



FFA.org Scavenger Hunt: Choice Boards

Created: 06/2025 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing a six-week, nine-week, semester- or year-long FFA choice board, students will ...

1. Utilize resources, activities and assessments to discover unique opportunities that strengthen their leadership skills, grow their understanding of self and expand their awareness of careers in agriculture.
2. Create personalized materials to plan and execute their individual paths as career-ready leaders.
3. Maximize interests by connecting to related opportunities.

RESOURCES:

1. FFA.org
2. <https://agexplorer.ffa.org/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the appropriate choice board for each student
2. Internet access for students at least on a weekly basis

APPENDICES:

Several worksheets have been included as appendices to aid your students in completing some of the choice board activities.

1. Appendix 1 — AgExplorer Exploration
 - a. Used one time in the six-week plan and one time in the nine-week plan.
2. Appendix 2 — Career Profile
 - a. Used four times in the semester-long plan. Students have the option of using it up to nine times in the year-long plan.
3. Appendix 3 — Career Profile Example
 - a. It would be useful to show this example to students before they begin either the semester- or year-long plans.
4. Appendix 4 — 3-2-1 What Does My Community Need?
 - a. Used one time in the "First Half of the Semester" choice board and one time in the "First Quarter" choice board.
5. Appendix 5 — Sample Day of Service Mini-Grant Application
 - a. Used one time in the "Third Quarter" choice board.
6. Appendix 6 — High-Quality Grant Application Example
 - a. It would be useful to show this example to students before they use the "Third Quarter" choice board.

USE THIS GUIDE TO:

1. Develop career-readiness skills in students by using FFA.org and AgExplorer.com to enhance career exploration and preparation.
2. Supplement current coursework with select activities and tools available on FFA.org and AgExplorer.com.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/h0560t29fmtot5qip2d6byjnz4k7s23>

STANDARDS ALIGNMENT:

These activities were created with consideration given to the following educational standards:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

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-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- 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

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- 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.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace takes and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility

IMPLEMENTATION:

FFA Choice Boards

1. *Suggested Use:* Give each student a copy of the "FFA Choice Board." There are choice boards for use during a variety of time spans (six-weeks, nine-weeks, one semester and a full year). Students have nine to 12 activities to complete in a six- or nine-week period, respectively. Choose the time span that works best with your curriculum.
 - a. Students can choose any task they want to complete during a specific week, but at the end of the time period, they must complete the entire board. Tasks are worth five, 10, 15 or 20 points. A rubric is provided for each point level.
 - i. *Tip:* If technology access is readily available for your students, allow them to work on their choice boards for 15 to 20 minutes once or twice a week.

2. *Note to former My Journey users:* The FFA choice boards were created as a replacement for the activities available in the My Journey implementation guide. The FFA choice boards facilitate student exploration across all facets of FFA.org as well as [AgExplorer](#).
3. *Grading:* How you determine if a student has completed the tasks depends on your preference and what resources are available to you. Suggestions include having them email or print something that proves they completed a task or for them to write a brief summary paragraph of a video they watched or article they read.
 - a. Work can be collected weekly or every few weeks for grading.
 - b. *Tip:* Count the entire choice board grade (each is worth 100 points) as a test or project grade or have it count twice.

NAME: _____

FFA Choice Board

DIRECTIONS:

Over the next six weeks you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of nine activities that must be completed by the time the six weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](#) to complete the tasks.

SIX-WEEK PLAN			
Remember/ Understand	What are the purposes of the FFA Member Leadership Conferences? 5 points	Write a brief summary of a trending FFA news story. 5 points	Choose one career or leadership development event. Describe what participants do during that event. 5 points
Apply/Analyze/ Evaluate	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ (The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/ .) 10 points	Complete the AgExplorer Exploration worksheet. (Ask your teacher for the Appendix 1 worksheet.) 10 points	What is FFA? Choose one of the following methods to answer the question: • Write a summary paragraph. • Draw a cartoon that summarizes the facts. • Write a song or poem that summarizes the facts. 10 points
Create	Follow the steps to effective advocacy to create a one-minute speech that respectfully shares your opinion about a hot-button agricultural issue. (The steps can be found https://www.ffa.org/aq-literacy-and-advocacy/ .) 15 points	Complete the MyCareer Quiz on AgExplorer . You will receive four matches that are in no particular order. Rank your matches from the career you find most interesting to the one you find least interesting. 20 points	Create a resume using the FFA Resume Generator. (This can be accessed via your FFA.org dashboard. You must be logged in to complete.) 20 points

NAME: _____

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/ag-explorer) to complete the tasks.

