

Fall/Winter 2024 Teaching Guide

In this guide, you will find activities for seven articles in the fall 2024 issue of *FFA New Horizons*. Worksheet answer keys can be found at the end of the activity worksheet. The activities are aligned to educational standards. (See each activity for the specific standards.)

VOCABULARY ACTIVITY

New Horizons Vocabulary

Use Appendix 7, the list of vocabulary words and dice to complete the activity. Each number on the die corresponds with a different action.



CONVERSATIONS SPARK COMMUNITY CHANGE

Minnesota FFA members helped pass legislation to provide grant funding for after-school programming in their state.

Appendix 1: Conversations Spark Community Change



ON THE RECORD: GORDIE GASCH

This retired agricultural education teacher and FFA advisor participated in a monumental movement to make FFA a place for all.

Appendix 2: On the Record: Gordie Gasch



FINDING FOCUS IN FFA

Lubbock-Cooper FFA alumni and twins Faith and Caleb Snapp refuse to let vision impairment limit their dreams.

Appendix 3: Finding Focus in FFA



STARTING FROM SCRATCH

As a recently chartered chapter, Weeping Water FFA launched Limestone Coffee Co., a student-run business venture, to raise funds and help members gain valuable skills.

Appendix 4: Starting from Scratch



THIS SAE POPPED OFF

A kernel of an idea led this National Trail FFA member to a creative (and delicious!) supervised agricultural experience.

Appendix 5: This SAE Popped Off



MORE THAN A JACKET

A statewide donation program helps Pennsylvania FFA Alumni and Supporters discover how much the blue and gold means to first-year members.

Appendix 6: More Than a Jacket

CLICK HERE TO DOWNLOAD THE GOOGLE WORKSHEETS.

NEW
HORIZONS

Fall/Winter 2024
TEACHING GUIDE


Conversations SPARK Community CHANGE

FOUR Minnesota FFA members helped pass legislation to provide grant funding for after-school programming in their state.

[PREMIER LEADERSHIP]

Grand Rapids FFA members Kaya Grossman, Lily Mahnke, Tessa Olson, Issac Pidlaski and Savannah Mostrom are a testament to the saying "hard work pays off" — and young people across their state are putting that to the test.

After discovering the prevalence of chemical substance abuse in their area, the group of FFA members in Itasca County in March of 2023, working with Minnesota State Representative Matt Norris and Senator Steve Cwodzinski on a $40 million bill designed to help fund after-school programs.

Although their initial attempt didn't make final legislation, these dedicated members didn't give up.

"We were disappointed, but quickly realized that we had to try again," said Grand Rapids FFA Chapter vice president and 2024-25 Minnesota FFA State vice president.

A NEW FOCUS

According to Bratrud, the group pivoted to support a Minnesota Department of Education bill that would award $26.5 million to school districts over three years through After School Community Learning grants.

Thanks, in part, to their persistence and ability to tell their story while speaking with lawmakers, this bill passed in February 2024.

"To say we're excited doesn't even begin to cover it," Bratrud says. "Our hard work has paid off, and that is how self-motivation is a lack of self worth. We believe after school programs provided by giving students a sense of purpose and connection to their community," Bratrud says. Although the grant funds would support existing clubs, organizations and activities, they could also be used to start new after school programs that align with students' needs.

"We recently came up with an idea called SIGHTS Hour, which would be a time for students to explore different careers, but SIGHTS for students to explore career pathways that interest them," says Grossman, who is currently serving as the Grand Rapids FFA Chapter president and the 2024-25 Minnesota FFA state secretary. "We're hoping to have the opportunity to apply for those grant funding to make it happen."

PART OF SOMETHING BIGGER

After experiencing significant losses in her life, Grossman says it was important for her to advocate for the issue. "I've been able to couple my FFA with building that bold the comfort to do this."

"When I first zipped up my blue jacket, I was shy and couldn't imagine talking in front of people," Grossman says. "Fast forward to this experience, where I stood in front of Minnesota state senators and spoke up for something I believe in. I almost can't believe it, and I'm so thankful FFA helped me learn to use my voice."

Mostrom echoes a similar sentiment as she reflects on the impact she and her fellow chapter members have had in their efforts to create positive lasting change.

"I would have never pictured any of this when I was a freshman in high school," Mostrom says. "We helped pass a bill that will change lives and showed our voice is by matter. I'll never forget that."

