



94th National FFA Convention & Expo

Implementation Guide

This implementation guide is a resource for advisors to pre-plan and engage all students and various chapter stakeholders during the 94th National FFA Convention & Expo.

*All students, FFA members and stakeholders from your chapter may attend the virtual portion of the 94th National FFA Convention & Expo without a paid registration.

*Direct Links:

Implementation Guide ([PDF, Google](#))

Student Activity Sheets ([Folder](#))

Table of Contents

Below you will find **links** to resources that will accompany the major sections for the national convention and expo. (Some links will take you to website resources while other links will take you to specific sections of this document. In each section of this document, look for the home button to come back to this page.)

Convention FAQ

Have questions about the national convention and expo? Check out the FAQ section of the convention website.

Pre-Planning/Welcome/Alignment to Educational Standards

Resources and letters to validate convention attendance and help you prepare for the event (letter to administration, technology requirements, etc.).

Planning

Resources and tips to help design your chapter's convention experience, such as ideas for how to participate and plan your schedule.

Choice Board

Overall activity board for all students to experience every aspect of convention.

Main Sessions

Experience the retiring addresses from the 2020-21 National FFA Officers and recognition of FFA members and their accomplishments. Find activity sheets that will help students process what they hear.

Media

Resources and activities to showcase your experiences and stories to your family, friends and community using social media.

Workshops

Teacher and student workshops are in person and on demand. Each workshop will vary in length from 15 to 60 minutes. To see a full listing of student and teacher workshops, visit the [schedule](#) page for in person workshops and the virtual tab on the [main convention website](#) menu.

FFA Blue Room

Resources to guide attendees through the FFA Blue Room experience to learn about technology innovation and sustainability across the Agriculture Food and Natural Resource (AFNR) Value Chain.

Exposition Hall

Resources to discover the vast array of individuals involved in the agriculture industry from innovative companies to educational institutions.

Awards and Recognition

Resources to learn about the different programs in which we recognize students for their hard work and achievements.

Service

Resources to help plan a service project for your community during the month of convention as well as prepare for one during National FFA Week in February 2022.

Alumni and Supporters

Resources to learn about the opportunities available for development in this area.

Other Activities

Activities for students to learn and discover more about FFA and make connections with fellow members from across the country.

Reflection/Post-Convention Thoughts

Activities that help students reflect on their experiences during convention.

****You will have access to the virtual components of convention from October 27 until the end of May 2022. These include virtual student and teacher workshops and the FFA Blue Room.**

PRE-PLANNING

Items included in this section are meant to welcome you to the 94th National FFA Convention & Expo as well as provide some materials that may be useful as you plan to attend.

- [Administration Letter](#)
This letter from Christine White explains the educational relevancy of convention and the social-emotional development of students after experiencing the opportunities provided by attending the National FFA Convention & Expo. Use this letter with teachers/colleagues, administrators, parents/guardians, advisory board, etc.
- [Competitive Events Letter](#)
This letter from Christine White explains the educational relevancy of students having the opportunity to compete in competitive events at the National FFA Convention & Expo. Use this letter with teachers/colleagues, administrators, parents/guardians, advisory board, etc.
- [Code of Conduct](#)
FFA Code of Ethics: FFA members should conduct themselves at all times to be a credit to the organization, chapter, school, community and family.
- [Emergency Card](#)
In an emergency occurrence, many things can be going on at once and critical areas of the assessment may be left out. Use this template to prepare.
- [Educational Standards](#)
This document serves as a guideline to assist advisors in planning, attending, and implementing pre- and post-convention processing and work. Educational standards for the National FFA Convention & Expo are suggested standards based on the projected central theme, objectives, content and activities of main events. Share this document with administrators to show the educational relevancy of the National FFA Convention & Expo.
- [Technology for Virtual Access](#)
With the National FFA Convention & Expo going virtual, we want to ensure you and your students are prepared with the appropriate access to technology. In this section, you will find a list of whitelist websites needed to experience convention, learn how you can test your technology prior to the start of convention and discover what to do if you do not have access.
- [Convention T-shirts!](#)
Order convention T-shirts for your FFA chapter for giveaways or pass along the link to students so they can order their own.



ADMINISTRATION LETTER

This [letter](#) from Christine White explains the educational relevancy of convention and the social-emotional development of students after experiencing the opportunities provided by attending the National FFA Convention & Expo. Be sure to refer to the [Health & Safety](#) protocols for attending convention in person.



September 1, 2021

Dear Administrators and Educators,

The 94th National FFA Convention and Expo is upon us! I look forward to your FFA chapter joining us for this year's event, scheduled Oct. 27-30 in Indianapolis. We are proud to note our convention continues to carry the seal of approval by the National Association of Secondary School Principals for its enriching content, educational focus and alignment to [national educational standards](#).

We recognize that the COVID-19 pandemic has forced all of us to change the way we teach, learn and host in-person events. It has stretched us to be innovative in how we reach young people and foster a sense of normalcy during these unprecedented times. Our goal is to provide a high caliber experience like no other, while integrating appropriate [health and safety protocols](#) to ensure a safe environment for all participants.

In Indianapolis, we are looking forward to celebrating and honoring the achievements of our FFA members and chapters. While they attend the convention, FFA members will also network, explore careers in agriculture and learn new skills that inspires them to become the next generation of leaders who will change the world.

We encourage our members and chapters to attend in-person so they can get the most from the experience. In-person attendees will also have the opportunity to join our large National Days of Service project that puts the last line of the FFA motto – "Living to serve" – in practice as we make a difference in the Indianapolis community.

In 2021, we also will continue a portion of the virtual experience offered in 2020. Remote attendees can view live session streams, visit the virtual FFA Blue Room and join on-demand workshops. We also encourage our FFA chapters everywhere to take the National Days of Service concept into their communities.

Our event will be a celebration filled with experiences that will reinforce the educational standards that are being taught in the classroom. Students will learn about the trends and technologies that are used to feed and clothe the world in a sustainable way. They will engage with business leaders and companies through at the National FFA Expo to learn about career opportunities available in the industry of agriculture. And, along with student workshops focused on leadership, personal growth and career success, we will also offer teacher workshops for educators to learn and grow through professional development.

We are looking forward to your FFA chapter and members joining us for the 94th National FFA Convention & Expo. As the event gets closer, please stay tuned to our website ([convention.FFA.org](#)) for our updates and plans for a safe, worthwhile event.

Best,

A handwritten signature in black ink that reads "Christine P. White".

Christine White
Chief Program Officer, National FFA Organization

National FFA Organization Headquarters 6060 FFA Drive | Indianapolis, IN 46268-0960 | 317-802-6060 | 888-332-2668 | [FFA.org](#)

COMPETITIVE EVENTS LETTER

This letter from Christine White explains the educational relevancy of students having the opportunity to compete in competitive events at the National FFA Convention & Expo. Use this letter with teachers/colleagues, administrators, parents/guardians, advisory board, etc.



September 1, 2021

Dear Administrators and Educators,

The 94th National FFA Convention and Expo is upon us! I would like to congratulate your FFA chapter for advancing to national-level competition. All of us look forward to recognizing your chapter's achievements, and we're thrilled that your FFA members get to engage in the wonderful national convention experience in Indianapolis during Oct 27-30. We are proud to note our convention continues to carry the seal of approval by the National Association of Secondary School Principals for its enriching content, educational focus and alignment to [national educational standards](#).

We recognize that the COVID-19 pandemic has forced all of us to change the way we teach, learn and host in-person events. It has stretched us to be innovative in how we reach young people and foster a sense of normalcy during these unprecedented times. Our goal is to provide a high caliber experience like no other, while integrating appropriate [health and safety protocols](#) to ensure a safe environment for all participants.

In Indianapolis, we are looking forward to celebrating and honoring the achievements of our FFA members and chapters. We plan to recognize each national-level participant in-person during a special award ceremony and announce our national winners like never before on the main convention stage. Each FFA member that attends the convention will also network, explore careers in agriculture and learn new skills that inspires them to become the next generation of leaders who will change the world.

We encourage our members and chapters to attend in-person so they can get the most from the experience. In-person attendees will also have the opportunity to join our large National Days of Service project that puts the last line of the FFA motto – "Living to serve" – in practice as we make a difference in the Indianapolis community.