NINE-WEEK PLAN

Remember/ Understand	What are the purpose of the FFA Member Leadership Conferences? 5 points	Write a brief summary of a trending FFA news story. 5 points	Choose one career or leadership development event. Describe what participants do during that event. 5 points	What are the benefits of joining the FFA Alumni and Supporters? 5 points
Apply/Analyze/ Evaluate	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ (The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/.) 5 points	Complete the AgExplorer Exploration worksheet. (Ask your teacher for the Appendix 1 worksheet.) 10 points	Write a one-paragraph response to one of the Living to Serve success stories. Be sure to include how you can implement a similar service project in your community. 5 points	Explain how FFA delivers premier leadership, personal growth and career success. Choose one of the following methods: • Write a summary paragraph. • Write a song or poem that summarizes the facts. (The delivery of the mission is in the "About Us" area of the website.) 10 points
Create	Follow the steps to effective advocacy to create a one-minute speech that respectfully shares your opinion about a hot-button agricultural issue. (The steps can be found https://www.ffa.org/ag-literacy-and-advocacy/.) 5 points	Complete the MyCareer Quiz on AgExplorer. You will receive four matches that are in no particular order. Rank your matches from the career you find most interesting to the one you find least interesting. 10 points	Explore the events and conferences offered by National FFA. Compile the skills and experiences gained through these programs. Choose one of the following methods to share: • Write a two-page paper discussing the skills/experiences. • Create a collage (digital or poster board) that displays all the skills. 15 points	Create a resume using the FFA Resume Generator. (This can be accessed via your FFA.org dashboard. You must be logged in to complete.) 20 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/ag-literacy-and-advocacy/) to complete the tasks.

FIRST HALF OF THE SEMESTER				
Remember/ Understand	What are the purposes of the FFA Member Leadership Conferences? 5 points	Write a brief summary of a trending FFA news story. 5 points	Choose one career or leadership development event. Describe what participants do during that event. 5 points	What are the steps to effective advocacy? <i>(The steps can be found https://www.ffa.org/ag-literacy-and-advocacy/.)</i> 5 points
Apply/Analyze/ Evaluate	Watch a retiring address from last year's National FFA Convention and Expo. Write a two-paragraph paper highlighting what you learned and how you can apply it to your life. <i>(Highlights of prior conventions are part of the "Convention Experience" area of the convention website.)</i> 5 points	Complete a career profile for a career of your choice from one of the following career areas featured on AgExplorer: • Agribusiness Systems • Animal Systems <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	Complete a career profile for a career of your choice from one of the following career areas featured on AgExplorer: • Biotechnology Systems • Environmental Service Systems • Food Products and Processing Systems <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	What is FFA? Choose one of the following methods to answer the question: • Write a summary paragraph. • Draw a cartoon that summarizes the facts. • Write a song or poem that summarizes the facts. 10 points
Create	Complete the MyCareer Quiz on AgExplorer. You will receive four matches that are in no particular order. Rank your matches from the career you find most interesting to the one you find least interesting. 5 points	What role does an FFA play in a local community? Create a poster to showcase the impact 10 points	Create a pictorial timeline of FFA history. The timeline should have 10 events that span from the year FFA was founded to the current decade. Events that <i>cannot</i> be included: • FFA founded • FFA and NFA merged • Girls granted membership • FFA changed its name 15 points	Imagine you've been asked to plan a service project for your chapter. What steps do you take? Use the "Interactive Service Planning Guide" to complete the first step in planning a service project, and complete the "3-2-1 What My Community Needs" worksheet. <i>(The planning guide is available in the Living to Serve area of FFA.org. Get the "3-2-1" worksheet [Appendix 4] from your teacher.)</i> 15 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](#) to complete the tasks.

SECOND HALF OF THE SEMESTER				
Remember/ Understand	What are the purposes of the Washington Leadership Conference (WLC) and the New Century Farmer Program? 5 points	Describe the different types of service. <i>(The Living to Serve page has the information you need!)</i> 5 points	Write a one-paragraph response explaining what a Supervised Agricultural Experience (SAE) program is and the benefits of having an SAE. 5 points	What are the benefits of joining the FFA Alumni and Supporters? 5 points
Apply/Analyze/ Evaluate	Write a one-paragraph response to one of the Living to Serve success stories. Be sure to include how you can implement a similar service project in your community. 5 points	Complete a career profile for a career of your choice from one of the following career areas featured on AgExplorer : - Natural Resources Systems - Plant Systems <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	Complete a career profile for a career of your choice from one of the following career areas featured on AgExplorer : - Power, Structural and Technical Systems - Agricultural Education <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ <i>(The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/.)</i> 10 points
Create	On AgExplorer , go to the career profile for one of your MyCareer Quiz matches. Search for an available job, and create a cover letter for that job. 5 points	Follow the steps to effective advocacy to create a five-minute presentation that respectfully shares your opinion about a hot-button agricultural issue. <i>(The steps can be found https://www.ffa.org/ag-literacy-and-advocacy/.)</i> 10 points	Explore the events and conferences offered by National FFA. Compile the skills and experiences gained through these programs. Choose one of the following methods to share: - Write a two-page paper discussing the skills/experiences. - Create a collage (digital or poster board) that displays all the skills. 15 points	Create a resume using the FFA Resume Generator. <i>(This can be accessed via your FFA.org dashboard. You must be logged in to complete.)</i> 15 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/agexplorer) to complete the tasks.