"When I first zipped up my blue jacket, I was shy and couldn't imagine talking in front of people. Fast-forward to this experience, where I stood in front of Minnesota state senators and spoke up for something I believe in. I almost can't believe it, and I'm so thankful FFA helped me learn to use my voice."
- KAYA GROSSMAN

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ARTICLE SUMMARY

CONVERSATIONS SPARK COMMUNITY CHANGE

Minnesota FFA members helped pass legislation to provide grant funding for after-school programming in their state

Bell Ringer

Think about your community or a nearby rural area. What is one problem or challenge related to agriculture that people there might face? Write a short description (one or two sentences).

Discussion Questions:

1. What is a grant?
2. Why is it important to be involved in community change and advocacy?
3. Why is it important to know the legislation process?
4. How can a grant impact your community?

Activity:

Part 1: Have students read the article "Conversations Spark Community Change" in the fall/winter 2024 issue of *FFA New Horizons* and answer the comprehension questions on the student activity sheet.

Part 2: The National FFA provides Living to Serve Grants for chapters seeking to fund various types of service projects. Have students use the student activity sheet to identify a potential community need that falls into one of the Living to Serve Grant categories.

FFA Tip:

Schedule chapter meetings with local policymakers to learn more about legislation issues specific to your community. Have members brainstorm ways they could become involved in solving community challenges. https://FFA.box.com/s/5r0uwyr36ebp3bktppsrpvg921weej2h

SAE Tip:

Looking for ways to expand student's foundational SAEs? Teach students how to properly fill out grant applications and write letters to policymakers using professional language and tone.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01., FFA PRECEPTS: FFA.PL-A., FFA.PL-F., FFA.PG-I., FFA.CS-N., COMMON CORE-LITERACY IN SCIENCE & TECHNICAL SUBJECTS: WRITING: CCSS.ELA.W.9-10.2, COMMON CAREER TECHNICAL CORE: AG1, AFNR CAREER READY PRACTICES: CRP.02., CRP.04., CRP.05., CRP. 06., CRP. 08., P21 SKILLS: COMMUNICATION, IMPLEMENT INNOVATIONS, INITIATIVE AND SELF-DIRECTION, PRODUCTIVITY AND ACCOUNTABILITY, THINK CREATIVELY

VOCABULARY

Bill
Grant
Lawmaker
Legislation

EXIT TICKET

How can you use what you learned from this article to make a difference in your own community?

CAREER FOCUS AREA

Agricultural Policy/Law

RESOURCE HIGHLIGHT

Ag Literacy and Advocacy: Effective Advocacy Model https://FFA.box.com/s/vrodhva5ibhamty-blqswclzaepoowkny
Appendix 3: Ag101: The Farm Bill https://FFA.box.com/s/dbk6u0qunmia785am9kyd9wkg3bg9ze4

REFERENCES

Living to Serve Grants: FFA.org/livingtoserve/grants/

APPENDIX

Appendix 1: Conversations Spark Community Change

Conversations SPARK Community CHANGE

Four Minnesota FFA members helped pass legislation to provide grant funding for after-school programming in their state.

– By Jessica Walker Boehm



After extensive preparation, Kaiya Grossman (left), Isaac Palecek (center), Emma Braford (right) and Savannah Moinichen (not pictured) presented their research to state leaders.

Photography: Courtesy of Shawn Linder

Grand Rapids FFA members Emma Braford, Kaiya Grossman, Isaac Palecek and Savannah Moinichen are a testament to the saying "hard work pays off" — and young people across their state now benefit from their tenacity.

After discovering the prevalence of chemical substance abuse in Minnesota youth, these four took action in March of 2023, working with Minnesota State Representative Matt Norris and Senator Steve Cwodzinski on a $48 million bill designed to fund after-school programs.

Although their initial attempt didn't make final legislation, these dedicated members didn't give up.

"We were disappointed, but quitting wasn't an option," says Braford, Grand Rapids FFA Chapter vice president and 2024-25 Minnesota FFA State vice president.

A NEW FOCUS

According to Braford, the group pivoted to support a Minnesota Department of Education bill that would award $26.5 million to school districts over three years through After-School Community Learning grants.

Thanks, in part, to their persistence and determination, including hours speaking with lawmakers, this bill passed in February 2024.

