

NAME: _____

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

Appendix 1: Giving Back

Created: Summer 2019 by the National FFA Organization

DIRECTIONS:

Read "It's All About the Kids" in the Summer 2019 issue of *FFA New Horizons*, and complete the following activities.



Based on what you read, what is an alumni member or alumnus?

Based on the reading, what are three reasons why someone might want to become an FFA alumnus?

1. _____

2. _____

3. _____

Identify two groups (ex. football team, high school, college, etc.) you will/could become an alumnus of one day.

1. _____

2. _____



Draw a picture of what it means to become an alumnus and the responsibilities an alumnus may be tasked with.

Once you are an alumnus, what special skills or talents can you provide to help your local school or FFA chapter?

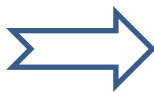
NAME: _____

List three helpful acts you have witnessed alumni or parent helpers do at your school.

1. _____

2. _____

3. _____



What impact have these acts had on your school?

Write a thank you letter to one of the alumni who has had an impact on your school, your organization or you. Include how you hope to have an impact in the future due to his or her help.

To:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sincerely,

NAME: _____

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Key — Appendix 1: Giving Back

Created: Summer 2019 by the National FFA Organization

DIRECTIONS:

Read "It's All About the Kids" in the Summer 2019 issue of *FFA New Horizons*, and complete the following activities.



Based on what you read, what is an alumni member or alumnus?

An alumnus is a person who has graduated from an educational institution or was a member of a specific group (ex. athletic team).

Based on the reading, what are three reasons why someone might want to become an FFA alumnus? **Answers will vary.**

1. _____
2. _____
3. _____



Identify two groups (ex. football team, high school, college, etc.) you will/could become an alumnus of one day. **Answers will vary. Ex. Iowa State University**

1. _____
2. _____



Draw a picture of what it means to become an alumnus and the responsibilities an alumnus may be tasked with. **Answers will vary.**

Once you are an alumnus, what special skills or talents can you provide to help your local school or FFA chapter? **Answers will vary.**

NAME: _____

List three helpful acts you have witnessed alumni or parent helpers do at your school.
 Answers will vary. Examples: purchasing equipment for the football team, helping with contest preparation, serving as judges

1. _____
2. _____
3. _____



What impact have these acts had on your school? Answers will vary. Example: Our alumni help provide the things we need to be successful and help us to be better people through mentorship (ex. preparing for contests, events, etc.).

Indicator	Very Strong Evidence of Skill (5-4 points)	Moderate Evidence of Skill (3-2 points)	Weak Evidence of Skill (1-0 points)	Points Earned
Format	The document was directed to the appropriate person with an appropriate address and salutation. The level of formality was appropriate for the type of correspondence.	The document was directed to the appropriate person with an appropriate address and salutation with minor errors. The level of formality was generally appropriate for the type of correspondence.	The document was not directed to the appropriate person. No address or salutation was included. The level of formality was not appropriate.	
Content	Effectively expressed appreciation and the impact the person had	Attempted to express appreciation and generally expressed the impact the person had	Did not attempt to express appreciation or impact	
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.	
Overall Impression	Writing was legible, and length was appropriate.	Writing was difficult to read, and length was generally appropriate.	Writing was illegible, and length was inappropriate.	

Total: _____