FIRST QUARTER

Remember/ Understand	What is the purpose of the Member Leadership Conferences? 5 points	Describe the different types of service. <i>(The Living to Serve page has the information you need!)</i> 5 points	Choose one career or leadership development event. Describe what participants do during that event. 5 points	Write a one-paragraph response explaining what a Supervised Agricultural Experience (SAE) program is and the benefits of having an SAE. 5 points
Apply/Analyze/ Evaluate	Watch a retiring address from last year's National FFA Convention and Expo. Write a two-paragraph paper highlighting what you learned and how you can apply it to your life. <i>(Highlights of prior conventions are part of the "Convention Experience" area of the convention website.)</i> 5 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Agribusiness Systems area on AgExplorer: - Complete a career profile. - Develop a list of interview questions to ask someone in that career <u>and then answer the questions using information you've discovered.</u> <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Animal Systems area on AgExplorer: - Complete a career profile. - Develop a list of interview questions to ask someone in that career <u>and then answer the questions using information you've discovered.</u> <i>(Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.)</i> 10 points	Write a three-paragraph analysis of the five symbols that make up the FFA emblem and explain how they tell the story of FFA. <i>(The emblem is part of our brand, and this information is included in the "Media and Brand" area of FFA.org.)</i> 10 points
Create	Complete the MyCareer Quiz on AgExplorer. You will receive four matches that are in no particular order. Rank your matches from the career you find most interesting to the one you find least interesting. 5 points	What role does an FFA play in a local community? Create a poster to showcase the impact. 15 points	Imagine you've been asked to plan a service project for your chapter. What steps do you take? Use the "Interactive Service Planning Guide" to complete the first step in planning a service project, and complete the "3-2-1 What My Community Needs" worksheet. <i>(The planning guide is available in the Living to Serve area of FFA.org. Get the "3-2-1" worksheet [Appendix 4] from your teacher.)</i> 15 points	Create a pictorial timeline of FFA history. The timeline should have 10 events that span from the year FFA was founded to the current decade. Events that <i>cannot</i> be included: - FFA founded - FFA and NFA merged - Girls granted membership - FFA changed its name 10 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/agexplorer) to complete the tasks.

SECOND QUARTER				
Remember/ Understand	What is the purpose of the FFA Member Leadership Conferences? 5 points	What does the National FFA Foundation do? 5 points	What is the Gift of Blue? 5 points	Identify two SAE ideas using the SAE Idea Cards. 5 points
Apply/Analyze/ Evaluate	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ (The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/.) 5 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Biotechnology Systems area on AgExplorer: • Complete a career profile. • Develop a list of interview questions to ask someone in that career and <u>then answer the questions using information you've discovered</u>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Environmental Service Systems area on AgExplorer: • Complete a career profile. • Develop a list of interview questions to ask someone in that career and <u>then answer the questions using information you've discovered</u>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	Explain how FFA delivers premier leadership, personal growth and career success. Choose one of the following methods: • Write a summary paragraph. • Write a song or poem that summarizes the facts. (The delivery of the mission is in the "About Us" area of the website.) 10 points
Create	Read the FFA Creed. (https://www.ffa.org/about/ffa-creed/) Write a letter to E.M. Tiffany, and discuss the parts of the Creed you believe are still relevant to FFA members today and those parts that might need to be changed to better reflect the modern FFA member. 5 points	Develop a plan for a new SAE that matches your career interests. (Use AgExplorer and the SAE resources on FFA.org for ideas.) 10 points	In the last quarter, you began the first step in planning a service project for your chapter. Use the "Interactive Service Planning Guide" to complete the second step. (The planning guide is available in the Living to Serve area of FFA.org.) 15 points	Create a resume using the FFA Resume Generator. (This can be accessed via your FFA.org dashboard. You must be logged in to complete.) 15 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/ag-explorer) to complete the tasks.