Our event will be a celebration filled with experiences that will reinforce the educational standards that are being taught in the classroom. Students will learn about the trends and technologies that are used to feed and clothe the world in a sustainable way through events like the virtual FFA Blue Room. They will engage with business leaders and companies through at the National FFA Expo to learn about career opportunities available in the industry of agriculture. And, along with student workshops focused on leadership, personal growth and career success, we will also offer teacher workshops for educators to learn and grow through professional development.

We are looking forward to your FFA chapter and members joining us for the 94th National FFA Convention & Expo. As the event gets closer, please stay tuned to our website [\[convention.FFA.org\]](https://convention.FFA.org) for our updates and plans for a safe, worthwhile event.

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Christine White
Chief Program Officer, National FFA Organization

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PERSONAL CODE OF CONDUCT

94TH NATIONAL FFA CONVENTION & EXPO

FFA Code of Ethics

By attending or participating in the National FFA Convention & Expo, you agree to abide by the Code of Conduct and the FFA Code of Ethics. FFA members conduct themselves at all times to be a credit to the organization, chapter, school, community and family. As an FFA member, I pledge to:

- Develop my potential for premier leadership, personal growth and career success.
- Make a positive difference in the lives of others.
- Dress neatly and appropriately for the occasion.
- Respect the rights of others and their property.
- Be courteous, honest and fair with others.
- Communicate in an appropriate, purposeful and positive manner.
- Demonstrate good sportsmanship by being modest in winning and generous in defeat.
- Make myself aware of FFA programs and activities and be an active participant.
- Conduct and value a supervised agricultural experience program.
- Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
- Appreciate and promote diversity in our organization.

Code of Conduct

All convention and expo participants are expected to obey all local, state and federal laws. Participants shall abstain from abusive, disruptive or inappropriate behavior before, during or after the event in all forms, including in-person, via digital or social media and any other form of communication. The National FFA Organization may act in its discretion to address any attendee(s), group(s) or participant(s) it believes fail to uphold the criteria of the FFA Code of Ethics or Code of Conduct, including but not limited to revoking event access without refund or reduction of any fees paid or payable, removal from participation in awards and recognition programs, and revocation of awards and recognition earned. Please contact the Control Center (Indiana Convention Center (ICC) Room 116) if you've observed or experienced a violation of the FFA Code of Ethics or Code of Conduct.

HOW CAN YOU HELP IN AN EMERGENCY?

In an emergency occurrence, many things can be going on at once and critical areas of the assessment may be left out. To help avoid this, many emergency medical technicians use an acronym to help them remember the important questions to ask. This acronym is known as a SAMPLE history. The acronym helps them identify six immediate pieces of information on a patient to help them determine their next course of action. Below you will find a card that is highly recommended that you have on file for each student.

There are two recommended ways to use the **S.A.M.P.L.E.** card. One, keep a copy with you. Second, have each student keep a copy of the card in their wallet. This will be of great help should you not be in the immediate area in case of an emergency.

S.A.M.P.L.E.	
(This information may be asked about you in case of an emergency)	
Name _____ Age _____	1. Any S igns or symptoms that are not apparent
Parent/Guardian Name _____	2. Known A llergies-please list any allergies you may have
Parent/Guardian Phone _____	3. M edications that the patient is on-please list any medications you are currently taking
Advisor/Chaperone Name _____	4. P ast medical history
Advisor/Chaperone Phone _____	5. L ast meal and or fluid intake
Chapter Name _____	6. What led up to the E vent
Chapter City _____ State _____	
Hotel Name _____ Phone _____	
School Principal Name _____	
School Phone _____	
State Staff Name _____	
State Staff Phone _____	

EDUCATIONAL STANDARDS ALIGNMENT

This document serves as a guideline to assist advisors in planning, attending, and implementing pre- and post-convention processing and work. Educational standards for the National FFA Convention & Expo are suggested standards based on the projected central theme, objectives, content and activities of main events. While every standard listed may not be covered during each individual portion of the convention and expo, these lists should serve as a guideline to validate and actualize educational relevancy for attending the National FFA Convention & Expo.

OVERALL STUDENT LEARNING OBJECTIVES

After completing these activities, students will ...

1. Discover and experience premier leadership, personal growth, and career success.
2. Demonstrate and explore leadership and career skills.
3. Network with FFA members and various stakeholders.
4. Identify emerging technologies, innovations and leaders within the agriculture industry.

MAJOR ACTIVITIES CONSIDERED

This is not a complete list of all National FFA Convention & Expo activities, but rather a list of major events throughout the week.

1. Workshops
2. General Sessions
3. Awards and Recognition
4. Exposition Hall (Agricultural Companies and Colleges)
5. National Days of Service
6. FFA Blue Room

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.04. Demonstrate stewardship of natural resources in AFNR activities.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.

- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- AG3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.
- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
- AG6 Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

NASDCTec

- AGC02.02 Employ the use of technical information effectively to maintain and communicate records and reporting procedures commonly used in the AFNR cluster.
- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.
- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.
- AGC10.03 Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.
- AGC10.04 Envision emerging technology and globalization and project its influence on widespread markets to demonstrate an understanding of technologies and trends that will impact the AFNR industry.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core – Language

•CCSS-ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or styles, and to comprehend more fully when reading or listening.

Common Core – Literacy in Science & Technical Subjects: Writing

•CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Next Generation Science

•HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Green/Sustainability Knowledge and Skill Statements

•AFNR Career Cluster, Statement 7 Demonstrate an understanding of green and sustainability trends that are impacting processes and markets in AFNR.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Global Awareness
- Technology Literacy
- Think Creatively

TECHNOLOGY FOR VIRTUAL ACCESS

With the National FFA Convention & Expo having both an in-person and virtual component, we want to ensure you and your students are prepared with the appropriate access to technology if you are joining virtually. Below is a list of whitelist websites needed to experience the virtual convention and information to help you test your technology prior to the start of convention and discover what to do if you do not have access.

List of Websites (Whitelist)

The websites below will be used during the National FFA Convention & Expo. We encourage you and your students to test them prior to the start of convention.

- convention.FFA.org
- FFA.org
- <https://FFA.box.com>
- <https://vimeo.com>

*If Vimeo is blocked by the school district, we recommend you ask your school district to temporarily allow access. Additionally, you may provide your district IT department [these instructions](#) so they may still block Vimeo yet allow embedded videos to play on the virtual convention site.

If you can access all links:

- You are ready for the start of the virtual component of convention.

If you cannot access one or multiple links:

- Reach out to your district IT department for help to get the websites unblocked for use during the National FFA Convention & Expo.

PLANNING

This section will include information on the following:

- Brief [background information](#) on the National FFA Convention & Expo, including the following:
 - History of National FFA Convention & Expo.
 - Delegate process.
 - National FFA Officer election process.
- Tips on how to [participate](#) in the virtual component of the national convention and expo.
- [Template](#) to make your own schedule and/or schedule for the students.
- **Student Activity Sheets:** Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).
- **Interactive Toolkit for National Days of Service:** Click [here](#) to access the interactive toolkit.

How to utilize the interactive toolkit with students: Give the toolkit to your chapter members to plan a day of service project during convention week. Divide your students into small groups and task them with creating a service project during October. Then, students can present their service project ideas, and the class/FFA chapter can vote on which one they want to implement. Give students the "[Living to Serve: interactive Toolkit](#)" worksheet to complete while reviewing/completing the toolkit.

BACKGROUND OF NATIONAL FFA CONVENTION & EXPO

Brief History of the National FFA Convention & Expo

Why do we have a national convention each year?

Each fall, nearly 65,000 FFA members, advisors, educators, supporters and guests from across the country come together to participate in sessions, competitive events, career success and educational tours, student and teacher leadership workshops and to experience an expo and shopping mall, to volunteer and to network. The convention is an event where members not only compete, network, volunteer and have fun, but they also learn about the diverse careers that are available in the industry of agriculture and are recognized for their achievements.

The first national convention was held in Kansas City, Missouri, with 33 delegates from 18 states. During each convention, official business is conducted by the national officers and member delegates. The National FFA Delegate Experience ensures that the National FFA Organization remains a grassroots organization that serves students at the local level.

Convention Delegates

The delegate experience brings together 475 student leaders from across the nation. Students share ideas and perspectives that propel the organization forward. Delegates come from each of the organization's 52 state associations, with delegation sizes determined by each association's percent of overall organizational membership. The National FFA Delegate Experience has been an FFA tradition since 1928. For more information on the delegate process, visit FFA.org/delegates.