"To say we're excited doesn't even begin to cover it," Braford says. "Substance abuse issues are often due to low self-esteem or a lack of self-worth. We believe after-school programs devoted to giving students a sense of purpose and accomplishment will make a huge difference."

Although the grant funds could support existing clubs, organizations or programs, they could also be used to start new after-school programs that align with students' needs.

"We recently came up with an idea called Eighth Hour, which would be an after-school program with breakout rooms for students to explore career pathways that interest them," says Grossman, who's currently serving as the Grand Rapids FFA Chapter president and the 2024-25 Minnesota FFA state secretary. "We're hoping it's approved and our district receives grant funding to make it happen."

PART OF SOMETHING BIGGER

After experiencing significant losses in her life, Grossman says it was important for her to advocate for the well-being of her peers. She credits FFA with helping her build the confidence to do this.

"When I first zipped up my blue jacket, I was shy and couldn't imagine talking in front of people," Grossman says. "Fast-forward to this experience, where I stood in front of Minnesota state senators and spoke up for something I believe in. I almost can't believe it, and I'm so thankful FFA helped me learn to use my voice."

Moinichen echoes a similar sentiment as she reflects on the impact she and her fellow chapter members made in their effort to create positive, lasting change.

"I would have never pictured any of us being part of something so big as high schoolers," Moinichen says. "We helped pass a bill that will change lives and showed our voices truly matter. I'll never forget that."

> **"When I first zipped up my blue jacket, I was shy and couldn't imagine talking in front of people. Fast-forward to this experience, where I stood in front of Minnesota state senators and spoke up for something I believe in. I almost can't believe it, and I'm so thankful FFA helped me learn to use my voice."**
>
> **- KAIYA GROSSMAN**

Name: _____

Aligned to the following standards: CS.01., FFA.PL-A., FFA.PL-F., FFA.PG-I., FFA.CS-N., CCSS.ELA.W.9-10.2, AG1, CRP.02., CRP.04., CRP.05., CRP. 06., CRP. 08.

Appendix 1: Community Change

Part 1

Directions:

Read the article "Conversations Spark Community Change" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Fill in the blanks:
   Minnesota FFA members helped pass _____ to provide _____ funding for after-school programming in their state.

2. List the names of the two Minnesota state representatives the Grand Rapids FFA members worked with.
   a.
   b.

3. What position did Emma Bradford hold in her FFA chapter?

4. What was the purpose of the Minnesota Department of Education bill that the group supported?

5. What year did the bill pass?
   a. 2022
   b. 2023
   c. 2024
   d. None of the above



6. Explain the idea of "Eighth Hour."

7. What position did Kaiya Grossman hold in her FFA chapter?

8. Kaiya Grossman credits FFA with helping her build the confidence to speak in front of Minnesota state senators. What has FFA helped you do?



9. List three things you learned from this article.
   a.
   b.
   c.

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Name: _____

Part 2

Directions:

National FFA Living to Serve Grants provide an opportunity for FFA chapters (middle school, high school or alumni/collegiate) and state FFA associations/foundations to seek funding to support various types of service projects through a competitive application process.
Applicants must identify a community need that falls within one of four focus areas:

- 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



For this activity, choose one of the focus areas listed above and answer modified questions from the grant application below.

1. **Focus Area:**

2. **Short Overview of Project**

Provide a short overview of your project. It should include the identified community need and how it will be addressed through service and educational outreach. (two to four sentences)

3. **INVESTIGATE:**

Provide information on the community need your chapter will address over the course of the year.

a. How was the community need identified?
(Examples: surveying the community, speaking with city officials or community organizations, etc.)

b. How is the issue affecting the community? Include one to three statistics about the need.

4. **SERVE and EVALUATE:**

Detail how your FFA chapter plans to take action throughout the school year. Below are examples of information that could be included, but this is not a complete list so don't let it limit you.

a. project planning
b. any activities occurring in the classroom
c. service activities, educational outreach
d. project evaluation

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Name: _____

5. **Circle the AFNR career pathway(s) that apply to your project (circle all that apply).**
   - Agribusiness Systems
   - Animal Systems
   - Environmental Service/Natural Resources Systems
   - Food Products and Processing Systems
   - Plant Systems
   - Power, Structural and Technical Systems

6. **How will the project be infused into classroom learning?**

7. **Use the space below to break down the $3,000 budget total. Only include items that will be purchased using grant funds from National FFA. See the funding guidelines.**

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	• Any one item over the cost of $1,500 • Stipends or scholarships to students or the chapter • Indirect costs (cost of administering the grant funds) • Acquisition or construction of buildings or facilities (does not include chicken coops) • Travel to or from national convention or other state or national FFA trainings • Meals or food for volunteers or events • Giveaways (Ex. T-shirts, food, small manipulatives, etc.)