THIRD QUARTER

THIRD QUARTER				
Remember/ Understand	What is the purpose of the Washington Leadership Conference (WLC)? 5 points	Choose one career or leadership development event. Describe what participants do during that event. 5 points	Summarize a Living to Serve success story. 5 points	What are the steps to effective advocacy? (The steps can be found https://www.ffa.org/ag-literacy-and-advocacy/.) 5 points
Apply/Analyze/ Evaluate	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ (The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/.) 5 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Food Products and Processing Systems area on AgExplorer: • Complete a career profile. • Develop a list of interview questions to ask someone in that career and <u>then answer the questions using the information you've discovered</u>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Natural Resources Systems area on AgExplorer: • Complete a career profile. • Develop a list of interview questions to ask someone in that career and <u>then answer the questions using the information you've discovered</u>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	Choose a New Horizons article. Explain what you learned using one of the following methods: • Write a summary paragraph. • Choose a group of students to work with and develop a skit. • Write a song or poem that summarizes the facts. (Ag 101 articles can be accessed through the "News" tab.) 10 points
Create	Find an FFA scholarship for which you are eligible (or will be upon graduation). Write an essay about how your agriculture classes and FFA experiences have prepared you for college and a career. 5 points	Use the steps to effective advocacy to create a 140-character message that respectfully shares your opinion about a hot-button agricultural issue. (The steps can be found https://www.ffa.org/ag-literacy-and-advocacy/.) 5 points	Design an FFA career or leadership development event that is not yet offered in your state or at the national level. 15 points	You've planned your service project, but how are you going to fund it? Find an appropriate Living to Serve grant and complete a practice application. (Get a copy of the sample application [Appendix 5] from your teacher.) 20 points

FFA Choice Board

DIRECTIONS:

Over the next nine weeks, you will complete *at least one* of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 12 activities that must be completed by the time the nine weeks are over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each block.

Use FFA.org and [AgExplorer](https://www.ffa.org/agexplorer) to complete the tasks.

FOURTH QUARTER				
Remember/ Understand	What is the purpose of the New Century Farmer program? 5 points	Identify two SAE ideas using the SAE Idea Cards. 5 points	Write a brief summary of a trending FFA news story. 5 points	What is the purpose of the National Chapter Award Program? 5 points
Apply/Analyze/ Evaluate	Watch an SAE video of your choice and write a short summary about the video. Video name: _____ (The videos can be found https://www.ffa.org/ffa-video-center/sae-video-library/ .) 5 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Plant Systems area on AgExplorer : - Complete a career profile. - Develop a list of interview questions to ask someone in that career and <i>then answer the questions using the information you've discovered</i>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Power, Structural and Technical Systems area on AgExplorer : - Complete a career profile. - Develop a list of interview questions to ask someone in that career and <i>then answer the questions using the information you've discovered</i>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points	For a career of your choice, complete <i>one</i> of the following activities for one career in the Agricultural Education area on AgExplorer : - Complete a career profile. - Develop a list of interview questions to ask someone in that career and <i>then answer the questions using the information you've discovered</i>. (Get a copy of the Career Profile worksheet [Appendix 2] from your teacher.) 10 points
Create	On AgExplorer , go to the career profile for one of your MyCareer Quiz matches. Search for an available job, and create a cover letter for that job. 5 points	Develop interview questions for a job of your choice. Have a classmate interview you using those questions. After getting feedback from your classmate, reflect on what you did well in your interview and what you need to improve. 10 points	Explore the events and conferences offered by National FFA. Compile the skills and experiences gained through these programs. Choose one of the following methods to share: - Write a two-page paper discussing the skills/experiences. - Create a collage (digital or poster board) that displays all the skills. 15 points	Write and present a three-minute speech about advocacy, production agriculture or agriculture careers using information available on AgExplorer and FFA.org. 15 points

NAME: _____

Rubric: FFA Choice Board

5 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	2	
Work shows good effort and is of high quality.	1	
Student followed all instructions for the task.	1	
Work was turned in on time.	1	
Total		

10 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	4	
Work shows good effort and is of high quality.	2	
Student followed all instructions for the task.	2	
Work was turned in on time.	2	
Total		

15 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	6	
Work shows good effort and is of high quality.	3	
Student followed all instructions for the task.	3	
Work was turned in on time.	2	
Total		

20 POINT TASKS			
Criteria	Below Average (0–1 points)	Average (2–3 points)	Above Average (4–5 points)
Knowledge	Work shows little to no understanding of the topic.	Work shows some understanding of the topic.	Work shows excellent understanding of the topic.
Quality	Work is very low quality with little evidence of effort.	Work shows some effort and is mostly neat.	Work shows excellent effort and is of high quality.
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.
Timeliness	Work was submitted more than one day late.	Work was one day late.	Work was submitted on time.

NAME: _____

Appendix 1 — AgExplorer Exploration

Created: 06/2017 by the National FFA Organization

Step 1: Pre-Work

What are the agriculture careers you knew before using AgExplorer? List them within this box.

