in animal production, machinery operation, agriculture teacher, county extension agent.
- Nutrition: family and consumer science teacher, agriculture teacher, county extension agent.
- Environment: local conservation agent or state conservation/natural resources staff.

We need to know:

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Name: _____

WRITE OBJECTIVES:

Guiding question: "What do we want to accomplish?"

Examples:

- Students have an increased knowledge about agriculture from interactive experiences.
- Students have an increased knowledge of the processes in agriculture that produce food, fiber and natural resources.

Our objectives are:

Describe the activity you going to complete with students.

What supplies will you need?

Reflection:

1. What did you find challenging about planning this event?

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Name: _____

2. What did you find exciting about planning this event?

3. Why is fire safety so important?

4. Complete the following statements.

- Three things I learned:

  (1)

  (2)

  (3)

- Two questions I still have:

  (1)

  (2)

- One final statement about farm fire safety:

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NEW HORIZONS

SPRING/SUMMER 2026

Teaching Guide

CAREER SUCCESS

INTERNSHIP INSIGHTS

FROM CORPORATE OFFICES TO CAMERAS, THESE PAST NATIONAL OFFICERS DISCOVERED LESSONS IN LEADERSHIP, TEAMWORK AND CAREER GROWTH, By Anna Campbell

As a high school or college student, internships can be a great way to explore a career field. ... 2025-26 national FFA officers, four summer was all about rolling up their sleeves, diving into new environments and discovering how much learning and growth can come from stepping outside the classroom. ... Morgan Anderson, Emily Gossett and Grant Northcut, ... Morgan Anderson, Emily Gossett and Grant Northcut came away with lessons they will carry far beyond one summer.

Morgan Anderson, WYO-FI

From scope-setting and all-hand meetings to anchoring and producing, every day looked different for Morgan Anderson as she received a sneak course in broadcast journalism at WKRC-TV in Cincinnati. Over the course, she found the assignments both thrilling and demanding.

"Breaking news was both the most thrilling and most challenging part of the job. ... I've been in so many situations before my show aired ... I had to move fast."

Her biggest takeaway? "Show eagerness to learn, even when it's outside of school," she says. "There's no growth in the comfort zone."

Emily Gossett, TRACTOR SUPPLY CO.

As a member of the public and investor relations team at Tractor Supply Co., Emily Gossett led a project to design a canvas for LinkedIn's one-year anniversary. Although the work was challenging, she says the culture made the difference.

"No one expected me to be perfect when we started me to be willing to learn, and I was rewarded," she adds.

For those preparing for interviews, her advice is simple: Do your research and be ready to share personal stories. "Be a storyteller," she adds. "Let your experiences bring your answers to life."

Grant Northcut, SIMMONS FOODS

Northcut spent his summer as a learning and development intern with Simmons Foods. Some days he was prepping workshops; others he was on the production floor, talking with employees and observing operations. The variety pushed him to collaborate in new ways.

"Simmons gave me countless opportunities to strengthen my leadership skills," Northcut says. "Some of my projects could have been completed alone."

His advice for future interns is to "be authentic and let your curiosity show."

Simmons

Florida native Grant Northcut graduated from Texas Tech University in May 2025 with a degree in ag business and minors in ag economics and ag leadership. He is pursuing a career in ag sales.

ROOM TO GROW

After their year of service is complete, many past national officers go on to accomplish big things in their chosen fields. Scan this code to read about 2022-23 National FFA Western Region Vice President Dom Williamson's summer spent at BASF, in his own words. You can also visit PioneerStudentNetwork.org to create an account and explore job and internship postings.

36 FFA.org SPRING/SUMMER 2026

ARTICLE SUMMARY

INTERNSHIP INSIGHTS

From corporate offices to cameras, these past national officers discovered lessons in leadership, teamwork and career growth.

Bell Ringer

What is an internship? How is it different from a regular job?

Discussion Questions:

1. What is the purpose of an internship?
2. How can internships help you with your future career goals?
3. How can you start preparing for an internship now?
4. Would you take an unpaid internship? Why or why not?

Activity:

PART 1:

Have students read the article "Internship Insights" in the spring/summer 2026 issue of FFA New Horizons and answer the questions on the student activity sheet.

PART 2:

Have students use the internet to research internships related to their interests and potential future career field. They will fill out the student activity sheet for two different internships they find.

PART 3:

Have students connect with four classmates to learn about the internships they researched. They will record information about each internship on their student activity sheets as they learn about it.

FFA TIP:

Host an internship fair with local businesses and companies for your FFA chapter. Members can connect with these partners and learn about potential internship opportunities available in your area.

SAE TIP:

Have students connect skills they are learning from their SAEs to potential future internship opportunities.

VOCABULARY

Collaboration
Internship

EXIT TICKET

What is one thing you would look for when considering an internship? Why is that important to you?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

2024-25 AgCareers Food and Career Guide – Interning Success Activity: https://ffa.box.com/s/vb6jc1823dayltxwcij2idzzrfsk9i83

APPENDIX

Appendix 4: Internship Insights

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: FPS.05, FPS.14 FFA PRECEPTS: FFA.PL-A4, FFA.PL-C1, FFA.PL-F5, FFA.PG-I1, FFA.PG-I5, FFA.CS-M2, FFA.CS-N4 COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA-RI.9-10.1, CCSS.ELA-RI.9-10.2, CCSS.ELA-RI.9-10.4, COMMON CORE – WRITING: CCSS.ELA-W.9-10.1, CCSS.ELA-W.9-10.2, CCSS.ELA-W.9-10.3, COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA-SL.9-10.1, CCSS.ELA-SL.9-10.2 COMMON CORE LANGUAGE: CCSS.ELA-LITERACY.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.01, CRP.02, CRP. 04, CRP. 07, CRP.10, P21 SKILLS: COMMUNICATION, INITIATIVE AND SELF-DIRECTION

INTERNSHIP INSIGHTS

FROM CORPORATE OFFICES TO CAMERAS, THESE PAST NATIONAL OFFICERS DISCOVERED LESSONS IN LEADERSHIP, TEAMWORK AND CAREER GROWTH. – By Anna Campbell

As a high school or college student, internships might not be on your radar, but for three 2023-24 national FFA officers, last summer was all about rolling up their sleeves, diving into new environments and discovering how much learning and growth can come from stepping outside the classroom.

After interning with their respective National FFA corporate partners, Morgan Anderson, Emily Gossett and Grant Norfleet came away with lessons they will carry far beyond one summer.

Morgan Anderson, RFD-TV

From script-writing and editorial meetings to anchoring and producing, every day looked different for Morgan Anderson as she received a crash course in broadcast journalism at RFD-TV. A longtime news enthusiast, she found the unpredictability both thrilling and demanding.

"Breaking news was both the most thrilling and most challenging part of the job," Anderson says. "Sometimes it hit just two minutes before my show aired ... I had to move fast."

Her biggest takeaway? "Show eagerness to learn, even when it's unfamiliar or hard," she says. "There's no growth in the comfort zone!"

Morgan Anderson produces the Market Day Report newscast, which aired on RFD-TV.

Emily Gossett, TRACTOR SUPPLY CO.

Emily Gossett (right) and a couple of her team members take a quick "paws" during a media event day that promoted Tractor Supply Co.'s Purina Days event.

As a member of the public and investor relations team at Tractor Supply Co., Gossett led a project to design a system for LinkedIn content creation. Although the work was challenging, she says the culture made all the difference.

"No one expected me to be perfect; they just wanted me to be willing to learn and be invested," she adds.

For those preparing for interviews, her advice is simple: Do your research, but don't forget to share personal stories. "Be a storyteller," she adds. "Let your experiences bring your answers to life."