Election of National FFA Officers

How are the National FFA Officers elected?

Each year, six student members are selected to represent the National FFA Organization as National FFA Officers. Members must have received an American FFA Degree and be selected by their state association to be eligible for national office. National officers travel more than 100,000 miles during their year of service representing the organization. To learn more about the process of becoming a national officer, visit FFA.org/national-ffa-officers/.



CONVENTION COMPONENTS

For the 94th National FFA Convention & Expo, students, advisors and guests will be able to engage in a hybrid convention. Below are the components that will be available during the in-person convention experience versus what will be available in a virtual format for any registered student, advisor or guest to experience.

Schedule: Utilize this [template](#) to schedule your convention week. Additionally, students can utilize it and/or the convention app. Click [here](#) for more information about the convention app.

Utilize this [convention schedule](#) and virtual on-demand activities to complete your schedule.

In-Person Events

- General Sessions
- American Degree Ceremony
- Competitive Events
- National FFA Expo and Shopping Mall
- Career Success Tours
- National Days of Service
- Entertainment
- Delegate Sessions
- Student and Teacher Workshops
- Band, Chorus and Talent
- National FFA Officer Selection Process
- Courtesy Corps

Virtual Events

- Live Streaming of General Sessions
- Live Streaming of the American Degree Ceremony
- FFA Blue Room (virtual only)
- Student and Teacher Workshops
- National Days of Service



HOW TO PARTICIPATE IN NATIONAL FFA CONVENTION FROM A DISTANCE

Can't attend convention in Indianapolis? Need ideas on how your chapter members can participate in convention virtually? Check these out!

In-person ideas:

- Have a watch party with your classes!
- Have a watch party with neighboring chapters! *(Be sure you are following appropriate social distancing guidelines.)*
 - Rent a local movie theatre, Lions/VFW hall, community center or watch in your school gymnasium.

Distance learning students:

- Have students watch the live sessions. Afterward, you can host a class discussion (in-person and virtual) to discuss and reflect on the sessions.
- Assign students different parts of convention to experience and then join together on a meeting platform to discuss what everyone experienced and learned.
- Set up a GroupMe (or other type of chatting platform) where students can chat with one other about the live sessions and/or Zoom (or other type of meeting platform) where students can discuss their convention experiences.

How to interact with other chapters:

- Host a joint watch party with neighboring chapters.
- Students can share their experience via social media.



MAKE YOUR OWN SCHEDULE

Utilize the convention [schedule](#) and on-demand activities to personalize your own schedule for convention week, and encourage students to customize their own utilizing this template ([Word](#), [PDF](#)) and/or the convention app.

Don't forget to check out the teacher and student workshops!

Wednesday, Oct. 27	Thursday, Oct. 28	Friday, Oct. 29	Saturday, Oct. 30
Morning:	Morning:	Morning:	Morning:
Afternoon:	Afternoon:	Afternoon:	Afternoon:
Evening:	Evening:	Evening:	Evening:

NATIONAL FFA CONVENTION & EXPO ACTIVITY BOARD

Directions: The National FFA Convention & Expo provides FFA members with the opportunity to network and have new experiences. Learn about national convention by completing the following activities.

Complete each of the tasks below in any order you like. The due date for this board is _____.

National FFA Convention & Expo Overall Activity Board

Serve as a newsroom reporter for convention. Select a main session, watch in person or on demand and write a news article describing everything that was learned and experienced. Use the Extra! Extra! Read All About It! Activity sheet.	Attend or tune in virtually to a live main session (or view on demand) to watch a National Officer Retiring Address and complete one of the activity sheets (1) (2) (3).	Experience the FFA Blue Room: Attend a pre-recorded session and complete the presentation activity sheet and exploration worksheet .	Meet fellow FFA members from across the country. As you join in the convention activities, complete this map activity sheet . If you are experiencing the convention virtually, explore each state's State Officer Team to learn about members from other states.
Visit the expo, or if attending virtually, identify corporate sponsors/donors of FFA and visit at least one company/organization in each area. As you explore and interact, complete the worksheet for each stop on your journey.	Get to know educational institutions in the expo or in your state/neighboring state. Find three that interest you and complete the worksheet .	Share your FFA story and experiences. Utilize the media materials to plan social media posts. #FFA21	The 2021-22 National FFA Officers are elected during the final session on October 30. Get to know them by completing the activity sheet .
Attend a minimum of two student workshops or view two pre-recorded workshops and complete the accompanying activity guide.	Test your FFA knowledge! Get your chapter or class together and play FFA Experience Jeopardy!	Everyone loves a good T-shirt! Express your creative side and design a T-shirt based on your convention experience using the design template .	Design your personal cover of <i>FFA New Horizons</i> . Utilize the template provided.
Use the interactive toolkit to plan a service project for your chapter to complete during convention and/or FFA Week. Use this activity sheet .	Discover the various awards and recognition opportunities available with National FFA. Develop a plan for future participation using this activity sheet .	Use this worksheet to discover more about Alumni and Supporters and how you can be involved with FFA after high school.	Now that convention has come to a close, reflect on your experiences by completing this worksheet .

MAIN SESSIONS

The main live sessions can be viewed on the [convention website](#) and on RFD-TV. This section includes the session schedule and generic worksheets that can be utilized during the retiring addresses and/or keynote addresses.

All main sessions will be available on demand after the original air date and time.

Schedule

Wednesday, Oct. 27	Thursday, Oct. 28	Friday, Oct. 29	Saturday, Oct. 30
Opening Session 1A: 3:30 p.m.	Opening Session 1B: 8 a.m.	Fourth General Session: 8 a.m.	American Degree Ceremony: 7:30 a.m.
	Second General Session: 2 p.m.	Fifth General Session: 2:30 p.m.	Seventh General Session: 12 p.m.
	Third General Session: 6 p.m.	Sixth General Session: 7 p.m.	

* For a detailed session schedule, check [here](#).

2021 Retiring Address Worksheets

Utilize the worksheets below to reflect on the national officer retiring addresses.

- [Making an Impact \(1\)](#)
- [Making an Impact \(2\)](#)
- [Making an Impact \(3\)](#)

Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

Former National Officer Retiring Addresses

Now that students have watched the retiring addresses from this year's convention, let's explore the addresses from the past.

[Lesson Plans](#): Lesson plans with student activity sheets and answer keys for former national officer retiring addresses.

[Student Activity Sheets](#): This folder contains the activity sheets for students in individual files separate from the lesson plan.

[On-Demand Videos](#): Video library of former national officer retiring addresses.

MAKING AN IMPACT

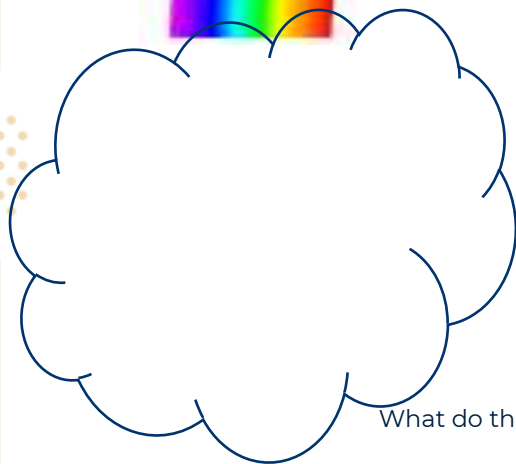
Directions: Complete the following activity about a national FFA officer's retiring address or a keynote speaker's comments from the National FFA Convention & Expo.

Speaker
Name:

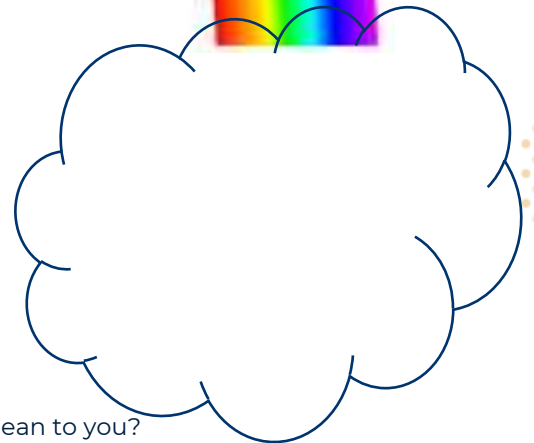
Message Title:



In one sentence, what is the overarching message?



In each cloud, write down one quote or statement from the presentation that is meaningful or inspirational to you.



