



NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

BREAKING THE MOLD

FFA alumna Doris Mold pursued her passion for agriculture against all odds.

Bell Ringer

Who is your role model and why? Did they face barriers, and if so, how did they overcome them?

Discussion Questions

1. Do you think females in agriculture face barriers? Explain your answer.
2. What are ways that your chapter, school or agriculture class could help promote females in the agriculture industry and within your chapter?

Activity

Part 1: Give students the worksheet "Breaking the Mold" and have them read the article "Breaking the Mold" in the spring 2022 issue of *FFA New Horizons*. Students should answer the questions in Part 1.

Part 2: In honor of Women's History Month, students will think about the women in their lives that are in the agriculture industry and/or in a leadership position. They will select one woman to conduct a short interview with. Have students use the suggested questions to conduct their interviews and capture notes in the space provided in the worksheet.

FFA Tip

Invite a female leader within your agriculture community to speak to your agriculture classes and FFA chapters about their path in the agriculture industry.

VOCABULARY

Undeterred Census
Strategic Catalyst
Advocacy

EXIT TICKET

In the article, Doris Mold says, "Seek out mentors; ask for help. Be a catalyst. If you see a need, don't be afraid of starting something new." What does that quote mean to you? How can you apply that in your life?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

Lesson Plan: CNH Industrial: Women in Agriculture ([PDE](#), [Word Doc](#))

RELATABLE LINKS

Article: Coming of Age: Young Women and FFA: [FFA.org/50-years-of-women-in-ffa/coming-of-age-young-women-and-ffa](https://www.ffa.org/50-years-of-women-in-ffa/coming-of-age-young-women-and-ffa)

Article: The Fight for Female Membership: [FFA.org/ffa-history/the-fight-for-female-membership](https://www.ffa.org/ffa-history/the-fight-for-female-membership)

APPENDIX

Appendix 7: Breaking the Mold

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS. 05, FFA PRECEPTS: FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N, FFA.CS-O, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.4, COMMON CORE-LITERACY IN SCIENCE & TECHNICAL SUBJECTS: WRITING: CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, COMMON CORE – WRITING: CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, COMMON CORE – SPEAKING AND LISTENING: CCSS.SL.9-10.2, CCSS.SL.9-10.4, COMMON CAREER TECHNICAL CORE: AG1, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, P21 SKILLS: COMMUNICATION, INFORMATION, COMMUNICATIONS, AND TECHNOLOGY LITERACY, THINK CREATIVELY, LEADERSHIP AND RESPONSIBILITY