Grant Norfleet, SIMMONS FOODS

Norfleet spent his summer as a learning and development intern with Simmons Foods. Some days he was prepping workshops; others he was on the production floor, talking with employees to improve leadership training. The variety pushed him to collaborate in new ways.

"Simmons gave me countless opportunities to strengthen my collaboration and teamwork skills," Norfleet says. "None of my projects could have been completed alone."

His advice for future interns is to "be authentic and let your curiosity show."

From his cubicle to the production floor, Grant Norfleet spent his summer days learning and growing in Arkansas.

"Companies aren't just looking for a perfect resume — they want someone who is eager to learn, asks questions and connects with people."

ROOM TO GROW

After their year of service is complete, many past national officers go on to accomplish big things in their chosen fields. Scan this code to read about 2022-23 National FFA Western Region Vice President Ryan Williamson's summer spent at BASF, in his own words. You can also visit **ForeverBlueNetwork.org** to create an account and explore job and internship postings.

Photography: Courtesy of Morgan Anderson, Grant Norfleet and Emily Gossett

Name: _____

Aligned to the following standards: FPS.05; FPS.14; FFA.PL-A4; FFA.PL-C1; FFA.PL-F5; FFA.PG-I1; FFA.PG-I5; FFA.CS-M2; FFA.CS-N4; CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.1; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.3; CCSS.ELA-SL.9-10.1,; CCSS.ELA-SL.9-10.2; CCSS.ELA-LITERACY.L.9-10.6; CRP.01; CRP.02; CRP. 04; CRP. 07; CRP.10

Appendix 4: Internship Insights

Part 1

Directions: Read the article "Internship Insights" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions below.

1. Draw lines below to match each past national officer with the company they interned at.

Morgan Anderson	Simmons Foods
Emily Gossett	RFD-TV
Grant Norfleet	Tractor Supply Co.

2. Describe Morgan, Emily and Grant's internship responsibilities in one sentence each.

Morgan Anderson	
Emily Gossett	
Grant Norfleet	

3. What did Morgan say was the most challenging part of her internship?

4. What was Emily's major project during her internship?

5. What advice does Grant give regarding internships?

6. Morgan, Emily and Grant each interned with very different companies. What is one similarity you can see across all of their experiences?

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Name: _____

Part 2

Directions: Use the internet to research internships related to your interests and potential future career field. Fill out the tables below for two different internships you find.

Internship 1

Company/Organization Name:	
Internship Title:	
Job Responsibilities: (What would you do in this role?) *List three or four tasks/responsibilities.*	
Internship Outcomes: (What would you learn in this role?) *List two or three learning outcomes.*	
Is this internship paid or unpaid? *Circle one.*	Paid Unpaid
Prior Preparation: (What classes or experiences could prepare you for this internship?) *List one or two.*	
Why are you interested in this internship? *Write two or three sentences.*	

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Name: _____

Internship 2

Company/Organization Name:	
Internship Title:	
Job Responsibilities: (What would you do in this role?) *List three or four tasks/responsibilities.*	
Internship Outcomes: (What would you learn in this role?) *List two or three learning outcomes.*	
Is this internship paid or unpaid? *Circle one.*	Paid Unpaid
Prior Preparation: (What classes or experiences could prepare you for this internship?) *List one or two.*	
Why are you interested in this internship? *Write two or three sentences.*	

Reflection Questions:

1. What similarities do you see between the internships you researched?

2. If you had to pick between these two experiences, which would you choose? Why?

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Name: _____

Part 3

Directions: Connect with four of your classmates to learn about the internships they researched. Record information about each internship below as you learn about it.

Internship 1 **Company/Organization:** **Brief Description:** (Record one or two sentences about the internship.) **Would you be interested in this internship?** (Circle one.) Yes No
Internship 2 **Company/Organization:** **Brief Description:** (Record one or two sentences about the internship.) **Would you be interested in this internship?** (Circle one.) Yes No
Internship 3 **Company/Organization:** **Brief Description:** (Record one or two sentences about the internship.) **Would you be interested in this internship?** (Circle one.) Yes No
Internship 4 **Company/Organization:** **Brief Description:** (Record one or two sentences about the internship.) **Would you be interested in this internship?** (Circle one.) Yes No

Conclusion Questions:

1. How could an internship help you in your future career?

2. What can you start doing in high school to prepare for an internship?

3. Who could you talk to in order to learn more about internship opportunities?

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NEW HORIZONS

SPRING/SUMMER 2026
Teaching Guide

ARTICLE SUMMARY

AG 101: INNOVATIONS THAT TRANSFORMED AGRICULTURE

Dive into these noteworthy innovations that, in some cases, continue to impact the industry today.

Bell Ringer

Name an inventor or invention (old or recent) who has impacted agriculture.

Discussion Questions:

1. Which agricultural innovation do you think has the greatest impact on feeding the world? Why?
2. How have modern technologies like precision agriculture, biotechnology or artificial intelligence changed the role of farmers compared to the past?
3. Some agricultural innovations increase efficiency but also raise concerns about cost, access or environmental impact. How should farmers balance innovation with sustainability and responsibility?

Activity:

PART 1:

Have students read the article "Ag 101: Innovations That Transformed Agriculture" in the spring/summer 2026 issue of FFA New Horizons and fill in the chart about the eight innovations discussed.

PART 2:

Using the internet, students will research the eight innovations discussed in the article. They will create a timeline with those innovations. The timeline should include the innovation, a picture and a brief description of the innovation.

PART 3:

Students will become innovators by designing a new innovation to solve a current real-world problem. Then they will design a marketing poster for their innovations. Their goal is to convince others that their innovation is needed, effective and valuable for the agriculture industry.

FFA TIP:

Students can participate in the prepared public speaking LDE by researching and writing a prepared speech about one of the eight innovations discussed in the article.

SAE TIP:

Students can research a specific innovation or innovator that relates to their SAEs to learn more about the history of their projects.

VOCABULARY

Innovation
Innovator

EXIT TICKET

Name one agricultural innovation from the article and explain how it has improved agriculture.

CAREER FOCUS AREA

Agriculture Technology Systems
Biotechnology Systems
Power, Structural and Technical Systems
Sustainable Systems

RESOURCE HIGHLIGHT

The Future of Agriculture: Critical Challenges, https://ffa.box.com/s/qx5bc3jhoy8vks0k-9f3irp1e6np1dj9j

APPENDIX

Appendix 5: Innovations That Transformed Agriculture

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: FPS.01 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: CRITICAL THINKING AND PROBLEM SOLVING, INFORMATION LITERACY, TECHNOLOGY LITERACY, THINK CREATIVELY

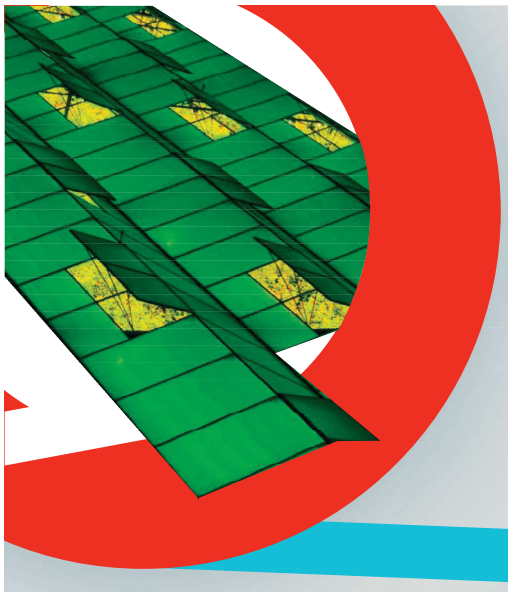
AG 101

Innovations That Transformed Agriculture

– By Mark Moore

From developing tools to work the land to advancing animal and plant breeding practices, transporting crops across the globe and more, agriculture has been at the forefront of innovation. Dive into these noteworthy innovations that, in some cases, continue to impact the industry today.