*Not an exhaustive list

8. **In three sentences, explain why grants are important.**

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ARTICLE SUMMARY

ON THE RECORD: GORDIE GASCH

This retired agricultural education teacher and FFA advisor participated in a monumental movement to make FFA a place for all.

Bell Ringer

Share a time when you made a monumental decision. What was it? How did it make you feel?

Discussion Questions:

1. How has FFA evolved?
2. Why are delegates in FFA important?
3. What does "sense of belonging" mean to you?

Activity:

Part 1: Have students read the article "On the Record: Gordie Gasch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the comprehension questions on the student activity sheet.

Part 2: Have students read the interview questions and select five to ask a partner. Pair up students and have them practice interviewing each other. Upon completion of the interviews, students will write a summative essay about a sense of belonging.

FFA Tip:

Invite local FFA alumni or advisors to speak with the chapter/class about their experiences and discuss the evolution of the FFA.

SAE Tip:

Invite local FFA alumni to speak about their experiences with their SAEs in high school and discuss how SAEs have evolved over time.

VOCABULARY

Belonging
Delegate
Evolution
Vote

EXIT TICKET

Define a key term from today's lesson and use it in a sentence. (belonging, delegate, evolution, vote)

CAREER FOCUS AREA

Agricultural Communications

APPENDIX

Appendix 2: On the Record: Gordie Gasch

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A, FFA.PL-B, FFA.PL-D, FFA.PL-F, FFA-PG-H, FFA.PG-I, FFA.PL-M, COMMON CORE – WRITING: CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, COMMON CORE - SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, CCSS.ELA.SL.9-10.6, AFNR CAREER READY PRACTICES: CRP.02, CRP.04., P21 SKILLS: COLLABORATION, COMMUNICATION, INITIATIVE AND SELF-DIRECTION, PRODUCTIVITY AND ACCOUNTABILITY, SOCIAL AND CROSS-CULTURAL SKILLS, THINK CREATIVELY



ON THE RECORD: GORDIE GASCH

This retired agricultural education teacher and FFA advisor participated in a monumental movement to make FFA a place for all.

– By Jessica Mozo

> "Some thought girls didn't belong in agriculture back then, but today many farms around the world are run by women."
>
> – GORDIE GASCH

Throughout his time as an FFA member, advisor and alumnus, Gordie Gasch has had a front-row seat as our organization continues to evolve.



Gordie Gasch, an FFA Alumnus and 1969-70 Wisconsin FFA state secretary, served as a delegate during the historic 1969 National FFA Convention business session when women were granted full FFA membership for the first time. We recently caught up with Gasch to learn more about what that historic day meant to him and how he's seen the National FFA Organization change in the years since.

Q: In the moment, did you realize how monumental it was to grant full FFA membership to women?

A: At the time, we weren't thinking it was a monumental change, and it didn't hit us that the decision was going to be life-changing for so many people. Some thought girls didn't belong in agriculture back then, but today many farms around the world are run by women.

Q: How did that historic vote impact FFA?

A: I taught agriculture for 28 years. In all my years of teaching, I wondered what would happen if girls were never allowed to join FFA. They're currently officers leading chapters, participating in competitions and making decisions. They want to hold leadership roles and demonstrate their skills, and FFA does a great job of facilitating this growing interest.

Q: How have you seen FFA evolve in the years since you were a member?

A: In Wisconsin, the biggest thing is we don't have many dairy farms left. The ones we have are between 3,000 and 5,000 cows, and families who operate the farms are often managers. There also seems to be fewer farm kids involved in production agriculture now. Agriculture classes and FFA have learned to adapt and appeal to students interested in things like natural resources, horticulture and food science.

Q: How has FFA been a multigenerational affair for your family?

A: My dad judged at the American Royal Livestock Show in 1935 or so. When I was in high school, I competed in winning poultry and dairy career development event (CDE) teams during my time as an FFA member. My four daughters have been on five state-winning CDE teams and competed at nationals. I also have a grandson who's an FFA member in high school now.