Step 2: Go to [AgExplorer](#), spend 15 minutes exploring the website and answer the questions below:

What are the twelve agriculture career focus areas?

12

Step 3: On the home page, click on the virtual field trips tab and answer the following questions.

One thing I really like about virtual field trips is ...

If I could go behind the scenes at one company, it would be ...

List and describe one career showcased in one of the virtual field trips.

Step 4: List three key facts you learned about careers in agriculture.



I would hit the like button on ... (Write down one thing you really liked on the site.)



NAME: _____

Appendix 2 — Career Profile

DIRECTIONS:

Utilize [AgExplorer](#) to research your chosen career. You will use the information to complete a social media profile for your career of choice.

Cover Photo: (Setting/Location of Career)	
Profile Picture	
Name of Career:	Career Focus Area:
Friends: (Who would I work with? What careers are related?)	Interests/Groups: (What professional organizations are useful for me?)
Basic Information: (Where do I work? What companies could I work for/with?)	
★ ★ ★ ★	

NAME: _____

**Schooling: (What education is needed
for this career?)**

**Status Update: (Why is this
career the coolest?)**

About: (What do I do? What are my responsibilities?)



Aligned to the following standards:
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
CRP.10; CRP.11

NAME: _____

Appendix 3 – EXAMPLE: Career Profile

Cover Photo: (Setting)



Profile Picture



Name of Career: Agriculture Science Teacher – Secondary

Career Focus Area: Agricultural Education

Friends: (Who would I work with? What careers are related to me?)

*Middle school and high school students
School administration
Extension agents
Guidance counselors
Parents
Postsecondary Educator: College/University
Professor
Extension Faculty
College Recruiter
Agricultural Literacy and Advocacy Specialist
Advisor: Government/Stakeholder Relations
Agricultural Lobbyist*

Interests/Groups: (What professional organizations are useful for me?)

- *National Association of Agricultural Educators*
- *American Association for Agriculture Education*
- *National FFA Alumni Association*

Basic Information: (Where do I work? What companies could I work with?)

- ★ *Schools — rural, suburban or urban setting*
- ★ *Agriculture communications — journalist, advocacy*
- ★ *Agricultural education — younger students*
- ★ *Farm Bureau, Extension, National FFA Organization*

NAME: _____

Schooling: (What education is needed for this career?)

Bachelor's degree (4-year-degree) in agricultural education or other agriculture-related field plus the appropriate state teaching licensure.

Status Update: (Why is this career the coolest?)

I get to work with the future agriculturalists every day!

About: (What do I do? What are my responsibilities?)

- ★ *I teach students about all aspects of agriculture (animals, plants, mechanics, etc.).*
- ★ *I am an advisor for the FFA, which is the largest youth organization in the world.*
- ★ *I get to inspire and develop future leaders every day.*
- ★ *I create lesson plans and supervise the school lab and student SAEs. I stay informed about agriculture and agricultural literacy.*

Aligned to the following standards:

CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
CRP.10; CRP.11

NAME: _____

Appendix 4 — 3-2-1 What Does My Community Need?

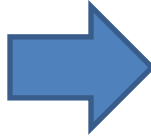
Created: Summer 2018 by the National FFA Organization

DIRECTIONS:

Use the following questions to consider your community's needs, and then answer each question accordingly.

1. 3 things that need improvement in my community:

2. 2 things that would make my community better:



3. 1 action I am willing to take to improve my community:

A large empty rounded rectangular box for writing an action.

NAME: _____

Appendix 5 — SAMPLE: Day of Service Mini-Grant Application

FFA CHAPTER CONTACT INFORMATION

Chapter Type

Middle School, High School or Alumni

Chapter Name

Chapter Number

Chapter State

Advisor First Name

Advisor Last Name

Advisor Email

Advisor Phone Number

School Name

School Mailing Address

Mailing Address

City

Zip

Principal's First Name

Principal's Last Name

Principal's Email address

Total # of FFA members in chapter

Community Type

- ☐ Rural
☐ Urban
☐ Suburban



WHAT LANGUAGE ARE YOU COMPLETING THIS APPLICATION IN?

- ☐ English
☐ Spanish

SHORT OVERVIEW OF SERVICE EVENT

Provide a short overview of your service event. It should include the identified community need and how it will be addressed. (2 to 4 sentences).

Example: Sample FFA is partnering with the local police department to raise awareness of teen safe driving. The FFA members will hold a Safe Driving Awareness Day that will include seat belt checks and other activities to promote safe driving.

Event Title:

Event Overview:

NARRATIVES

Investigate: Provide information on the community need your chapter will address with the service event.

How was the community need identified?