Artwork: Chad Owen, Photography: Getty Images



GREEN REVOLUTION

Pioneered by leaders such as Norman Borlaug, this period of the mid-20th century included the development of new crop varieties, as well as the use of chemical fertilizers, pesticides and targeted irrigation. This period resulted in increased food production and economic growth.

MECHANIZED FARMING

The advent of engine-powered tractors at the turn of the century brought transformational efficiency to farms. Machines replaced human and animal labor, and more acres were worked in a day. As farm implements also advanced, including plows, sprayers and harvesters, farming practices became even more productive.

SELECTIVE BREEDING

Humans have been selecting and breeding plants based on desirable traits for thousands of years — first to make wild plants more uniform, then to increase crop production. Consider how different the first corn plants looked and produced compared to what we see today. Researchers still use selective breeding to strengthen desired traits and increase yields.

SYNTHETIC FERTILIZERS

This development of man-made chemical compounds allowed farmers to more precisely target their crop's nutritional needs, leading to an increase in yields.

TRANSPORTATION

Agriculture needs reliable transportation to move products from the field to the end user. Although canals and railroads are important, the Mississippi River's 29 locks and dams, which were built in the 1930s, continue to provide a consistent method of moving vast amounts of crops to markets across the globe.

PRECISION AGRICULTURE

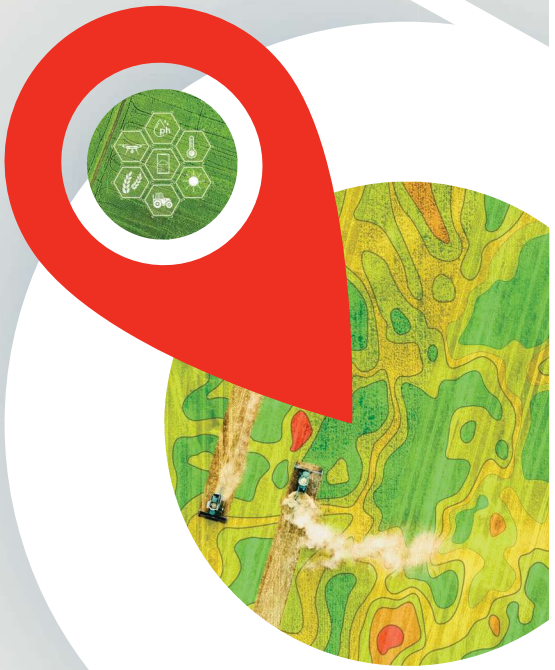
Today, farmers use advanced technology to precisely gather and interpret farm information, such as equipment performance, crop yields, water and nutrient needs. Armed with this information, farmers can monitor machinery, plant with increased precision, apply crop nutrients where they are needed and analyze data to make informed decisions.

BIOTECHNOLOGY

This science uses biological systems to create technologies, such as pharmaceuticals, biofuels and plant modifications, that improve performance for animals, crops and humans.

ARTIFICIAL INTELLIGENCE

The ability for computer systems to perform tasks that typically require human intelligence has made aspects of farming much more efficient. Among other things, farmers can research quickly and precisely, make informed decisions easily and, in some cases, develop new products and findings.



Name: _____

Aligned to the following standards: FPS.01, FFA.PL-A, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.CS-M, FFA.CS-N, CCSS.RI.910.2, 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 5: Innovations That Transformed Agriculture

Part 1

Directions:

Read the article "Ag 101: Innovations That Transformed Agriculture" in the spring/summer 2026 issue of *FFA New Horizons* and fill in the chart below about the eight innovations discussed in the article.

Innovation	Description in Your Own Words	Impact of the Innovation

Reflection:

1. In your opinion, which innovation had the biggest impact and why?

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Name: _____

Part 2

Directions:

Using the internet, research the eight innovations discussed in the article in Part 1. Create a timeline in the space below with those innovations. On the timeline, include the innovation, a picture and a brief description of the innovation.

1. How might agriculture be impacted if these innovations did not exist?

2. Which innovations do you think are most overdue for improvement or replacement? Explain.

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Name: _____

Part 3

Directions:

You are now an innovator! Using what you learned from the past innovations, your task is to design a new innovation that solves a current real-world problem and market it using a sales poster. Your goal is to convince others that your innovation is needed, effective and valuable.

Step 1: Choose a current problem related to agriculture. Problem Statement (One or two sentences)	**Step 2: Propose You Innovation.** Name of Innovation
Describe Your Innovation. Explain what your innovation is and how it works.	**How Does It Solve the Problem?** Be specific about how your innovation improves the situation.
Step 3: Target Audience and Benefits Who would buy or use this innovation?	**Top Three Benefits (Why should someone want this?)**
	1. 2. 3.
Step 4: Challenge and Limitations No innovation is perfect. Identify at least one challenge.	**What part of the value chain does this impact?**
1. 2. 3.	

Step 5: Create Your Sales Poster.
Your sales poster should persuade others to support or purchase your innovation.

Poster Requirements:
Your poster must include:

- Innovation name and slogan
- Clear description of the problem
- Visual (drawing, diagram or image)
- How the innovation works
- Value chain impact
- Target audience and benefits
- Why this innovation matters

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Name: _____

Sale Poster Rubric

	4 Accomplished	3 Satisfactory	2 Basic	1 Very Limited	Total
Problem Identification	Problem is clearly defined, relevant and compelling.	Problem is clear and relevant.	Problem is somewhat unclear or vague.	Problem is unclear or missing.	
Innovation Idea	Solution is creative, realistic and well-explained.	Solution is realistic and explained.	Solution is basic or partially explained.	Solution is unclear or unrealistic.	
Persuasiveness	Strong, convincing message with clear benefits	Clear message with benefits	Limited persuasive language	Little to no persuasion	
Visual Appeal	Poster is highly engaging, organized and visually appealing.	Poster is neat and easy to understand.	Poster is cluttered or difficult to follow.	Poster is incomplete or messy.	
Total					

Comments:

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NEW HORIZONS

SPRING/SUMMER 2026
Teaching Guide

ARTICLE SUMMARY

ON THE RECORD: WILL CLARK

This past Arkansas state officer and current Walmart executive continues to draw on his FFA experiences and pay it forward to future generations of members.

Bell Ringer

Name a company that is not agriculture focused but does have an impact on the industry (directly or indirectly).

Discussion Questions:

1. When you think of a company such as Walmart, do you think of agriculture? Why or why not?
2. What are three skills you have learned through FFA or SAEs that can be useful in your future, especially pertaining to career development?
3. If someone asked how FFA can help a student with no interest in agriculture with their future, what response would you give?

Activity:

PART 1:

Have students read the article "On the Record: Will Clark" in the spring/summer 2026 issue of FFA New Horizons and answer the questions about his story.

PART 2:

Students will visit Walmart's corporate website and learn more about how they support agriculture and their commitment to sustainability. They will analyze Walmart's commitment and draw connections to the agriculture industry.

PART 3:

Using the FFA video library, students will pick one video from the "SAEs Inspiring Careers" playlist to watch and learn from former FFA members about how their SAEs helped them prepare for their careers, even if it isn't in the agriculture industry.

FFA TIP:

Encourage students to find a career development event that doesn't directly relate to their future career goals, but provides skills that could indirectly relate, and participate in it.