I'm technically retired but still actively involved in FFA. I coach the poultry judging CDE team for my local FFA chapter in Brillion, Wis.

Photography: Courtesy of Gordie Gasch; Getty Images, Westend61

Name: _____

Aligned to the following standards: FFA.PL-A, FFA.PL-B, FFA.PL-D, FFA.PL-F, FFA-PG-H;,FFA.PG-I, FFA.PL-M, CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, CCSS.ELA.SL.9-10.1;, CCSS.ELA.SL.9-10.6, CRP.02, CRP.04.

Appendix 2: On the Record

Part 1

Directions:

Read the article "On the Record: Gordie Gasch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Who is Gordie Gasch?

2. Gordie served as a delegate during the 1971 National FFA Convention.

   a. True
   b. False

3. What was the significance of the 1969 National FFA Convention?

4. What were Gordie Gasch's thoughts on granting full membership to women in FFA?

5. Fill in the blank:

Some thought _____ didn't belong in agriculture back then, but today, many farms around the world are run by _____.

6. According to Gordie, how did granting women full membership impact FFA?

7. What changes has Gordie observed in FFA over the years?

8. How has FFA been a multigenerational affair for Gordie's family?

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Name: _____

Part 2

Directions:

Read through the interview questions and select five to ask a partner. Then, in pairs, practice interviewing one another. Be sure to answer confidently and maintain good body language. Record your partner's answers for each question you selected. At the conclusion of your interviews, write a summative essay about what belonging in FFA means to you. Feel free to use the interview questions to guide your response.



Questions:

1. What motivated you to join FFA, and how did you feel when you first became a member?
2. Have you ever felt excluded or out of place in FFA? How was that experience addressed?
3. What changes have you observed in FFA that promote a sense of belonging for all members?
4. How has being a part of FFA impacted your personal and professional life?
5. Why is a sense of belonging important?
6. What are some signs someone feels they belong in FFA or other student organizations?
7. What are some challenges that might prevent someone from feeling they belong in FFA or other student organizations?
8. How can FFA members and leaders create a more inclusive environment?
9. What is one action you can take to foster a sense of belonging in your FFA chapter or school?

INTERVIEWEE (partner) NAME:

Question 1:
Notes:

Question 2:
Notes:

Question 3:
Notes:

Question 4:
Notes:

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Name: _____

Question 5:
Notes:

ESSAY: (six to eight sentences)
What does belonging in FFA mean to you? Feel free to use the interview questions to guide your response.

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Finding Focus in FFA

Lubbock-Cooper FFA Alumni and twins Faith and Caleb Snapp refuse to let vision impairment limit their dreams.

BY JODI HELMER | PHOTOGRAPHY BY TYLER SMITH

ARTICLE SUMMARY

FINDING FOCUS IN FFA

Lubbock-Cooper FFA alumni and twins Faith and Caleb Snapp refuse to let vision impairment limit their dreams.

Bell Ringer

What kinds of tasks do you know that service animals can be trained to help people with?

Discussion Questions:

1. What are the different kinds of service animals?
2. What do you know about the training that service animals go through?
3. Do you know anyone who has a service animal?
4. How can we help make our schools, businesses and communities more accessible to individuals with disabilities?

Activity:

Part 1: Have students read the article "Finding Focus in FFA" in the fall/winter 2024 issue of *FFA New Horizons* and answer the comprehension questions on the student worksheet.

Part 2: Students will use the American Kennel Club's page on service dogs (https://www.akc.org/expert-advice/training/service-dog-training-101/) to answer Questions 1 to 6. Then, they will perform their own research about organizations in your state or region to answer Questions 7 to 9.

Part 3: Students will draw connections between the article and the FFA Value Statements. For each value statement, they explain, using an example from the article, how it was demonstrated in the Snapp twins' experiences in FFA.

FFA Tip:

Contact an organization that trains guide dogs or other service animals to see what your chapter members can do to volunteer and learn more about service animals.

SAE Tip:

Give students a set of limitations and career/SAE types. Brainstorm ways to overcome the limitations to succeed in the SAE. Explore potential SAEs providing products or services to people with disabilities such as raising/training assistance animals, designing and building agricultural equipment customized for disabilities, creating lesson plans to educate people with hearing or sight loss about agriculture, etc.