Why was the need chosen? How is the issue affecting the community? Include 1 to 3 statistics on the need.

What role did members play in choosing the need?

Focus Area: Community needs addressed by Living to Serve grants are categorized into four (4) focus areas. Choose the focus area to which your event's need most closely aligns.

Selecting a focus area will pre-populate information in the measurable outcomes section. If you do not see an outcome

related to your project, you may want to try a different focus area before choosing "other."

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.
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.
Community Engagement	Addresses matters related to heritage and traditions, connections between community members and civic responsibility throughout the community.

Choose Event's Focus Area:

- ☐ Community Safety
- ☐ Hunger, Health and Nutrition
- ☐ Environmental Responsibility
- ☐ Community Engagement

PLAN: Provide information on your service event.

Please Note – Eligible service events will occur no earlier than one week after the set award date for the application cycle. Applications with event dates before the established timeline will immediately be considered ineligible. Example – An application submitted in October must have an event date that occurs after November 22. To see a full calendar of award notification dates, go to <https://FFA.app.box.com/s/g17jzcckwh3i7pvclhslaxffoxrlnm9>.

Main Date of Service Event:

Additional Service Event Date (Optional):

Additional Service Event Date (Optional):

Location(s) of Service Event:

Estimated number of FFA/collegiate members involved:

Estimated number of alumni members involved:

Estimated number of non-FFA members (other youth and adult volunteers) involved:

If awarded, may a sponsor contact you to serve as a community partner on the project?

☐ Yes

☐ No

SERVICE EVENT DESCRIPTION

Provide an overarching description of the service event. Be sure to include the overall objective, description of activities and potential community partners with their roles.

SERVE: Provide information on the roles of FFA members.
Activities of Members: What activities will members be directly involved with?

Evaluate: Provide information on the service event's measurable outcomes.
Chapters are required to have at least one (1) measurable outcome for the Day of Service event. Work through the steps below to build your measurable outcome(s). Information in this section must match information provided in other narratives.

This outcome must measure the event's impact on the greater community. Space for additional (optional) outcomes has been provided.

Step 1: Select a measurable outcome from the drop-down menu that aligns with your event. If none of the outcomes are appropriate, you may have chosen the wrong focus area in the Investigate section, which pre-populates the outcome options. If you have the correct focus area and still no options match, then select "Other" and write your own.

Step 2: Provide a numerical value as a baseline goal for the outcome.

MEASURABLE OUTCOME(S)

Outcome Choices

Event Outcome 1
Event Outcome 2 (optional)
Event Outcome 3 (optional)

See below for measurable outcome options that pre-populate based on the FOCUS AREA selected.

Numerical value as baseline goal

Community Safety	Hunger, Health and Nutrition
# of playgrounds or play spaces improved or built:	# of individuals engaged in increased physical activity:
# of emergency readiness kits created and distributed:	# of fitness events organized (Example: steps challenge or 5k):
# of blood donations collected:	# of community or school gardens created or planted:
# of roads or sidewalks improved:	# of health fairs organized:
# of first aid kits prepared or distributed:	Pounds of fruits/vegetables produced, collected or rescued and donated:
# of emergency housing or shelters improved:	Pounds of meat/fish produced, collected or rescued and donated:
# of animals cared for at animal shelter, etc.:	# of eggs donated:
# of emergency family and/or animal plans created:	Pounds of food waste collected:
# of emergency farm safety plans created:	# of plants and/or container gardens distributed:
# of people receiving emergency response training (Example: CPR):	# of meals prepared at kitchen or shelter:
Amount of money raised:	# of backpacks packed and distributed for meal program:

Other:	Amount of money raised:
	Other:
Environmental Responsibility	Community Engagement
# of trees, shrubs or other plants planted and/or maintained:	# of letter/cards written or care packages donated to active duty troops:
Pounds of trash and debris removed:	# of actions supporting military families or veterans:
Square feet/acres of harmful invasive vegetation removed:	# of buildings/sites renovated, cleaned up or otherwise improved:
# of parks cleaned or improved, preserved, protected or created:	# of murals painted or community artwork created:
# of habitats cleaned or improved, preserved, protected or created:	# of adults and youth mentored, tutored or read to:
# of wilderness areas cleaned or improved, preserved, protected or created:	# of adults and youth volunteer mentors, tutors, or readers recruited:
# of watersheds, rivers, lakes or other waterways cleaned or improved:	# of books or school supplies collected and donated:
Pounds of materials recycled:	# of anti-bullying initiatives organized:
Pounds of materials composted:	# of job skills trainings (technical, vocational or tertiary) organized:
Pounds of food waste collected:	# of financial literacy classes organized for adults and/or youth:
# of rain gardens constructed:	# of animals cared for at animal shelters, etc.:
# of green rooftops constructed:	# of cultural or natural heritage sites protected, improved or repaired:
# of vegetated buffers constructed:	# of citizens registered to vote or informed about elections:
# of energy audits conducted:	# of living histories documented:
# of buildings weatherized or made more energy-efficient:	Amount of money raised:
# of sites monitored for health of land, water, weather or plant/animal life:	Other:
Acres of land and soil restored from desertification, drought and floods:	
# of endangered plants, animals, or fish protected:	
# of beehives created or maintained:	
# of fish or animals released into wild:	
# of homes participating in a recycling program:	
Amount of money raised:	
Other:	