SAE TIP:

Students can research two careers that their SAEs can help them prepare for, even if they are not directly tied to agriculture.

VOCABULARY

Career
Sustainability

EXIT TICKET

What is one career you might be interested in for your future? List all the ways it connects with agriculture.

CAREER FOCUS AREA

Agribusiness Systems
Agricultural Education Systems

RESOURCE HIGHLIGHT

SAEs Inspiring Careers Generic Video Worksheet, https://ffa.box.com/s/k6war4k59ma6fxtuamlc74ekz1l5x80n

REFERENCES

Walmart Sustainability, https://corporate.walmart.com/purpose/sustainability
SAEs Inspiring Careers, https://www.ffa.org/ffa-video-center/saes-inspiring-careers/

APPENDIX

Appendix 6: Will Clark

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: FPS.02, FPS.07, FPS.14 FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-F, FFA.PG-I COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.3, CCSS.RI.9-10.7 COMMON CORE – WRITING: CCSS.W.9-10.2, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-10.9 AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.05, CRP.07, CRP.08, CRP.10 P21 SKILLS: INFORMATION LITERACY, INITIATIVE AND SELF-DIRECTION, MEDIA LITERACY, TECHNOLOGY LITERACY

ON THE RECORD: WILL CLARK

This past Arkansas state officer and current Walmart executive continues to draw on his FFA experiences and pay it forward to future generations of members.

– By Jessica Mozo

STUDY SUSTAINABILITY

The Walmart Foundation has been instrumental in shaping the National FFA sustainability program. Scan this code to access a learning module about the broad field of sustainability.

Will Clark competed in the agricultural communications career development event (CDE) as a freshman, and his team placed second in the state of Arkansas.

"Success doesn't come without effort. Remember the lessons you learned in FFA, even after you've taken off the blue jacket."

– WILL CLARK

Will Clark grew up a stone's throw away from Walmart's home office in Bentonville, Ark., but he never planned to work for the retail giant when he graduated high school. A decade later, however, Clark works as a senior manager of communications and engagement for Walmart and has found a fulfilling career with the No. 1 company on the 2025 Fortune 500 list.

We chatted with Clark about how his time in FFA prepared him for this role and what advice he would share with current FFA members.

Q: What is your favorite FFA memory?

A: In high school, I was a member of the Bentonville FFA Chapter. My dad once told me, "Will, my only requirement is that you take an introduction to agriculture class your freshman year, join FFA and compete in one contest. If you don't like it, you can quit." Of course, he was right — I quickly fell in love with FFA.

I competed in the agricultural communications career development event as a freshman, and our team placed second at state. The following year, I had the opportunity to compete at a national convention, which introduced me to agricultural communications as a potential career path. After graduation, I was honored to serve as the 2015-16 Arkansas FFA state secretary — an experience that remains one of the most impactful years of my life. The following year, I was proud to represent Arkansas as its national officer candidate.

Q: How did you achieve the career you have today?

A: I attended the University of Arkansas, where I majored in agricultural communications, and later earned my master's in agricultural and extension education. Along the way, I met friends who worked at Walmart and spoke highly of the opportunities and culture. With Walmart right in my backyard — and with its people-led values at the heart of the business — I decided to explore a career here.

Since joining Walmart, I've gained a deep appreciation for how closely the company is tied to agriculture and the vital role we play as the bridge between producers and consumers. I began my career on the Walmart+ membership team, where I saw firsthand how we serve customers by offering meaningful benefits like free grocery delivery. Today, I have the opportunity to help shape and improve the experiences of customers and members every day.

Q: What advice would you give to current FFA members?

A: Be authentic and be willing to put in the hard work. For high school and college graduates, that means keeping your resume updated and showing up to interviews prepared. Success doesn't come without effort. Remember the lessons you learned in FFA, even after you've taken off the blue jacket. Those experiences continue to shape who you are and how you lead. Be confident and know that with hard work and grit, you can get there.

Q: You've been involved in the National FFA Alumni and Supporters. Why is that important to you?

A: Serving on the National FFA Alumni and Supporters Advisory Committee has been a wonderful opportunity to reconnect with people who were part of my FFA journey. Walmart has a corporate Alumni and Supporters Chapter, and several former state officers and members are actively involved in it. It's inspiring to see how you can continue making an impact in the lives of FFA members long after your time as a student has ended.

Photography: Courtesy of Will Clark, Getty Images, Tanja Ivanova

Name: _____

Aligned to the following standards: FPS.02, FPS.07, FPS.14, FFA.PL-A, FFA.PL-C, FFA.PL-F, FFA.PG-I, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.3, CCSS.RI.9-10.7, CCSS.W.9-10.2, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-10.9, CRP.02, CRP.04, CRP.05, CRP.07, CRP.08, CRP.10

Appendix 6: On the Record: Will Clark

Part 1

Directions:

Read the article "On the Record: Will Clark" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions.

Background and FFA Experience

1. Where did Will Clark grow up?

2. What FFA chapter was Will a member of, and how did he get started?

3. What career development event (CDE) did Will participate in? How did this shape his interests?

Education and Career Path

4. What did Will study in college? How did his education connect to agriculture?

5. What position does Will currently hold at Walmart?

6. Did Will originally plan to work for Walmart? Explain your answer based on the article.

Skills and Lessons Learned

7. According to the article, what skills did Will develop through FFA that helped him professionally?

8. How does Will describe the relationship between Walmart and agriculture?

9. What role does Walmart play in connecting producers and consumers?

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Name: _____

Advice and Reflection

10. What advice does Will give to current FFA members?

11. What does the quote "*Success doesn't come without effort*" mean in the context of his story?

12. Identify one lesson from Will's FFA experience that could apply to any career, even outside agriculture.

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Name: _____

Part 2

Directions:

Discover how Walmart supports the agriculture industry through its commitment to sustainability. Answer the questions below while exploring Walmart's corporate sustainability website found here: https://corporate.walmart.com/purpose/sustainability. Then, explore careers at Walmart.

1. What are the four priorities of Walmart's sustainability efforts?

2. According to the page, why does Walmart focus on sustainability?

3. For each area highlighted on the page, fill in the chart below:

Focus Area	Describe Walmart's efforts in your own words.	How do you think these efforts impact agriculture?
Climate Resilience, Energy and Emissions		
Regeneration of Natural Resources		
Waste Circular Economy		
People in Supply Chains		

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Name: _____

Animal Welfare		
Product Supply Chain Sustainability		

4. Based on what you read, how does Walmart's sustainability focus connect to the skills an FFA member might learn through agriculture class, SAEs or leadership activities and contests?

5. Why is agriculture important to careers and companies that do not appear directly connected to agriculture?

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Name: _____

Part 3

Directions:

Many FFA members find a career that is not directly tied to agriculture. However, the skills and knowledge they learn through FFA have a great impact on their future success, no matter what industry they enter. Visit the "SAEs Inspiring Careers" page at FFA.org and select one career video to learn more about how that former FFA member used past SAE experiences to land their current career. (FFA.org/ffa-video-center/saes-inspiring-careers/)

1. Who is in the video you chose, and what type of SAE did they complete?	2. What skills did they develop through their SAE? Circle any that they transferred to their career.
3. How did their SAE help prepare them for their current career?	4. Is their current career directly related to agriculture? Explain.
5. What similarities do you see between this person's story and Will Clark's story?	6. How could your current or future SAE help prepare you for a career, even if it's not in agriculture?

