

Name: _____

Appendix 4: Fresh Perspectives

Part 1

Directions:

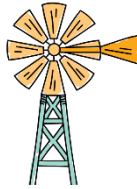
Read the article “Fresh Perspectives” in the fall/winter issue of *FFA New Horizons* and answer the questions below.

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



2. How does Sims define “diversity” in agriculture?

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



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

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



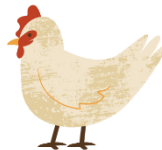
6. How did Sims first get introduced to agriculture and FFA?

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



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

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



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

Name: _____

Part 2

Directions:

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

Step 1: Choose a diverse agriculturist to profile.

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

Step 2: Research.

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

- a) Who is this person?

 - Name:
 - Age:
 - Background information:
- b) What is this person's role in agriculture?
- c) What challenges or perspectives make this person's story unique?
- d) How has this person made an impact?
- e) What can we learn from this person?
- f) Create a timeline showing notable dates and impacts in this person's journey to get where they are today:
- g) List the sources used:
- Add Picture.

Name: _____

Step 3: Create a profile.

Choose one of the following formats to present your profile:

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

Step 4: Gallery Showcase and Learn

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

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

Name: _____

Step 5: Reflection Questions:

After you have completed all steps of this activity, answer the questions below.

- a) What is one career or topic you would like to explore more? Why?
- b) What qualities or skills did you notice across multiple agriculturists?
- c) Why is it important to have diversity in agriculture?
- d) How do the stories of these agriculturists relate to issues in your community or the world?

Name: _____

Agriculturist Profile Rubric

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

Name: _____

Key: Appendix 4: Fresh Perspectives

Part 1

Directions:

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

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

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

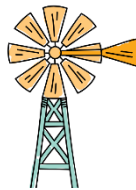


2. How does Sims define "diversity" in agriculture?

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

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

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



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

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

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

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



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

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

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

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

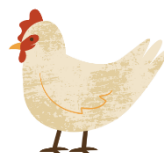


8. What daily activities did Sims do when raising pigs in FFA?

Feeding, brushing and walking her pig twice a day

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

The Texas FFA Quiz Bowl



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

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

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Part 2

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Step 2: Research.

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

- a) Who is this person?

 - Name: *Answers will vary.*
 - Age: *Answers will vary.*
 - Background information: *Answers will vary.*
- b) What is this person's role in agriculture?

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

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

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

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

Answers will vary.
- g) List the sources used:

Answers will vary.

Add Picture.

Name: _____

Step 3: Create a profile.

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Step 5: Reflection Questions:

After you have completed all steps of this activity, answer the questions below.

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Answers will vary.

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

Answers will vary.

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

Answers will vary.

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

Answers will vary.