What do these two quotes/statements mean to you?

In three or more sentences, describe how you will apply this message in your life, your school and your community.

MAKING AN IMPACT

Directions: Complete the following activity about a national FFA officer's retiring address or a keynote speaker's comments from the National FFA Convention & Expo.

What is the main subject of the retiring address or keynote speaker's message?

Write down one quote/phrase from the presentation that is meaningful or inspirational to you. Explain why or how it impacts you.

What are three things you have learned or taken away from this message?



How would you summarize this message to explain it to your friends?

How can you apply what you learned from the message in your life today?

In the future?

Create a hashtag for this message.

MAKING AN IMPACT

Directions: Complete the following activity about a national FFA officer's retiring address or a keynote speaker's comments from the National FFA Convention & Expo.

Message Title:

What is your initial reaction after watching this message?

Summarize the message in two sentences.

What is a quote/statement from the speech that resonated with you? Explain why.

What do you think is the key takeaway from this message?

How can you apply it in your own life?

What does this message make you think about in relation to your own personal growth?

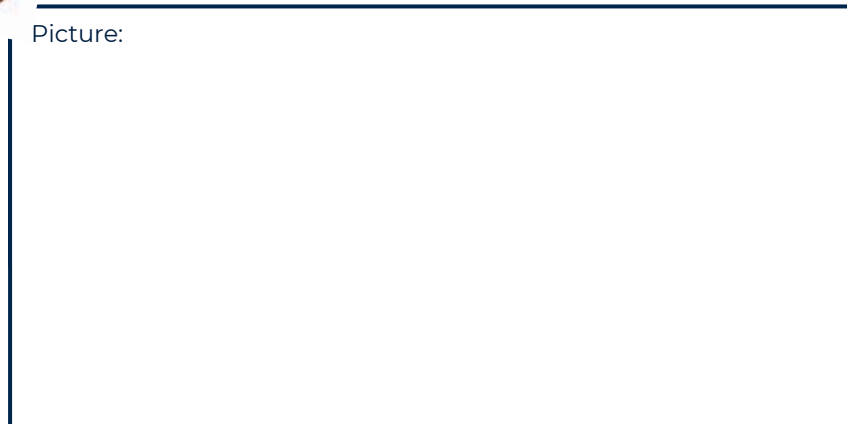
EXTRA, EXTRA! READ ALL ABOUT IT!

Directions:

Write a two-paragraph news release/article about a main session during convention highlighting the speakers, messages and major happenings. Use the tips below to help you construct your article/news release.



Picture:



TIPS for a successful article:

1. Address the who, what, when, where and why.
2. Start off with a catchy first sentence.
3. Quote important information.
4. Be straightforward.
5. Use appropriate/correct vocabulary.

MEDIA, PROMOTION AND ADVOCACY

Use the following resources during the 94th National FFA Convention & Expo to have your students share your chapter's story and their experiences during the event.

Social Media Tips and Tricks Guide: Tell the world about FFA! Thousands of voices spreading the message across social media elevates awareness of FFA, and that's where you come in. Your chapter's story is important in helping others learn who we are, what we do and about the diversity of FFA across the country. Implement these top five tips for using your voice on social media to promote your chapter and FFA during the national convention and expo.

Social Media Challenge: Challenge your students to post on social media during convention week. Have students take pictures of their social media posts and have classes/FFA chapters choose their favorite one. You can also post the pictures around the room to showcase their convention experiences.

Social Media Post Examples: Utilize [these examples](#) to help plan your social media posts for the national convention and expo.

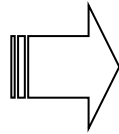
Press Release Template: [Use this template](#) to share your chapter's plans for participating in the 94th National FFA Convention & Expo.

Student Activity Sheets: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

SOCIAL MEDIA TIPS AND TRICKS GUIDE

Tell the world about FFA! Thousands of voices spreading the FFA message across social media elevates awareness of FFA, and that's where you come in. Your chapter's story is important in helping others learn who we are, what we do and about the diversity of FFA across the country.

Pick one or two social platforms to concentrate on. Don't spread yourself too thin. It's better to be in one place with great stories than everywhere with mediocre stories.



Which two social platforms will you concentrate on?

1. _____

2. _____



Brainstorm: Before convention, plan your posts. You can even write some of them ahead of time. Planning will save time during convention week so that you can enjoy the celebration too! Just leave some room for spontaneity. In the boxes below, compose two posts for each social platform you selected above. Read the tips below to help you plan!

Social Platform 1:

1.

2.

Social Platform 2:

1.

2.

Here are our top five tips for using your voice on social media to elevate your chapter and FFA during the National FFA Convention & Expo!

Tip 1: Use **#FFA21** and tag **@NationalFFA** on all your social posts so people can find it and National FFA can share the amazing stories you're telling.

Tip 2: Share what you and your chapter are doing during convention, but don't forget the rest of the year. Does someone in your chapter have an interesting or unique SAE? Share it! Does your chapter have a Living to Serve project? Share it! And of course, share your FFA convention week activities too!

Tip 3: Remember your FFA voice — a positive, respectful and inspirational tone. If individuals comment on your posts with unkind words, resist the urge to argue with negative comments. You won't change any minds, and it will just ruin your day. We like to say, "Hug Your Haters."

Tip 4: Use Instagram/Facebook stories to *tell* stories. For instance, your story could be an ongoing "scrapbook" of that day's FFA convention week activities.

Tip 5: Try ending your social post with a question or ask others to share their stories in the comments. This will help create engagement and conversation among your followers.

Brainstorm: Use this space to brainstorm a list of photos and videos that could be used. Don't have any that will work? Brainstorm pictures and videos that can be taken!

Use the highest quality photos and videos you have access to in your posts. These tell the best stories and generate the most engagement.



If someone is being vulgar, bullying or posting unrelated comments on your posts, hide them. It's good practice to have user guidelines on your page in the About section. Ours is at <https://www.facebook.com/pg/nationalffa/about/> under general information.

Compose some guidelines that you could include to help avoid vulgarity, bullying or posting of unrelated comments.

MOST important: Every member and every chapter has an important FFA story. Don't be afraid to share yours. We know it will be interesting!

SOCIAL MEDIA CHALLENGE

Directions: Use the template on the following page to create your social media plan for convention and get approval from the chapter advisor and school administration. As you post, take pictures and share with your chapter/class and advisor. See below for examples.

Use **#FFA21** when posting on social media about the national convention and expo.

Examples:

Twitter: "Can't wait to participate in this year's National FFA Convention & Expo! #FFA21"

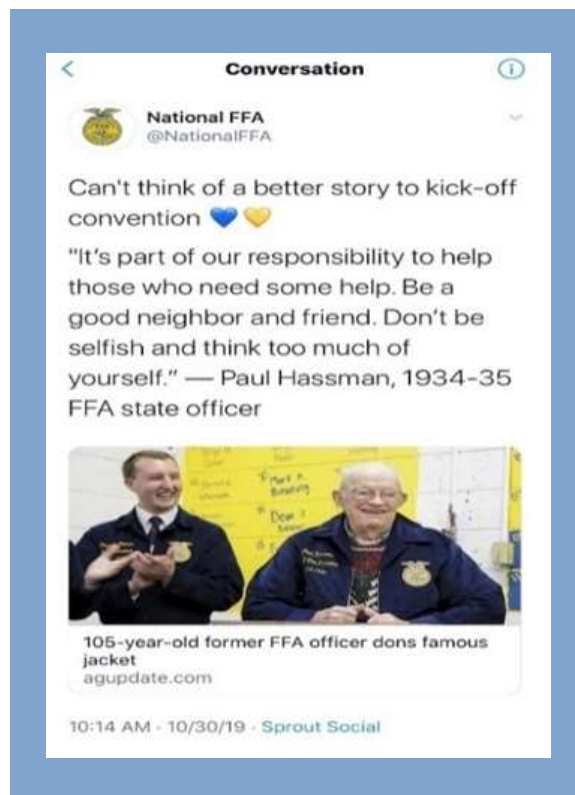
Facebook: "I'm pumped for this year's 94th National FFA Convention & Expo. What are you most excited about? Comment below! #FFA21"

Instagram Story: "Wearing my new convention tee for #FFA21. Who else is wearing theirs?"

Snapchat: Share a picture of you participating in a student workshop. Caption: "Love learning with members across the country!"