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VOCABULARY ACTIVITY

Name: _____

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

Appendix 7: Vocabulary Activity

Directions: Choose **four** of the vocabulary words from the chart below. For each word, create a four-panel comic strip following these guidelines:

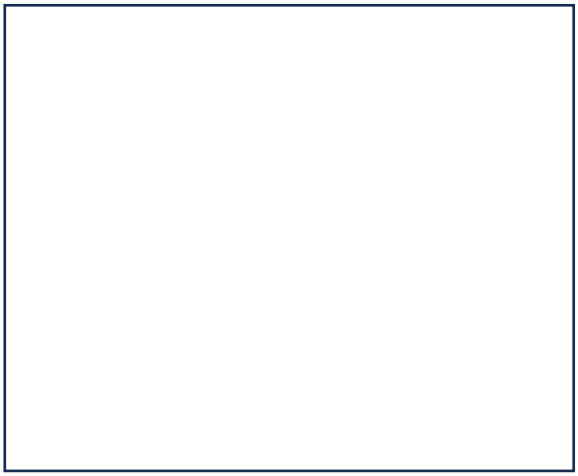
- Include a correct example.
- Include a non-example.
- Do not write the definition anywhere in the comic. Show meaning through situations, actions or dialogue.

Animal Science	Aquaculture	Prevention	Innovator
Career Pathway	Conservation	Suppression	Career
Foundational SAE	Habitat	Collaboration	Sustainability
Immersion SAE	Water Quality	Internship	
SAE	Evacuation	Innovation	

Vocabulary Word 1: _____

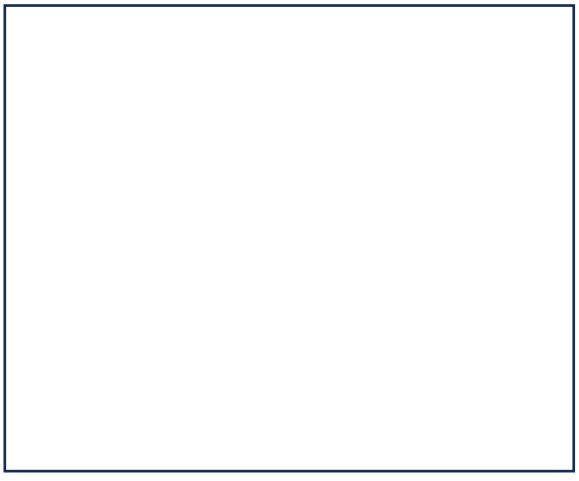
Panel 1: Context

Panel 2: Example



Panel 3: Non-example

Panel 4: Explanation



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Name: _____

Vocabulary Word 2: _____

Panel 1: Context

Panel 2: Example

Panel 3: Non-example

Panel 4: Explanation

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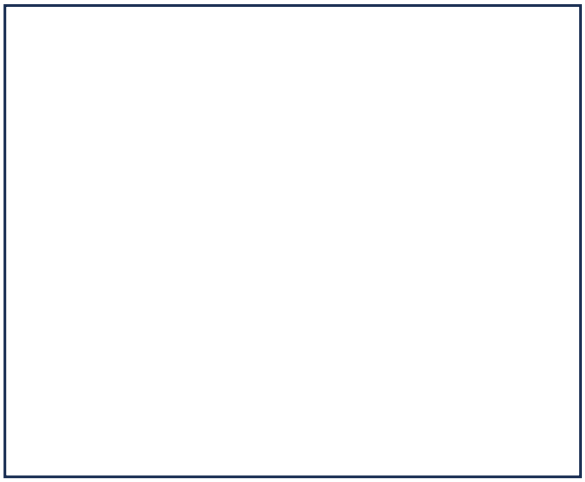
Name: _____

Vocabulary Word 3: _____

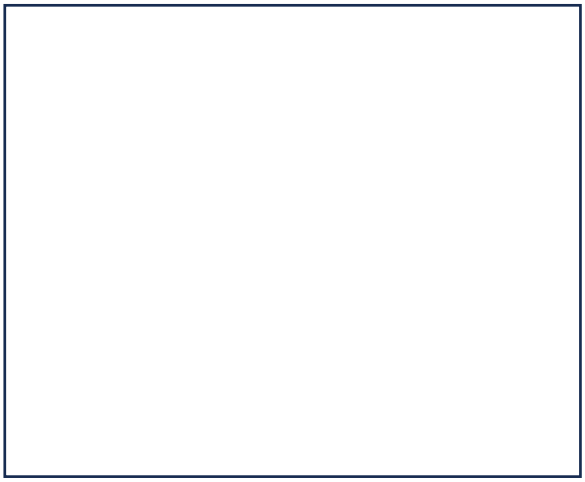
Panel 1: Context

Panel 2: Example



Panel 3: Non-example

Panel 4: Explanation



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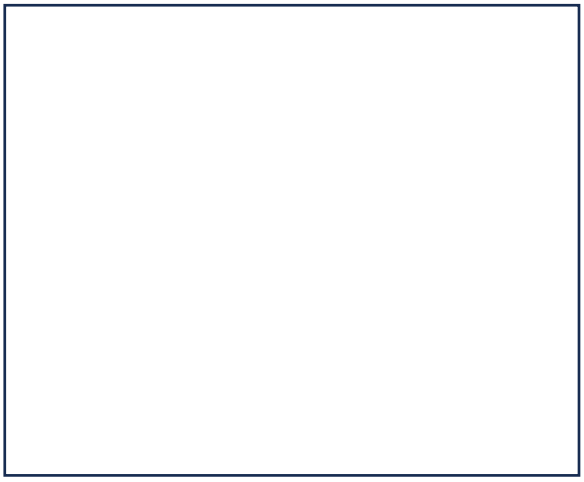
Name: _____

Vocabulary Word 4: _____

Panel 1: Context

Panel 2: Example



Panel 3: Non-example

Panel 4: Explanation

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ANSWER KEYS

Name: _____

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

KEY: Appendix 1: Avenues in Animal Science

Part 1

Directions:

Read the article "Avenues in Animal Science" in the spring/summer 2026 issue of *FFA New Horizons* and fill in the profiles below for the six individuals highlighted in the article.

Name	**Role**
Lindsy Moore	Beekeeper
College Attended	**Degree(s)**
Coastal Pines Technical College and Ogeechee Technical College	Echocardiography
Background	**Advice to Students**
She started beekeeping as part of her SAE in high school. She was a National FFA proficiency award winner.	"Never give up."

Name	**Role**
Bryce Winfrey	Associate director, channel operations, Merck Animal Health
College Attended	**Degree(s)**
Texas Tech University	BS in agricultural communications, minor in animal science
Background	**Advice to Students**
Raised in a family with deep agricultural roots He was an FFA member and state FFA officer.	"If animal health interests you, focus on developing both technical and soft skills."

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Name: _____

Name	Role
Eric Duarte	Director of global talent, Elanco Animal Health
College Attended	**Degree(s)**
Centenary College	BS in business administration and management
Background	**Advice to Students**
Grew up on a dairy farm and became an FFA member and state FFA officer He has worked for both New Jersey FFA and National FFA.	"Don't automatically write off HR, as leadership is a crucial skill everywhere."

Name	Role
Abigale Jacobson	2024-25 National FFA Western Region Vice President
College Attended	**Degree(s)**
California State University, Chico	Animal science
Background	**Advice to Students**
She grew up in the suburbs of Sacramento, CA. She joined FFA, became a state FFA officer and National FFA officer.	"Say yes to the people willing to mentor you or give you an opportunity. You never know where it might take you."

Name	Role
Carrie Hough	Agriculture Teacher and FFA Advisor
College Attended	**Degree(s)**
University of New Hampshire	Education and agriculture
Background	**Advice to Students**
She was a former FFA member. She was also a state FFA officer and went on to create her own major in college.	"Say yes to opportunities."