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-K, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.7, AFNR CAREER READY PRACTICES: CRP.01; CRP.04; CRP.09, P21 SKILLS: LEADERSHIP AND RESPONSIBILITY; SOCIAL AND CROSS-CULTURAL SKILLS

VOCABULARY

- Diagnosis
- Disability
- Guide Dog
- Premature
- Service Animal

EXIT TICKET

How do service animals contribute to the daily lives of individuals with disabilities?

CAREER FOCUS AREA

Animal Systems; Any

RESOURCE HIGHLIGHT

New Horizons Teaching Guide Fall 2021 Appendix 2: Lifesaving Labrador: https://FFA.box.com/s/eocd98w5ho6yolxbe5t95ysxzeqpdzn7

New Horizons Teaching Guide Spring 2019 Appendix 1: Service for Service: https://FFA.box.com/s/mkhn626uqw2dh1uktosi2fh9xx39mj9h

FFA Values Lesson Series: https://FFA.box.com/s/u9qnfyvape9sy3d3xc85hlgxdxghq3dg

REFERENCES

American Kennel Club: https://www.akc.org/expert-advice/training/service-dog-training-101/

APPENDIX

Appendix 3: Finding Focus in FFA

Finding Focus in FFA

Lubbock-Cooper FFA Alumni and twins Faith and Caleb Snapp refuse to let vision impairment limit their dreams.

BY JODI HELMER | PHOTOGRAPHY BY TYLER SMITH

Faith and Caleb Snapp were born 13 weeks premature and diagnosed with zone 1 retinopathy of prematurity, a lack of development in the retina that affects vision. Although this diagnosis caused them to be legally blind and presented challenges, it didn't stop the now 23-year-old fraternal twins from creating big ideas for the future — and they credit FFA for helping them pursue their dreams.

"I felt at home. FFA always treated me just like everyone else and always gave me the same opportunities, no questions asked," Faith Snapp says. "More than anything, I realized if [FFA] was going to allow me to not be limited, I wanted to see where it could take me. I kept pushing."

Caleb had a similar experience and considers the Lubbock-Cooper FFA Chapter in Texas "a second family" that exposed him to diverse people and experiences — all of which helped shape his future.

"Having such a large community of people who come together and hearing different people's voices was really cool," he says. "It made more and more opportunities blossom in our lives."

A Guiding Force

Faith and Caleb grew up around animals in Lubbock, Texas. Their mom, Angie Snapp, an agricultural education instructor and Lubbock-Cooper FFA advisor, owned horse stables



Caleb and Faith Snapp's guide dogs, Grit (left) and Prim (right), helped them learn to navigate the world, and FFA helped them discover unique passions and interests.

“Being twins, they’re very different. They have different skill sets and interests, but they both found a place in FFA.” – Angie Snapp





This photo: Prim and Grit instill a sense of self-confidence and independence in Faith and Caleb Snapp. Right: Faith Snapp grew up raising and showing livestock, including Boer goats, on her and Caleb’s family farm in Lubbock, Texas.

and ran riding camps, while their older sister, Jacey, started showing Boer goats when the twins were in kindergarten. The Snapp twins started raising their own goat herd in the third grade and participated in all aspects of their care, from feeding and medicating to teaching others about livestock species.

Although Faith loved the family’s livestock, she shifted her attention to a different animal: a dog.

“I first learned about Guide Dogs for the Blind when I was 13,” she says. “My mom went to her first Texas FFA state convention and [the organization] had a booth. She brought home a pamphlet, and I thought



it was so cool. I wanted to [volunteer to raise puppies that would be trained as guide dogs]. I didn't think about the fact that I would qualify for a guide dog."

Guide Dogs for the Blind had a rule that all applicants for service dogs were required to be 18 years old. Faith applied at 14 and thought, "The worst thing they can tell me is 'no.'"

To Faith's surprise, she got a call and was invited to go through the process to be matched with a dog. The process was intense, requiring both a phone interview and home visit that included having a trainer follow Faith at school, at home and on activities to ensure she could navigate the world with a dog. In 2017, Faith was matched with a trained black Labrador Retriever named Prim.

"I'll never forget the day I got the call and they told me I'd been accepted," Faith says. "She didn't even finish her sentence and I was already crying. It was the best day ever."