Other Examples:

- During convention, post a picture of yourself watching a student workshop or main live session, experiencing the FFA Blue room or repping in your FFA gear!
- Counting down the days to convention? Post a countdown and what you are looking forward to.
- After convention, post a reflection about your experience.



**Pre-
Convention**

Wed.
27

Thurs.
28

Fri.
29

Sat.
30

**Post-
Convention**

PRESS RELEASE (FOR USE PRIOR TO CONVENTION)

CONTACT

Advisor Name
Advisor Contact Information



Student Leaders Prepare for the 94th National FFA Convention & Expo

INDIANAPOLIS (Friday, Oct. 4, 2021/National FFA Organization) — In a few weeks, FFA members and supporters from across the country will celebrate agricultural education and agriculture during the 94th National FFA Convention & Expo, Oct. 27-29.

This time-honored tradition, which was held virtually last year, will once again be in-person and hosted by the city of Indianapolis.

It's an opportunity for students to be exposed to new career paths and opportunities while celebrating the accomplishments these future leaders have made over the past year. Throughout the week, national convention and expo will attend general convention sessions where they will be inspired by their peers and, in the expo, explore various career paths. In addition, attendees can participate in career success tours and student and teacher workshops. Those in attendance can also participate in a service event, while FFA members across the country can join the National Days of Service in their local communities. In-person attendees and virtual attendees will also be able to experience the Virtual FFA Blue Room, which showcases cutting-edge technology, research and innovation in agriculture.

General convention sessions will be aired live on RFD-TV and The Cowboy Channel. FFA members and supporters can tune in and watch gavel-to-gavel coverage of the event. To learn more, visit convention.FFA.org.

The National FFA Organization is a school-based national youth leadership development organization of more than 735,000 student members as part of 8,817 local FFA chapters in all 50 states and Puerto Rico.

#

About National FFA Organization

The National FFA Organization is a school-based national youth leadership development organization of more than 760,000 student members as part of 8,817 local FFA chapters in all 50 states, Puerto Rico and U.S. Virgin Islands. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. For more, visit the National FFA Organization online at FFA.org and on Facebook and Twitter.

About National FFA Foundation

The National FFA Foundation builds partnerships with industry, education, government, other foundations and individuals to secure financial resources that recognize FFA member achievements, develop student leaders and support the future of agricultural education. Governed by a 19-member board of trustees composed of educators, business leaders, individual donors and FFA Alumni, the foundation is a separately registered nonprofit organization. About 82 percent of every dollar received by the foundation supports FFA members and agricultural education opportunities. For more, visit FFA.org/Give.

CONVENTION WORKSHOPS

The 2021 convention workshops will be available during convention in the convention center as well as some pre-recorded workshops. Each pre-recorded workshop will vary in length from 15 to 30 minutes. All in-person workshops will be one hour in length. To see a full listing of in-person student and teacher workshops, visit the [schedule page](#). To access the on-demand teacher and student workshops, you will visit the virtual menu tab in the side menu and then select workshops on the main convention [webpage](#).

Teacher Workshops: Workshops have been designed to be engaging and provide professional development for teachers on various topics to aid in the classroom and FFA chapter. Workshops will be organized via career pathway. Feel free to download the note sheet for each workshop to help you gather your thoughts in one place.

- [Note Sheet](#): to help you capture your thoughts during each workshop

Student Workshops: Workshops have been designed to be engaging and interactive. They will be organized via the three pillars of the FFA mission (premier leadership, personal growth and career success). Each student workshop is accompanied with a reflection guide that can be implemented by teachers in the classroom or given to students who are distance learning.

After students have participated in an in-person or virtual workshop, have them develop a mini-workshop or speech about a topic they feel passionate about using the “[Develop a Mini-Workshop/Speech](#)” activity sheet and [rubric](#). Students can choose to complete this activity digitally using a resource like [FlipGrid](#) or another of your choice.

What Workshops Interest Me? Have students read over the workshop titles and descriptions on the convention website and select the top five that seem interesting and inspiring to them. Have students complete the activities on the “[What Workshops Interest Me?](#)” activity sheet.

Student Activity Sheets: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

WHICH WORKSHOPS INTEREST ME?

Directions: Read over the workshop titles and descriptions on the [convention website](#), and select the top three that seem interesting and inspiring to you. Record the workshop titles in the box below. *Note: If attending convention virtually, only select those that are pre-recorded. If you are attending in-person, choose from in-person or pre-recorded workshops.

Which workshops interest you?

What interests you about your chosen workshops?

Record the titles of the workshops that you attended in person AND/OR virtually.

DEVELOP A MINI-WORKSHOP/SPEECH

Develop a mini-workshop or speech about a topic you feel passionate about and submit through [FlipGrid](#). Use the space below to develop your mini-workshop or speech. (The lines are for what you will say, and the box is what your visual aid will contain/look like; the mini-workshop or speech should take ten minutes.) Reference the Rubric: Mini-Workshop/Speech handout for requirements.

What ideas do you have for a title and description for your mini-workshop/speech?
(The title should grab people's attention.)

Introduction: How will you introduce the mini-workshop/speech?

Key Points: What key points will you include in the mini-workshop/speech?

Conclusion: How will you wrap up your mini-workshop/speech?

RUBRIC: MINI-WORKSHOP/SPEECH

Qualification	Very strong evidence of skill is present. (5-4 points)	Moderate evidence of skill is present. (3-2 points)	Weak evidence of skill is present. (1-0 points)	Total Points (20 possible)
Engaging Title and Description (Description Refers to Title)	Title and description are engaging and attention grabbing; description refers to title.	Title and description are mediocre; description somewhat refers to title.	Title and description are very weak; description does not refer to title.	
Presentation Skills	Thorough and maintains eye contact	Somewhat professional; depends on the presentation	No evidence of preparation	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Ten minutes	Between five and ten minutes	Under five minutes	
Overall Impression	Presentation was consistent and appropriately highlighted a topic of the presenter's choosing that he or she feels passionate about.	Presentation was consistent and generally highlighted a topic of the presenter's choosing that he or she feels passionate about.	The presentation was not consistent and did not highlight a topic of the presenter's choosing that he or she feels passionate about.	
			Total	/20 points

FFA BLUE ROOM

The FFA Blue Room is a one-of-a-kind, interactive, virtual space where students can explore the future of agriculture and our world. The FFA Blue Room focuses on how agriculture is solving for sustainability across the AFNR Value Chain. In the FFA Blue Room, students will learn about the technologies, innovations and careers that are creating a sustainable future for all. Students will leave the FFA Blue Room inspired by how agriculture is rising to meet the needs of both today and tomorrow.

Students can explore the FFA Blue Room at any time during the national convention and expo. The FFA Blue Room will remain available — free of charge to all FFA members — through May 2022 at <http://blueroom.FFA.org/>.

Accessing the FFA Blue Room

The FFA Blue Room is [accessible through the convention website](#) by clicking the FFA Blue Room tab on the left-hand side of the page. The FFA Blue Room does not require a specific registration. Students can either log in as a guest or create an account using their email address. If they create an account, their progress will be saved and points they earn will be added to the leader board of your state. Email addresses will not be shared nor will they be added to any email lists.

FFA Blue Room (20 to 30 minutes)

Students will learn more about sustainability, STEM and innovation by playing short games at each segment of the AFNR Value Chain. Games are interactive and include trivia, puzzles and more. Each game earns students points, which drive your state up the leader board!

Each student will need one copy of the “[FFA Blue Room Exploration](#)” worksheet for each space you would like them to visit during this time.

Blue Stage (15 to 20 minutes)

Students will watch a short Ted-talk style presentation from an industry expert. Speaker topics and the speaker schedule are listed on the [Blue Room website](#). Pre-registration is not required.

Each student will need a copy of the “[Video Activity Sheet](#).”

Once students have watched the Ted-talk style presentation, have students complete the “[FFA Blue Room Reflections](#)” worksheet.

Experience the FFA Blue Room All Year!

The FFA Blue Room will be available to access for free through May 2022. Additionally, throughout the year a new industry leader will present a Ted-talk style presentation about a current industry topic. You can view the year-round Blue Room schedule on the [Blue 365 webpage](#). If you cannot attend a live session, you can watch on demand later!

Student Activity Sheets: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

VIDEO ACTIVITY SHEET

Directions: As you watch the on-demand video, complete the following activities.