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Name: _____

Name	Role
Katie Green	Agriculture Teacher and FFA Advisor
College Attended	**Degree(s)**
Cornell University	Dairy Nutrition
Background	**Advice to Students**
Katie was very involved in 4-H and went on to realize she wanted to teach agriculture after taking unique classes in college.	"Take those unusual electives — you never know when that knowledge will come in handy."

Reflection Questions:

1. After reading about multiple animal science professionals, what patterns or similarities did you notice across careers?

   Answers will vary.

2. How can experiences during high school help with future career decisions?

   Answers will vary.

3. What type of work or career area from the article interested you the most? What type of work or career area in the article interested you the most?

   Answers will vary.

4. What is one step you could take to continue exploring careers you are interested in?

   Answers will vary.

5. What piece of advice from the article can you apply to your life?

   Answers will vary.

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Name: _____

Part 2

Directions:

Use AgExplorer, AgExplorer.FFA.org/focus/animal-systems/, to choose one animal science career to explore and complete the career profile below.

Animal Science Career I'm Exploring: Answers will vary.
Circle the words that best fit this career: Hands-on Science-based Business-focused People-centered Field work Lab work Creative Problem-solving
In one sentence, this career is about: Answers will vary.
Create a visual pathway showing how a student could move from high school into this animal science career. Your pathway should show the full journey, not just one step. An example can be found here: https://www.naae.org/naae/assets/File/public/teachag/pathway/Arizona.pdf. **Include in Your Pathway** • High school classes, clubs or activities • FFA involvement • SAE experiences • Education or training after high school • Entry into the career You may use arrows, symbols, drawings or words. Answers will vary.

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Name: _____

Part 3

Directions:

Now that you have chosen an animal science career you are interested in, use the SAE Idea Cards (https://ffa.box.com/s/nx3wiay7td1qxci8el4l9qo741p1fwr9)to choose at least two SAE ideas that could help you prepare for this career. Finally, answer the reflection questions.

SAE Idea 1

1. What would a student actually do in this SAE?

   Answers will vary.

2. SAE Type (circle one):
   Foundational Immersion

3. How does this SAE connect to the career?

   Answers will vary.

SAE Idea 2

1. What would a student actually do in this SAE?

   Answers will vary.

2. SAE Type (circle one):
   Foundational Immersion

3. How does this SAE connect to the career?

   Answers will vary.

Reflection Questions

1. Why do you think these SAE ideas connect well to the career you explored?

   Answers will vary.

2. How could starting with a Foundational SAE help a student decide if this career is a good fit?

   Answers will vary.

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KEY: Appendix 2: Hooked on Conservation

Part 1

Directions:

Read the article "Hooked on Conservation" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions below.

1. How long are the channel catfish fingerlings when they arrive at Shanksville-Stonycreek School in October each year?

   The fish are just one or two inches long when they first get them.

   How long are they when the students release them in May?

   By the time the fish are ready to release, students have grown them to four to eight inches long.

2. Which government agency does the school collaborate with for this project?
   a. Pennsylvania Department of Agriculture
   b. Pennsylvania Animal Control
   c. Pennsylvania Fish and Boat Commission
   d. Pennsylvania Department of Conservation and Natural Resources

3. Where do students raise the catfish at the school?

   They raise them in three 500-gallon tanks in the school's greenhouse.

4. What are two pieces of equipment necessary for raising the catfish? What is their function?
   a. Pool heaters help keep the water at 80 degrees Fahrenheit.
   b. Aerators help improve water quality.
   c. Dechlorinator provides fresh, nonchlorinated water for the fish.

5. What are four tasks the students perform while raising the fish?
   a. Feeding fish
   b. Water changes
   c. Water testing
   d. Checking for nitrates and ammonia

6. Fill in the quote from advisor, Britton Stutzman, below.

   "They learn about _____erosion_____, _____pollution_____, _____runoff_____ and all of the aspects that affect ____water____ _____quality_____. If a _____water_____ _____change_____ isn't done, they can see the _____results_____ firsthand, and they are learning how _____important_____ it is to take care of the _____environment_____ we have."

7. What activities do students participate in when it comes time to release the fish?
   A lake instruction day where they can go in kayaks and canoes and learn about boat safety and fish. They also help the Fish and Boat Commission place habitats they built during the school year.

8. What impact does Don Anderson, district commissioner with the Pennsylvania Fish and Boat Commission, hope this program has on students who participate?
   He hopes students will either pursue a career in conservation or continue to do conservation work as volunteers.

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Part 2

Directions:

Choose a freshwater fish species native to your area and research it using the table below.

Common Name:	Answers will vary.	**Scientific Name:**	Answers will vary.
Natural Habitat:	Answers will vary.	**Regions It's Located In:**	Answers will vary.
Typical Adult Size:	Answers will vary.	**Preferred Water Temperature Range:**	Answers will vary.
Diet:	Answers will vary.	**Natural Predators: (if any)**	Answers will vary.
Describe the fish's natural environment (water movement, clarity, depth).			
Answers will vary.			
Why is this fish important in the local ecosystem? What role or function does it serve?			
Answers will vary.			
Draw or paste a picture of your fish below.			
Answers will vary.			

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Part 3

Directions:

Do additional research on your selected fish species and how it can be raised in a controlled environment. Create a plan for an aquaculture system design that could be used to raise this fish at your school.

System Type: (circle one)	Tank	Pond	Recirculating System
System Size: (in gallons)	Answers will vary.		
How will water temperature be controlled?		**How will oxygen be supplied?**	
Answers will vary.		Answers will vary.	
What type of filter will your system use? Why did you choose this filter?		**Explain how your fish will be fed. What food will you use? How often will you feed? How will you feed?**	
Answers will vary.		Answers will vary.	
What additional equipment or tools would be helpful in raising this species in an aquaculture setting?		**Are there any government agency programs in your area like the one described in the article? If so, describe them below.**	
Answers will vary.		Answers will vary.	
What is one challenge you might encounter in raising this fish species?			
Answers will vary.			
What is a possible solution to the challenge you identified?			
Answers will vary.			

Conclusion Questions:

1. Why might raising native fish be better than raising nonnative fish?

   Answers will vary.

2. How could aquaculture help support food systems and/or conservation efforts?

   Answers will vary.

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KEY: Appendix 3: Farm Fire Prevention

Part 1

Directions:

Read the article "On the Front Lines of Farm Fire Prevention" in the spring/summer 2026 issue of *FFA New Horizons* and complete the following activities.

1. How many hours has Dakine Thompson logged for his supervised agricultural experience (SAE)?
   a. 15
   b. 100
   c. 200
   d. More than 300

2. Which state is Dakine Thompson from? Draw a picture of the state in the space provided, and draw a star with a label to identify the location of the volunteer fire department he works at.

3. Identify three skills that Dakine has developed from his community service SAE.

   (1) Fire suppression _____

   (2) Vehicle extractions_____

   (3) Repelling from windows_____

4. What did Dakine develop for his community due to the surprise that so many were unprepared if a fire or an evacuation were to occur?

   (1) Emergency Contact Lists

      a. What role do you think this resource plays if a fire or evacuation were to occur? Answers will vary.

   (2) Farm Evacuation Plans

      a. What role do you think this resource plays if a fire or evacuation were to occur? Answers will vary.

   (3) Fire Preparedness Checklist

      a. What role do you think this resource plays if a fire or evacuation were to occur? Answers will vary.

5. Identify three risks that are often identified on farms that farmers may be unaware of.

   (1) Risk of dust/debris/buildup (2) Motors, electrical equipment (3) Heating and air

6. What is the name of the Facebook page that Dakine developed to feature demonstrations and educational resources? The Blue Jacket Way

7. Why do you think many may not have fire and evacuation plans for their farms or homes? Answers will vary.

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Part 2

Directions:

Using the prompts below, complete the following activities.