To prevent Faith from tripping, Prim alerts her to elevated surfaces like curbs, stairs and cracks in the sidewalk. She also alerts Faith to overhead obstacles, helps her navigate through a crowd and knows how to find Angie in a store or crowded environment. Prim also practices what Faith calls "intelligent disobedience," which includes refusing commands if she recognizes a danger.

"If I'm crossing a street and tell her to go but there's a car coming that I can't see, she won't let me move," Faith says. "If a car comes and we're in the road, she knows how to push both of us back on the curb or pull us out of the way, which is really cool."

Prim was even trained to feel comfortable around livestock and accompanies Faith when she shows goats.

Watching Faith work with Prim allowed Caleb to see how a guide dog could help him, too. In 2018, he applied for a guide dog through the Guide Dogs for the Blind program and was matched with a yellow Labrador Retriever named Grit a few months later.

"Just like Faith, when I got the phone call, I was bawling the entire time," Caleb says.

Prim and Grit were adorable fixtures in Lubbock-Cooper FFA. Prim was at Faith's side while she participated in leadership development events and vet science and agricultural issues competitions, while Grit accompanied Caleb to agricultural mechanics classes and meat judging and radio competitions. Faith and Caleb also earned their American FFA Degrees.

While their guide dogs helped Faith and Caleb navigate the world, FFA helped the twins tap into their unique interests and develop their skills.

"Being twins, they're very different. They have different skill sets and interests, but they both found a place in FFA," Angie says. "This organization has gone above and beyond to accommodate, make them feel welcome, encourage them and help them excel. I can't say enough about the confidence being in FFA has given them."

A Vision for the Future

Caleb, a music lover and the self-described quiet and reserved twin, plays the piano, guitar, ukulele, bass drum, marimba and timpani. After receiving encouragement from FFA members and his



This photo: Caleb and Faith Snapp applied for, and later received, their guide dogs through the Guide Dogs for the Blind program. Right: Caleb Snapp shared his musical talents with others through competing in FFA Talent competitions as a Lubbock-Cooper FFA member.

advisors, Caleb agreed to participate in the senior talent show and emerged as the Lubbock District FFA Talent competition winner for his piano and ukulele performances.

"Even when I was kind of doubtful, my ag teachers … were always super encouraging and pushed me further than I ever thought I could go, including the FFA Talent show," Caleb says.

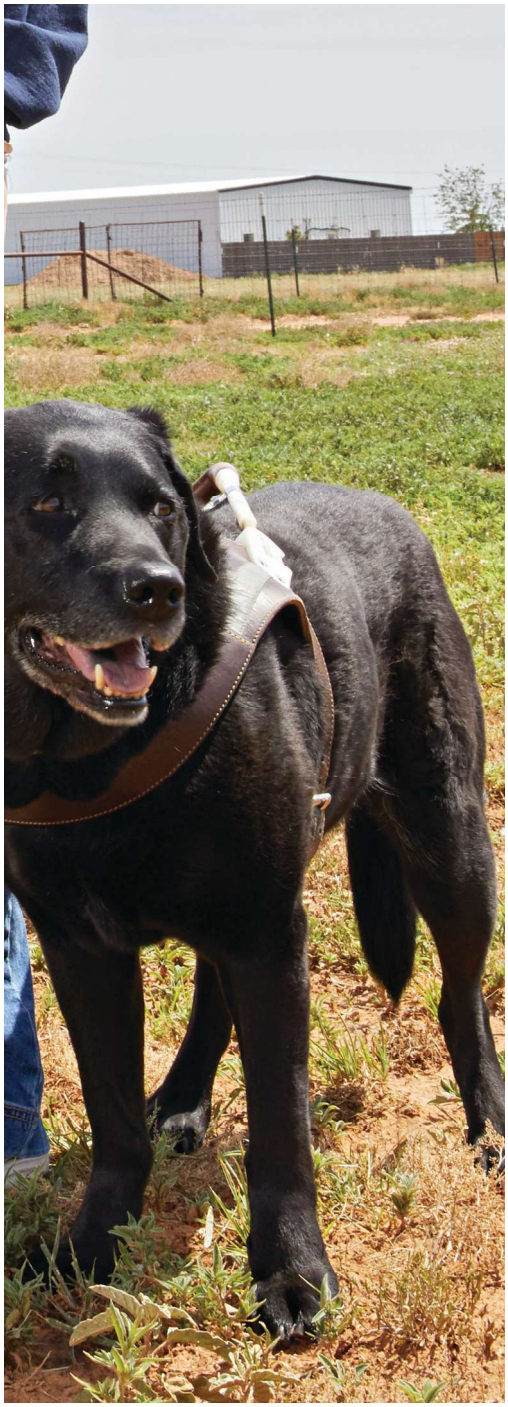
Caleb graduated from South Plains College with an associate's degree in sound technology. He currently works as an audiovisual intern at a local church while pursuing a degree in mechanical engineering from Texas Tech University.