The presentation topic is ...	The company or business this speaker represents is ...	Two potential careers related to this presentation are ...
The speaker specializes in ...	Three facts I heard were ...	Summarize the presentation in one word.
Draw a picture that represents his or her specialty area.		The technologies or innovations discussed in the presentation are ...
Three classes, FFA activities and/or SAE opportunities I should participate in to prepare me for a career related to this presentation are ...		Draw one picture that summarizes the presentation.
The information in the presentation is important to me because ...		

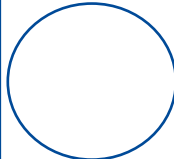
FFA BLUE ROOM EXPLORATION

Directions: Choose a space to explore within the FFA Blue Room and complete the following activities for each space.

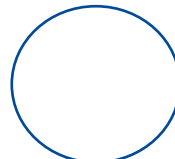
[Click](#) for bank of career focus areas and value chain icons.

Company/Organization:

Draw and label the logo of the company/organization.



Career Focus Area



Value Chain Segment

What technology/innovation is featured?

How does/will it impact the agriculture industry?

What careers are featured?

What skills are needed?

Live Blue Stage Presentation: Question and Answers: Ask at least one question via the live chat. Record your question and the answer below.

Q:

A:

What is one new thing you learned?

What are you curious about after visiting the Blue Room?

FFA BLUE ROOM EXPLORATION, CONTINUED



Reflect on your time in this space and answer the questions below.

1. Describe your overall thoughts after visiting this booth.
2. How does the technology/innovation you learned about impact your life?
3. Summarize your experience in one word.

FFA BLUE ROOM EXPLORATION, CONTINUED

Career Focus Areas	
Agribusiness Systems	
Agricultural Education	
Animal Systems	
Biotechnology Systems	
Environmental Service Systems	
Food Products and Processing Systems	
Natural Resources Systems	
Plant Systems	
Power, Structural and Technical Systems	

AFNR Value Chain	
R&D	
Pre-Production	
Production	
Supply Chain	
End Product	
Sales, Service and Support	
Consumers	

FFA BLUE ROOM REFLECTIONS

Summarize your overall experience in three to five sentences.

What can you do in your community to advance sustainability and technology? (Brainstorm your ideas here.)

What is the most interesting thing you experienced in the Blue Room?

EXPOSITION HALL

The exposition hall is a space to discover the vast array of individuals involved in the agriculture industry from innovative companies to educational institutions.

Companies and Organizations

[Logo Activity](#): Have students match company logos to the agricultural pathway they represent. This can be done virtually or in the expo.

Get to Know Us: Have students visit a minimum of two companies/organizations per pathway and complete the "[Get to Know Agricultural Companies and Organizations](#)" worksheet. Student will need a worksheet for each one they visit. If attending virtually, students will explore company websites.

- Educational Institutions: Have students visit a minimum of three educational institutions either in the expo or online (if attending virtually) and complete the "[Educational Institutions](#)" worksheet.
- **Student Activity Sheets**: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

LOGO ACTIVITY

Directions: Match the company logo to the agricultural pathway they represent. Cut out the logos below and paste in the provided table. If you don't have access to print this activity, you can click on the logo and cut and paste in the table or write the company names in the table. **Some companies might fit in multiple pathways, so choose the one that fits best.*

Logos



Agribusiness Systems	Animal Systems	Biotechnology Systems	Environmental Service Systems
Food Products and Processing Systems	Natural Resources Systems	Plant Systems	Power, Structural and Technical Systems

AFNR PATHWAY EXPLANATION

Agribusiness Systems includes companies that connect the business world with agriculture by determining how to effectively use resources for profit and contribute to successful agriculture production. This can include crop production, farm equipment, seed supply, marketing, natural resources and animal services.

Animal Systems includes companies that work directly with animals or work with products that come from animals. Some companies treat diseased or injured animals and work to keep them healthy or study research and genetics, nutrition and the development of the animals they work with. Others develop more efficient ways of producing and processing meat, poultry, eggs and dairy products.

Biotechnology Systems includes companies that use biotechnology to enhance plants, animals and microorganisms and to solve global issues, working to increase the world's access to safe and affordable food and clean water. These companies often investigate methods of creating fuel from agricultural byproducts and use a range of tools to better understand the basic biology of life.

Environmental Service Systems includes companies that focus on preventing the harmful effects of human activities, and they may be involved with recycling, water and air pollution control, waste disposal and public health issues. These companies use knowledge of science and engineering to meet environmental regulations and develop new methods to prevent accidents or dangerous situations.

Food Products and Processing Systems includes companies that study the physical, biological and chemical makeup of foods to improve food safety, create better processes, enhance the nutritional value and shelf-life of foods and develop new flavors. These companies may focus on diet, health and food safety by ensuring the quality of foods or work to develop new packaging, new products and new sales opportunities.

Natural Resources Systems includes companies that work to develop, maintain and manage natural environments. These companies work to protect wildlife, maintain parks, consult with research groups and keep green areas.

Plant Systems includes companies that study plants and how they impact our world. They monitor the quality and safety of our food and help consumers make sensible nutritional decisions, solve problems by developing crops that are resistant to insects and improve models to grow more food with less space. Others work to conserve our natural resources.

Power, Structural and Technical Systems includes companies that apply knowledge of engineering, hydraulics, pneumatics, electronics, power, structures and controls to the field of agriculture. These companies also create efficient processes to conserve natural resources and build solutions that impact people around the globe.

GET TO KNOW AGRICULTURAL COMPANIES AND ORGANIZATIONS

Directions: Choose a company or organization featured in the [National FFA Convention Expo](#) that you are interested in learning about and complete the questions below.

Company/Organization:

Why did you choose them?

Pathway:

What career opportunities are available with the company/organization?

What skills are needed for these careers? (If you need help finding this, utilize [AgExplorer.FFA.org](#).)

What do they do?

How would you describe this company/organization to your best friend in one word?

Would you be interested in working for this company? Why or why not?

Directions: Choose a company or organization featured in [National FFA Convention Expo](#) that you are interested in learning about and complete the questions below.

Company/Organization:

Why did you choose them?

What career opportunities are available with the company/organization?

What skills are needed for these careers? (If you need help finding this, utilize [AgExplorer.FFA.org](#).)

Pathway:

What do they do?

How would you describe this company/organization to your best friend in one word?

Would you be interested in working for this company? Why or why not?

Directions: Choose a company or organization featured in [National FFA Convention Expo](#) that you are interested in learning about and complete the questions below.

Company/Organization:

Why did you choose them?

What career opportunities are available with the company/organization?

What skills are needed for these careers? (If you need help finding this, utilize [AgExplorer.FFA.org](#).)

Pathway:

What do they do?

How would you describe this company/organization to your best friend in one word?

Would you be interested in working for this company? Why or why not?

EDUCATIONAL INSTITUTIONS

Directions: Visit a minimum of three educational institutions and complete the questions below (there is one sheet for each educational institution).

1

School Name:

Location:

What agriculture majors do they offer?

Draw a picture of the school's mascot.

Develop two questions to ask the school representative that will help you learn about the school.

1.

2.

After visiting this school, are you interested in attending? Why or why not?

What is one interesting fact you learned about the school?

Shade in the state where this school is located.



2

School Name:

Location:

What agriculture majors do they offer?

Draw a picture of the school's mascot.

Develop two questions to ask the school representative that will help you learn about the school.

1.

2.

After visiting this school, are you interested in attending? Why or why not?

What is one interesting fact you learned about the school?

Shade in the state where this school is located.



3

School Name:

Location:

What agriculture majors do they offer?

Draw a picture of the school's mascot.

Develop two questions to ask the school representative that will help you learn about the school.

1.

2.

After visiting this school, are you interested in attending? Why or why not?

What is one interesting fact you learned about the school?

Shade in the state where this school is located.



AWARDS AND RECOGNITION

Every year at convention, we recognize students for their hard work and achievements in many programs, including the agriscience fair, agricultural proficiency awards, American FFA Degrees, American Stars, career and leadership development events and the National Chapter Award Program.

- [All About Awards and Recognition](#): Have students use this worksheet to learn about the various opportunities available for student participation. After students have learned about all the areas, they will choose one and create an action plan for future participation.
- **Student Activity Sheets**: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

ALL ABOUT AWARDS AND RECOGNITION

Part 1: Complete the first two columns in the chart below.