1. Walk through your classroom and department facilities (Ex. mechanics shop, greenhouse, livestock facility, storage rooms, etc.). Identify the fire safety measures in place and any fire safety concerns you notice that could affect your ability to escape. When evaluating the space, consider the items in the room, both on the floor and the walls.

Answers will vary.

Safety Measures in Place	Potential Hazards

2. Think about your home. What types of safety measures and hazards exist in your home? Answers will vary.

Safety Measures in Place	Potential Hazards

3. What did you notice that surprised you as you looked through and thought through the classroom, facilities and your home? Answers will vary.

- Why? Answers will vary.

4. Using the U.S. Fire Administration website, https://www.usfa.fema.gov/statistics/, identify three statistics that surprise you about fires in the U.S. Answers will vary.

Statistic	What Does the Statistic Mean?	What Surprised You About This Statistic?

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5. Based on what you have learned about fires and fire safety, develop a 30-second public service announcement (PSA) for your community about the importance of fire safety and the things they need to think about now for future safety. Use the space below to write your PSA.

Answers will vary.

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Creativity	The PSA is easy to understand, and all elements are clearly written or spoken. Creativity was used.	The PSA is easy to understand, and most elements are clearly written or spoken. Some creativity was used.	The PSA is hard to understand with very quiet speaking or very hard-to-read writing. Little creativity was used.	The PSA is hard to understand, and one cannot follow the thought process. No creativity was used.
Narration and Preparedness	The PSA is clearly rehearsed and presented with no mistakes. Student spoke slowly and clearly.	One mistake is heard in the PSA.	Two mistakes are heard in the PSA.	Three or more mistakes are heard in the PSA. Student spoke very fast and was unclear.
Time	PSA was 30 seconds.			Student was either under or over the allotted time.

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Part 3

Directions:

Fire safety is a critical part of any home, office, school or farm. Develop a 30-minute elementary education activit you could present to teach about fire safety. Use the steps below to plan your event/activity. Answers will vary.

DEFINE ISSUE:

Guiding question: "What is the challenge we are facing?"

Examples:

- There is a lack of knowledge of agriculture and agricultural practices.
- There is disconnect between consumers and agricultural products, which begins at a young age.

Use the space below to capture the details of your challenge.

The challenge we are facing is:

ANALYZE:

Guiding question:
"What is the vital information we need to know, and where can I find it?"

Examples:

- Animals: local producers or students who raise livestock, agriculture teacher, county extension agent.
- Plants: local producers or students who grow plants, agriculture teacher, county horticulture extension agent, extension organizations like Master Gardeners.
- Agriculture Safety: local producers or students who are involved in animal production, machinery operation, agriculture teacher, county extension agent.
- Nutrition: family and consumer science teacher, agriculture teacher, county extension agent.
- Environment: local conservation agent or state conservation/natural resources staff.

We need to know:

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WRITE OBJECTIVES:

Guiding question: "What do we want to accomplish?"

Examples:

- Students have an increased knowledge about agriculture from interactive experiences.
- Students have an increased knowledge of the processes in agriculture that produce food, fiber and natural resources.

Our objectives are:

Describe the activity you going to complete with the students.

What supplies will you need?

Reflection:

1. What did you find challenging about planning this event? Answers will vary.

2. What did you find exciting about planning this event? Answers will vary.

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3. Why is fire safety so important?

Answers will vary. Example: Without fire safety we put ourselves, friends, family and facilities at both physical and financial risk.

4. Complete the following statements. Answers will vary.

- Three things I learned:
  (1)
  (2)
  (3)
- Two questions I still have:
  (1)
  (2)
- One final statement about farm fire safety:

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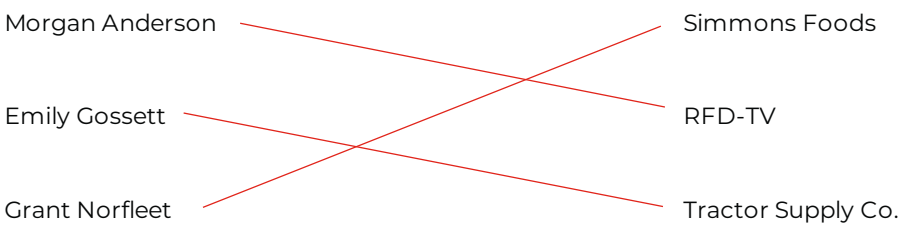
KEY: Appendix 4: Internship Insights

Part 1

Directions: Read the article "Internship Insights" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions below.

1. Draw lines below to match each past national officer with the company they interned at.



2. Describe Morgan, Emily and Grant's internship responsibilities in one sentence each.

Morgan Anderson	Answers will vary.
Emily Gossett	Answers will vary.
Grant Norfleet	Answers will vary.

3. What did Morgan say was the most challenging part of her internship?

   The most challenging part was the breaking news, especially when it would come in right before her show started.

4. What was Emily's major project during her internship?

   She worked to design a system for LinkedIn content creation.

5. What advice does Grant give regarding internships?

   Grant says to be authentic, curious and willing to learn.

6. Morgan, Emily and Grant each interned with very different companies. What is one similarity you can see across all of their experiences?

   Answers will vary.

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Part 2

Directions: Use the internet to research internships related to your interests and potential future career field. Fill out the tables below for two different internships you find.

Internship 1

Company/Organization Name: Answers will vary.	
Internship Title: Answers will vary.	
Job Responsibilities: (What would you do in this role?) *List three or four tasks/responsibilities.*	Answers will vary.
Internship Outcomes: (What would you learn in this role?) *List two or three learning outcomes.*	Answers will vary.
Is this internship paid or unpaid? *Circle one.*	Paid Unpaid
Prior Preparation: (What classes or experiences could prepare you for this internship?) *List one or two.*	Answers will vary.
Why are you interested in this internship? *Write two or three sentences.*	Answers will vary.

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Internship 2

Company/Organization Name: Answers will vary.	
Internship Title: Answers will vary.	
Job Responsibilities: (What would you do in this role?) *List three or four tasks/responsibilities.*	Answers will vary.
Internship Outcomes: (What would you learn in this role?) *List two or three learning outcomes.*	Answers will vary.
Is this internship paid or unpaid? *Circle one.*	Paid Unpaid
Prior Preparation: (What classes or experiences could prepare you for this internship?) *List one or two.*	Answers will vary.
Why are you interested in this internship? *Write two or three sentences.*	Answers will vary.

Reflection Questions:

1. What similarities do you see between the internships you researched?
   Answers will vary.

2. If you had to pick between these two experiences, which would you choose? Why?

   Answers will vary.

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Part 3

Directions: Connect with four of your classmates to learn about the internships they researched. Record information about each internship below as you learn about it.

Internship 1 **Company/Organization:** Answers will vary. **Brief Description:** (Record one or two sentences about the internship.) Answers will vary. **Would you be interested in this internship?** (Circle one.) Yes No
Internship 2 **Company/Organization:** Answers will vary. **Brief Description:** (Record one or two sentences about the internship.) Answers will vary. **Would you be interested in this internship?** (Circle one.) Yes No
Internship 3 **Company/Organization:** Answers will vary. **Brief Description:** (Record one or two sentences about the internship.) Answers will vary. **Would you be interested in this internship?** (Circle one.) Yes No
Internship 4 **Company/Organization:** Answers will vary. **Brief Description:** (Record one or two sentences about the internship.) Answers will vary. **Would you be interested in this internship?** (Circle one.) Yes No

Conclusion Questions:

1. How could an internship help you in your future career?

   Answers will vary.