BUDGET
 Only include items that will be purchased using grant funds from National FFA. Budget total should not exceed \$400.

Funding Guidelines:

Allowable Expenses*	Non-Allowable Expenses*
- Substitute teacher pay - Transportation to and from service sites - Copying and marketing costs - Educational outreach materials - Portable storage - Vegetation - Small equipment purchases - Other expendable materials	- Stipends or scholarships to students or the chapter - Indirect costs (cost of administering the grant funds) - Acquisition or construction of buildings or facilities - Travel to or from national convention or other state or national FFA trainings - Giveaways — Ex. T-shirts, food, small manipulatives, etc.

*Not an exhaustive list

Item Name	Description of Use	Quantity	Unit Cost	Total Cost	Category
				\$	General Budget Item or Travel
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	
				\$	

Living to Serve Grants are only accepted online at <http://livingtoserve.FFA.org>.

Appendix 6 – High-Quality Grant Application Example



Day of Service Mini-Grant Application

1

FFA Chapter Contact Information

Chapter Type	Middle School or High School
Chapter Name	Siegel
Chapter Number	TN0307
Chapter State	Tennessee
Advisor First Name	Carrie
Advisor Last Name	Lykins
Advisor Email	lykinsc@rcschools.net
Advisor Phone Number	423-741-1665
School Name	Siegel High School
School Mailing Address	3300 Siegel Rd
City	Murfreesboro
Zip	37129
Principal's First Name	Larry
Principal's Last Name	Creasy
Principal's Email address	CreasyL@rcschools.net
Total # of FFA members in chapter	53
Community Type	Suburban

How did you hear about the grant?

Other Advisor

Choose all that apply:

What language are you completing this application in?

English

Short Overview of Service Event

Provide a short overview of your service event. It should include the community need identified and how it will be addressed. (2-4 sentences)

Example: Sample FFA is partnering with the local police department to raise awareness of teen safe driving. The FFA members will hold a Safe Driving Awareness Day that will include seat belt checks and other activities to promote safe driving.

Event Title:	Walter Hill Dam Clean Up
Event Overview:	Siegel FFA is participating in a community clean up at the historical hydroelectric station known as the Walter Hill Dam. Siegel FFA members will be improving wildlife habitat, improving water quality and helping the community have a clean and safe outside space.

NARRATIVES

INVESTIGATE: Provide information on the community need your chapter is addressing with the service event.

How was the community need identified?	Chapter members identified the need while visiting the Walter Hill Dam one weekend and realized the amount of litter left behind by visitors of the park. After seeing this litter chapter members became concerned about the effects of the litter on water quality, wildlife, plants, and aesthetics of the dam. They concerned them selves with this problem and were driven to start making improvements in the community.
Why was the need chosen? How is the issue affecting the community? Include 1-3 statistics on the need. Included two statistics that relate directly back to the need they are addressing.	According to the Humane Society, over 250 million tons of trash discarded by Americans every year. The National Park Service states that waste such as plastic bags, plastic bottles, and aluminium cans take over 100 years to decompose. All of these pieces of litter where discarded around the Walter Hill Damn.
What role did FFA members play in choosing the need? It is important that FFA members have a voice in choosing the community need and planning the service event. In addition to chapter officers discussing a need, another popular option is for a service committee to identify several needs and then have the entire chapter vote.	When the issue was identified it was discussed with members of the officer team as an idea for a service project for the coming year. This idea quickly got the teams attention as Walter Hill Dam is apart of the community and many community members attend this park every year. The chapter officer team then voted this activity into the chapters service projects for the upcoming year.

Described how the chapter found out about the need. Other ways issues are identified include talking to community members and reading the newspaper.

Focus Area: Community needs addressed by Living to Serve grants are categorized into four (4) focus areas. Choose the focus area that your event's need most closely aligns.

Selecting a focus area will pre-populate information in the measurable outcomes section. If you do not see an outcome related to your project, you may want to try a different focus area before choosing "other"

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.
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.
Community Engagement	Addresses matters related to heritage and traditions, connections between community members and civic responsibility throughout the community.