K: What you already know about the award area

W: What you want to know about the award area

L: **Will be completed in Part 4 below*

K	W	L
Agriscience Fair	Agriscience Fair	Agriscience Fair
Agricultural Proficiency	Agricultural Proficiency	Agricultural Proficiency
National Chapter	National Chapter	National Chapter
American FFA Degree	American FFA Degree	American FFA Degree
Career and Leadership Development Events	Career and Leadership Development Events	Career and Leadership Development Events

Part 2: Follow the links below by clicking on the title to learn about each program area and then answer the questions below.

Agriscience Fair

Description

Ways to Participate

How could this program area develop your future career skills?



Agricultural Proficiency

Description

Ways to Participate

How could this program area develop your future career skills?



National Chapter

Description

Ways to Participate

How could this program area develop your future career skills?



American FFA Degree

Description

How to Earn

How could this program area develop your future career skills?



Career and Leadership Development Events

Description	Ways to Participate	How could this program area develop your future career skills?

Part 3: Now that you have learned about each of the program areas, choose one that you want to participate in and develop an action plan using the prompts below.

Program Area:
What interests you about your selected program area?

Goal 1	Steps to achieve Goal 1

Goal 2	Steps to achieve Goal 2
Goal 3	Steps to achieve Goal 3

Part 4: Extend your learning and think about careers by completing the questions below.

Identify three careers you find interesting or may have interest in pursuing.

- 1.
- 2.
- 3.

Using the FFA Career and Leadership Development Events site, FFA.org/participate/cde-ide/, identify three CDEs or LDEs that would help you achieve your career goals.

1. _____
2. _____
3. _____

Identify three reasons why these specific three events will help you achieve your career goals.

- 1.
- 2.
- 3.

Part 5: Revisit the KWL chat from Part 1 of this activity. Complete the L (what you learned) column of the chart. Take a second look at the W column and see if you have any lingering questions.

LIVING TO SERVE: NATIONAL DAYS OF SERVICE

RESOURCES AND OPPORTUNITIES



Community service is a large part of FFA and is a great way to involve others and call attention to the needs in your own community. Looking for a way to have your chapter members participate in a service project during convention week? The Local Engagement Team has developed a toolkit to aid you in planning a service project during October. If the service project is conducted during October, it will count toward the Virtual National FFA Days of Service.

In-Person Service Opportunities: Attendees to the National FFA Convention & Expo have two opportunities to participate in the new on-site service project! Learn more [here](#).

Virtual National Days of Service Project: Put your leadership into action in October and be a part of this annual event! Sign up and report [here](#).

Interactive Toolkit for Virtual National Days of Service: Click [here](#) to access the interactive toolkit.

How to utilize the interactive toolkit with students: Give the toolkit to your chapter members, divide your students into small groups and task them with creating a service project for October and/or for National FFA Week in February. Then, students can present their service project ideas, and the class/FFA chapter can vote on which one they want to implement. Give the students the "[Living to Serve: Interactive Toolkit](#)" worksheet to complete while reviewing/completing the toolkit.

Have students log the service event to be included on an interactive map to help inspire others to take action and serve their communities. Once the project is completed, share the impacts, pictures or videos, and your chapter may be highlighted! For more information, visit convention.ffa.org/national-days-of-service/.

All About Service: Give this worksheet to your students to learn about past National FFA service projects/events. In this activity, students will choose one of the articles (FFA Response to WWII, Food For America, Building Our American Communities [BOAC], FFA Impact on Rural Communities and Seeds of Hope Campaign) available [here](#) and answer the questions below to learn about the FFA history of service.

Living to Serve Day of Service Mini-Grant: It's not too late to apply for a Living to Serve Day of Service Mini-Grant to help offset costs for your service project during October. Your FFA chapter can apply for up to \$400 and funds will be reimbursed after impacts are submitted. Need examples? Here are some Living to Serve [Day of Service Mini-Grant](#) events that were funded through the grant program.

Plan Ahead for National FFA Week: GET FUNDING TO SUPPORT YOUR FFA WEEK SERVICE EVENT. Your chapter can also apply for a Living to Serve Day of Service Mini-Grant for up to \$400 to host a day of service during National FFA Week. The application is easy to complete and can be found at [FFA.org/LivingtoServe/Grants](https://ffa.org/LivingtoServe/Grants). In the application, share how your FFA Week service event will meet a need in the community based on the four focus areas.

Student Activity Sheet: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

Did you know that your chapter could apply for a grant to support your FFA Week service activity?

You can apply for a **Living to Serve Day of Service Mini-Grant** for up to **\$400** to host a day of service event.



LIVING TO SERVE: NATIONAL DAYS OF SERVICE

RESOURCES AND OPPORTUNITIES, CONTINUED

When applying for a Living to Serve Day of Service Mini-Grant, you will need to identify what focus area the service activity falls under. Below are the focus areas that need to be identified when applying for the funds.

	Community Safety	Addresses concerns regarding the safety of community members and the preparation, response and recovery efforts that relate to emergency preparedness and natural disasters
	Hunger, Health and Nutrition	Addresses unmet food insecurity needs, increasing physical activity and improving healthy habits to promote physical and mental well-being of the community
	Community Engagement	Addresses matters related to heritage and traditions, connections between community members and civic responsibility throughout the community
	Environmental Responsibility	Addresses issues regarding air and water quality, energy and water efficiency, at-risk ecosystems and conservation to protect and sustain the natural systems upon which all life depends

Living to Serve: Day of Service Grant Examples

Focus Area:

COMMUNITY ENGAGEMENT

Project Spotlight:

Sam Rayburn - Ivanhoe FFA members developed a floral arrangement workshop to host at their local nursing home. The chapter spent time with the residents and helped them create floral arrangements that brightened their rooms over the holidays.

Chapter Name:

Sam Rayburn - Ivanhoe FFA

Chapter State:

Texas



Focus Area:

ENVIRONMENTAL RESPONSIBILITY

Project Spotlight:

FFA members at Cordova High School addressed the need for clean water and environmental responsibility by leading a cleanup on the American River. The chapter collected more than 18 pounds of trash in two hours.

Chapter Name:

Cordova High FFA

Chapter State:

California



Focus Area:

COMMUNITY SAFETY

Project Spotlight:

Centralia FFA partnered with the police department and two local FFA chapters to raise awareness of distracted driving. The chapter hosted an Arrive Alive assembly for each school's student body and featured a drunk driving accident survivor.

Chapter Name:

Centralia FFA

Chapter State:

Missouri



Focus Area:

HUNGER, HEALTH AND NUTRITION

Project Spotlight:

FFA members created a Zen garden at the local elementary school to provide a safe and relaxing space for students to recharge and learn about the environment. The project promoted mental, emotional and environmental health for the community.

Chapter Name:

Honesdale FFA

Chapter State:

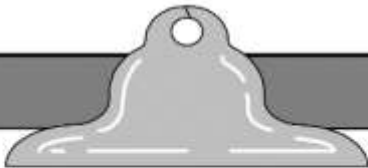
Pennsylvania



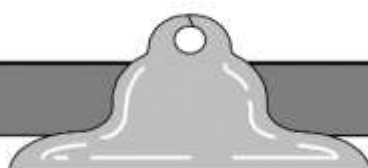
LIVING TO SERVE: INTERACTIVE TOOLKIT



Directions: Reference the [interactive toolkit](#) as you complete this worksheet.



1. What are your ideas for a service project for your school and/or community?



2. What steps need to be completed to prepare for the service project?

What service projects have chapters across the country done in the past? Use this website to aid in your research: FFA.org/livingtoserve/.

Choose one of the service projects you identified above: _____

How could that service project be adapted/implemented in your school or community?

ALL ABOUT SERVICE!

Directions: Choose one of the articles available [here](#) (FFA Response to WWII, Food For America, Building Our American Communities [BOAC], FFA Impact on Rural Communities and Seeds of Hope Campaign) and answer the questions below to learn about the FFA history of service.

1. In the past, what specific service projects/events (or types) do you think FFA has participated in?

2. What article did you choose?



3. What does "Living to Serve" mean to you?

4. Summarize the article in three to five sentences.

5. How can you apply what you have read and learned to your own FFA chapter (or school) and community? What aspects would be the same? What would be different about the service project?

FFA ALUMNI AND SUPPORTERS

Get Involved
NATIONAL FFA ALUMNI AND SUPPORTERS

How to Get Involved

Tips and Tricks for Involvement: Engage with FFA Alumni and Supporters during the National FFA Convention & Expo. If you are hosting watch parties, you could invite local FFA Alumni and Supporters to watch with you or send them the link to [register](#).