2. What can you start doing in high school to prepare for an internship?

   Answers will vary.

3. Who could you talk to in order to learn more about internship opportunities?

   Answers will vary.

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KEY: Appendix 5: Ag 101 Innovations That Transformed Agriculture

Part 1

Directions:

Read the article "Ag 101: Innovations That Transformed Agriculture" in the spring/summer 2026 issue of *FFA New Horizons* and fill in the chart below about the eight innovations discussed in the article.

Innovation	Description in Your Own Words	Impact of the Innovation
Green Revolution	Answers will vary.	Increased food production and economic growth
Mechanized Farming	Answers will vary.	Farming practices became more productive
Biotechnology	Answers will vary.	Improved performance for animals, crops and humans
Selective Breeding	Answers will vary.	Strengthened desired traits and increased yields
Synthetic Fertilizers	Answers will vary.	Increased yields
Artificial Intelligence	Answers will vary.	More efficient farming
Transportation	Answers will vary.	Increased movement of crops across the globe
Precision Agriculture	Answers will vary.	Increased precision and informed decisions

Reflection:

1. In your opinion, which innovation had the biggest impact and why?
   Answers will vary.

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Part 2

Directions:

Using the internet, research the eight innovations discussed in the article in Part 1. Then, create a timeline in the space below with those innovations On the timeline, include the innovation, a picture and a brief description of the innovation.

1. How might agriculture be impacted if these innovations did not exist?
   Answers will vary.

2. Which innovations do you think are most overdue for improvement or replacement? Explain.
   Answers will vary.

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Part 3

Directions:

You are now an innovator! Using what you learned from the past innovations, your task is to design a new innovation that solves a current real-world problem and market it using a sales poster. Your goal is to convince others that your innovation is needed, effective and valuable.

Step 1: Choose a current problem related to agriculture. Problem Statement (One or two sentences)	**Step 2: Propose You Innovation.** Name of Innovation
Answers will vary.	Answers will vary.
Describe Your Innovation. Explain what your innovation is and how it works.	**How Does It Solve the Problem?** Be specific about how your innovation improves the situation.
Answers will vary.	Answers will vary.
Step 3: Target Audience and Benefits Who would buy or use this innovation?	**Top Three Benefits (Why should someone want this?)**
Answers will vary.	1. Answers will vary. 2. 3.
Step 4: Challenge and Limitations No innovation is perfect. Identify at least one challenge.	**What part of the value chain does this impact?**
1. Answers will vary. 2. 3.	Answers will vary.

Step 5: Create Your Sales Poster.
Your sales poster should persuade others to support or purchase your innovation.

Poster Requirements:
Your poster must include:

- Innovation name and slogan
- Clear description of the problem
- Visual (drawing, diagram or image)
- How the innovation works
- Value chain impact
- Target audience and benefits
- Why this innovation matters

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Sale Poster Rubric

	4 Accomplished	3 Satisfactory	2 Basic	1 Very Limited	Total
Problem Identification	Problem is clearly defined, relevant and compelling.	Problem is clear and relevant.	Problem is somewhat unclear or vague.	Problem is unclear or missing.	
Innovation Idea	Solution is creative, realistic and well-explained.	Solution is realistic and explained.	Solution is basic or partially explained.	Solution is unclear or unrealistic.	
Persuasiveness	Strong, convincing message with clear benefits	Clear message with benefits	Limited persuasive language	Little to no persuasion	
Visual Appeal	Poster is highly engaging, organized and visually appealing.	Poster is neat and easy to understand.	Poster is cluttered or difficult to follow.	Poster is incomplete or messy.	
Total					

Comments:

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Key: Appendix 6: On the Record: Will Clark

Part 1

Directions:

Read the article "On the Record: Will Clark" in the spring/summer 2026 issue of *FFA New Horizons* and answer the questions.

Background and FFA Experience

1. Where did Will Clark grow up?
   Will grew up in Bentonville, Ark., a stone's throw away from Walmart's home office.

2. What FFA chapter was Will a member of, and how did he get started?
   Will was a member of the Bentonville FFA Chapter and got started because his dad required him to take an introduction to agriculture class his freshman year, join FFA and compete in one contest.

3. What career development event (CDE) did Will participate in? How did this shape his interests?
   Will competed in the agricultural communications CDE as a freshman.

Education and Career Path

4. What did Will study in college? How did his education connect to agriculture?
   Will studied agricultural communications, and he has a master's in agricultural extension education.

5. What position does Will currently hold at Walmart?
   Will works on the Walmart+ membership team as an executive.

6. Did Will originally plan to work for Walmart? Explain your answer based on the article.
   Answers will vary.

Skills and Lessons Learned

7. According to the article, what skills did Will develop through FFA that helped him professionally?
   Answers will vary.

8. How does Will describe the relationship between Walmart and agriculture?
   Will says there is a strong relationship between Walmart and agriculture through customers and producers.

9. What role does Walmart play in connecting producers and consumers?
   Will says that Walmart plays a vital role as the bridge between producers and consumers.

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Advice and Reflection

10. What advice does Will give to current FFA members?
    Be authentic and be willing to put in hard work.

11. What does the quote "*Success doesn't come without effort*" mean in the context of his story?
    Answers will vary.

12. Identify one lesson from Will's FFA experience that could apply to any career, even outside agriculture.
    Answers will vary.

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Part 2

Directions:

Discover how Walmart supports the agriculture industry through its commitment to sustainability. Answer the questions below while exploring Walmart's corporate sustainability website found here: https://corporate.walmart.com/purpose/sustainability. Then, explore careers at Walmart.

1. What are the four priorities of Walmart's sustainability efforts?
   Reducing greenhouse gas emissions, regenerating natural resources, reducing product and packaging waste and supporting people who work in supply chains

2. According to the page, why does Walmart focus on sustainability?
   To enhance surety of supply, catalyze innovation and growth, maintain everyday low cost and build stakeholder trust

3. For each area highlighted on the page, fill in the chart below:

Focus Area	**Describe Walmart's efforts in your own words.**	**How do you think these efforts impact agriculture?**
Climate Resilience, Energy and Emissions	Answers will vary.	Answers will vary.
Regeneration of Natural Resources	Answers will vary.	Answers will vary.
Waste Circular Economy	Answers will vary.	Answers will vary.
People in Supply Chains	Answers will vary.	Answers will vary.

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Animal Welfare	Answers will vary.	Answers will vary.
Product Supply Chain Sustainability	Answers will vary.	Answers will vary.

4. Based on what you read, how does Walmart's sustainability focus connect to the skills an FFA member might learn through agriculture class, SAEs or leadership activities and contests?
   Answers will vary.

6. Why is agriculture important to careers and companies that do not appear directly connected to agriculture?
   Answers will vary.

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Part 3

Directions:

Many FFA members find a career that is not directly tied to agriculture. However, the skills and knowledge they learn through FFA have a great impact on their future success, no matter what industry they enter. Visit the "SAEs Inspiring Careers" page at FFA.org and select one career video to learn more about how that former FFA member used past SAE experiences to land their current career. (FFA.org/ffa-video-center/saes-inspiring-careers/)

1. Who is in the video you chose, and what type of SAE did they complete? Answers will vary.	2. What skills did they develop through their SAE? Circle any that they transferred to their career. Answers will vary.
3. How did their SAE help prepare them for their current career? Answers will vary.	4. Is their current career directly related to agriculture? Explain. Answers will vary.
5. What similarities do you see between this person's story and Will Clark's story? Answers will vary.	6. How could your current or future SAE help prepare you for a career, even if it's not in agriculture? Answers will vary.

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