Choose Event's Focus Area:

Environmental Responsibility

When choosing a focus area do not forget to review the pre-populated measurable outcomes to ensure it aligns with the service event. If not, choose another focus area.

PLAN: Provide information on your service event.

Main Date of Service Event:	10/14/2017
Additional Service Event Date (Optional):	11/04/2017
Additional Service Event Date (Optional):	(No response)
Location(s) of Service Event:	Walter Hill Dam
Estimated number of FFA/Collegiate members involved:	20
Estimated number of non-FFA members (other youth and adult volunteers) involved:	10
If awarded, may a sponsor contact you to serve as a community partner on the project?	Yes

When you should apply is determined by the date of your service event. Requirements for event dates have been updated. To learn more and see a full list of the Day of Service Mini-Grant dates, visit the Living to Serve Grants website at www.ffa.org/livingtoserve/grants.

Service Event Description

Provide an overarching description of the service event. Be sure to include the overall objective, description of activities and potential community partners with their roles.

The day of service will begin with a brief education on how litter effects the ecosystem which will be facilitated by the Murfreesboro Stormwater Outreach Team. Then chapter members and guest will participate in littler pick up and removal. As litter is being picked up members will sort the litter into categories of recyclable and non recyclable. All recyclable to material will be taken to the Murfreesboro Recycling Center and all other litter will be taken to the Murfreesboro Landfill.

SERVE: Provide information on the roles of FFA members.

Activities of Members: What activities will members be directly invovled with?

Members and guest will be directly involved in the removal, sorting and disposal of litter from Walter Hill Dam.

4

Although short, it identifies all the activities the FFA members will be involved with for the service event. As long as the question is answered, the length is not important.

The chapter provided an overview with the objective of removing litter and recyclables. Also mentioned a community partner and how they will help.

Evaluate: Provide information on the service event's measurable outcomes.

Chapters are required to have at least one (1) measurable outcome for the Day of Service event.

Work through the steps below to build your Measurable Outcome. Information in this section must match information provided in other narratives. This outcome must measure the event's impact on the greater community. Space for additional (optional) outcomes has been provided.

Step 1: Select a measurable outcome from the drop down menu that aligns with your event. If none of the outcomes are appropriate, you may have chosen the wrong focus area in the Investigate section, which pre-populates the outcome options. If you have the correct focus area and still no options match, then select "Other" and write your own.

Step 2: Provide a numerical value as a baseline goal for the outcome.

Measurable Outcome(s)

	Outcome Choices	Numerical value as baseline goal
Event Outcome 1	Pounds of trash and debris removed:	15
Event Outcome 2 (optional)	Pounds of materials recycled:	8
Event Outcome 3 (optional)		



Chose the outcomes that most closely align with the service event and provided an attainable numerical goal.

After completing the application portion be sure to navigate to the Budget Form to fill out and submit.



Day of Service Mini-Grant Budget Form

Budget Form

Only include items that will be purchased using grant funds from National FFA. Budget total should not exceed \$400.

Funding Guidelines:

Allowable Expenses*	Non-Allowable Expenses*
● Substitute teacher pay ● Transportation to and from service sites ● Copying and marketing costs ● Educational outreach materials ● Portable storage ● Vegetation ● Small equipment purchases ● Other expendable materials	● Stipends or scholarships to students or the chapter ● Indirect Costs (cost of administering the grant funds) ● Acquisition or construction of buildings or facilities ● Travel to or from national convention or other state or national FFA trainings ● Giveaways- Ex. T-shirts, food, small manipulatives, etc.

*Not an exhaustive list

Item 1

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
Items are all allowable and tie directly back to the service activities that are occurring. →	Husky 42 gal Contractor Bags (50 count)	Hold litter and recyclable goods	2	25.97	51.94	General Budget Item

Item 2

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
	Unger 32in Metal Grabber	Aid in picking up litter ←	18	16.72	300.96	General Budget Item

Good short descriptions of items, so reviewers know what activities they tie too.

Item 3

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
	HDX Disposable Nitrile Gloves (100 count)	Protect skin	1	14.98	14.98	General Budget Item

Item 4

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
	Grease Monkey Nitrile Coated Large Gloves	Protect skin	32	0.98	31.36	General Budget Item

Item 5

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Item 6

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Item 7

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Item 8

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Item 9

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Item 10

	Item Name	Description of Use	Quantity	Unit Cost	Total	Category
					0	

Add Additional Budget Items

No Responses Selected

Total Project Request

The total project request should be a whole dollar amount.

\$399.24

I agree that grant funds will be spent in accordance with the budget submitted to National FFA.

Additonal Budget Questions

No

Have you already or do you plan to seek additional funding for this project from other sources?