Don't have an FFA Alumni and Supporters chapter? [Check out information and resources](#) on how to get one started today.

Forever Blue Network: Encourage your students to join the Forever Blue Network (currently only seniors or graduates are approved to join). The Forever Blue Network gives FFA members, alumni and supporters the opportunity to come together no matter where they are. Click [here](#) for more information on the Forever Blue Network and how to join.

Convention Workshops Available

****Note:** All Alumni & Supporters workshops will be in-person only.

Alumni and Supporters Convention Workshops:

- Alumni and Supporters Online: Join National FFA staff as we discuss utilizing FFA.org, social media and the Forever Blue Network to grow your chapter.
Allie Ellis, National FFA Alumni Development Specialist
- Money Talks: Join National FFA staff as we discuss grants, scholarships and fundraising for the future.
Allie Ellis, National FFA Alumni Development Specialist
- Roundtable Discussions: Ask questions and share ideas with FFA Alumni and Supporters members from across the country. Topics will include awards, recruitment, business operations, community service/involvement and helping students/teachers.
Allie Ellis, National FFA Alumni Development Specialist

Teacher Workshop:

- We're in This Together: Learn how alumni and supporters can help you not only with your FFA chapter, but also with your classroom and supervised agricultural experiences.

Student Workshops:

- After the Jacket: Learn about opportunities to become an active alumni member through alliances, advocacy and action.

For More Information

Want to know more about FFA Alumni and Supporters?

Learn more about the various roles as an FFA Alumni and Supporter by watching this short [video](#).

- Have student complete the "[National FFA Alumni and Supporters](#)" worksheet.
- Additionally, learn about life membership by watching this [video](#).

Student Activity Sheets: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

NATIONAL FFA ALUMNI AND SUPPORTERS

Directions: Watch the video about the various roles of an FFA Alumni and Supporter and answer the questions below. The video can be found at <https://FFA.box.com/s/ij0u32qbtrvzjwr5t2tu2qtrkifgpm8>.

1. Based on the video linked above, what are the various types of roles of an FFA Alumni and Supporter?

2. What are the different types of alumni and supporter grants? FFA.org/alumni-and-supporters/chapter-opportunities/



3. What do you think it means to be an Alumni and Supporter?

4. Does your chapter have an Alumni and Supporter group? If yes, explain how they support your agricultural education program/FFA chapter. If no, are there other support/booster groups in your school? How do they provide additional support to their programs?

5. What are ways that you can stay connected to your agricultural education program/FFA chapter after graduation?

KEY: NATIONAL FFA ALUMNI AND SUPPORTERS

Directions: Watch the video about the various roles of a FFA Alumni and Supporter and answer the questions below. The video can be found at <https://FFA.box.com/s/ij0u32qbtrvzjwr5t2tu2qtrkifgpm8>.

2. Based on the video linked above, what are the various types of roles of an FFA Alumni and Supporter?

Volunteer, advocate, mentor, fan, donor

2. What are the different types of alumni and supporter grants? FFA.org/alumni-and-supporters/chapter-opportunities/

Give Back to Your Roots, Legacy



3. What do you think it means to be an Alumni and Supporter?

Answers will vary.

4. Does your chapter have an Alumni and Supporter group? If yes, explain how they support your agricultural education program/FFA chapter. If no, are there other support/booster groups in your school? How do they provide additional support to their programs?

Answers will vary.

5. What are ways that you can stay connected to your agricultural education program/FFA chapter after graduation?

Answers will vary but may include volunteering with your local agricultural education program/FFA chapter and joining your local FFA Alumni and Supporters chapter.

OTHER ACTIVITIES

- FFA Experience *Jeopardy!* Game: Interactive *Jeopardy!* game that allows students to test their FFA knowledge with categories like FFA History, FFA Meeting Room, FFA Creed, FFA Jackets and Pins, Women in FFA and Famous Alumni.

[FFA Experience Jeopardy! Game](#)

[Answer Key](#)

- **Get to Know the 2021-22 National Officer Team:** Every year at the final session, the new National FFA Officer Team is elected. Use this [activity sheet](#) to capture information about the new team.
- **Making Meaningful Connections:** Everyone loves to meet new people and make connections during national convention. Here is an activity to do in-person using this [activity sheet](#) to record those you meet along your convention journey.

Student Activity Sheets: Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

GET TO KNOW THE 2021-22 NATIONAL FFA OFFICERS

Directions: Once the new officer team is announced on October 30, research and fill out the information below.



PRESIDENT

Name:

Region:

State:



SECRETARY

Name:

Region:

State:



VICE PRESIDENT

Name:

Region:

State:



TREASURER

Name:

Region:

State:



REPORTER

Name:

Region:

State:



SENTINEL

Name:

Region:

State:

MAKE SOME MEANINGFUL CONNECTIONS

Directions: Utilize the various opportunities to meet in person or live chat to make meaningful connections with your fellow FFA members.

As you meet FFA members during convention, collect the following information and record it on the respective state's space. If attending virtually, check out the officer teams from each [state association](#) and then research the state products. After recording the information, shade in the state on the [map](#).

- Name
- Chapter
- State Product

Alabama _____

Alaska _____

Arizona _____

California _____

Colorado _____

Connecticut _____

Delaware _____

Florida _____

Georgia _____

Hawaii _____

Idaho _____

Illinois _____

Indiana _____

Iowa _____

Kansas _____

Kentucky _____

Louisiana _____

Maine _____

Maryland _____

Massachusetts _____

Michigan _____

Minnesota _____

Mississippi _____

Missouri _____

Montana _____

Nebraska _____

Nevada _____

New Hampshire _____

New Jersey _____

New Mexico _____

New York _____

North Carolina _____

North Dakota _____

Ohio _____

Oklahoma _____

Oregon _____

Pennsylvania _____

Puerto Rico _____

Rhode Island _____

South Carolina _____

South Dakota _____

Tennessee _____

Texas _____

Utah _____

Vermont _____

Virginia _____

Virgin Islands _____

Wisconsin _____

Wyoming _____



POST-CONVENTION/REFLECTIONS

Now that convention is over, it is important to reflect on your experiences and determine how you can apply what you have learned to your life.

- **FFA T-shirt Design:** Have students be creative and design a convention T-shirt. You can have class competitions or a chapter competition, and if funds allow, create the shirt and sell the winning design.
- **FFA New Horizons Magazine Cover:** Have students utilize the [cover template](#) to design and create their very own *FFA New Horizons* magazine cover based on their convention experiences.
- **Post-Convention Reflection:** Give students this [worksheet](#) to collect their thoughts and feelings about their convention experiences.
- **Student Activity Sheets:** Direct access to the individual student activity sheets for easy upload to learning management systems or printing for classwork can be found [here](#).

FFA T-SHIRT DESIGN

Directions: Use this template to sketch out design ideas for a custom shirt based on your National FFA Convention & Expo experience!



FRONT



BACK

CREATE YOUR OWN *FFA NEW HORIZONS* MAGAZINE COVER

Utilize the [magazine cover template](#) to design and create your very own *FFA New Horizons* magazine cover to represent and summarize your convention experience. If you want to design your cover digitally, you can use the [postermymwall](#) website.

Items to include in your design:

- Picture
- Three or four story titles (like in example covers below)
- Design should be colorful. Be creative!

Example of past covers:



After you design your cover, answer these questions to reflect.

Explain why you chose the stories and images you did.

How does this convention experience influence some of your future behaviors and decisions?

Looking back at your completed magazine cover, which activity that you experienced during convention was your most enjoyable and why?

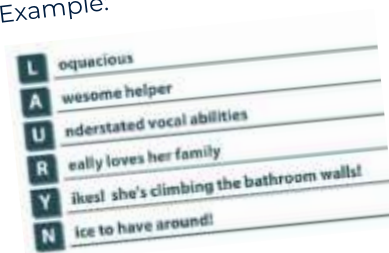
POST-CONVENTION REFLECTION

Directions: Reflect on your experiences during the 94th National FFA Convention & Expo by completing the activities below.

1. Five-minute free write: Use the space below to share your thoughts and feelings about your convention experience.

2. Choose one word that represents your convention experience, and create an acrostic poem using your chosen word.

Example:



3. What is one thing from your convention experience that you can apply in your personal life and in school?

Personal	School

4. What was your most interesting discovery during this experience?