FFA also had a profound impact on Faith's future plans. She served as the Lubbock-Cooper FFA president, Lubbock District president, Area 1 first vice president and a Texas FFA Association state officer.

When she started thinking about running for state office, Faith worried about meeting the qualifications and wondered if she could be on the travel team if she couldn't drive.

"I talked with Austin Large, who was our executive director at the time. I remember him saying, 'Faith, if you want to do this, we will do everything in our power to make it possible,'" she says. "That memory really stands out to me because I just feel like it was the moment I realized they really did believe in me."

Faith graduated from West Texas A&M University with a degree in animal science and was recently accepted to Texas Tech University School of Veterinary Medicine. In the future, she plans to become a vet in a mixed



animal practice and continue volunteering with FFA.

"I want to be a voice of encouragement to anybody who's wanting to run for an officer position, show an animal or even take an agriculture class," she says. "I will always advocate for others and always speak highly of FFA ... because I wouldn't be here pursuing all the things I'm doing if it weren't for the community that supported me." •

"Having such a large community of people who come together and hearing different people's voices was really cool. It made more and more opportunities blossom in our lives."

– Caleb Snapp



Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-K; CCSS.ELA.RI.9-10.7; CRP.01; CRP.04; CRP.09

Appendix 3: Finding Focus in FFA

Part 1

Directions:

Read the article "Finding Focus in FFA" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. What condition were Faith and Caleb Snapp diagnosed with?

2. What livestock species did the Snapp twins begin raising when they were in third grade?

   a. Cattle b. Sheep c. Goats d. Chickens

3. What is included in the process of being matched with a guide dog through Guide Dogs for the Blind?
   a.
   b.
   c.



4. What kinds of things does Faith's guide dog, Prim, help her do?

5. List all the FFA activities the Snapp twins and their guide dogs participated in, as mentioned in the article.

Faith (and Prim)	Caleb (and Grit)
	

6. Fill in the two quotes from the Snapp twins with the missing words:

"Even when I was kind of _____, my ag teachers were always _____ _____ and pushed me _____ than I ever thought I could ever go, including the _____ _____ _____.

—Caleb Snapp

"I want to be a voice of _____ to anybody who's wanting to run for an _____ _____, _____ an _____ or even take an _____ class. I will always _____ for others and always _____ _____ of FFA … because I wouldn't be here _____ all the things I'm doing if it weren't for the _____ that _____ me.

—Faith Snapp

7. What are each of the twins doing now that their time in FFA helped to prepare them for?

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Name: _____

Part 2

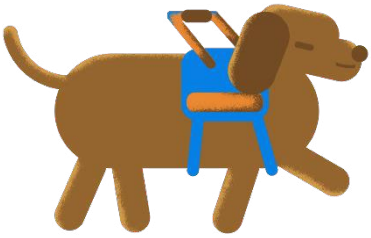
Directions:

Use the American Kennel Club's page on service dogs (https://www.akc.org/expert-advice/training/service-dog-training-101/) to answer Questions 1 to 6. Then, perform your own research about organizations in your state or region to answer Questions 7 to 9.

1. According to the Americans with Disabilities Act, what is a service dog?



2. What are three examples of types of service dogs, and what is each trained to do?
   -
   -
   -
3. Are there any breed restrictions to be considered a service dog? Why or why not?
4. What identification requirements exist for service dogs?
5. What are the characteristics of a good service dog candidate?



   -
   -
   -
   -
   -
   -
6. In one or two sentences, summarize "The Epidemic of Fake Service Dogs."

Do some research on service dog organizations in your own state or region and answer the following questions.

7. List two organizations in your state or region that assist in training and/or providing guide dogs for individuals. Provide their websites as well.
   -
   -
8. Pick one of the organizations you listed above. What are the qualifications/requirements for individuals wishing to raise or train guide dogs?



9. What are two questions you have for this organization?
   -
   -

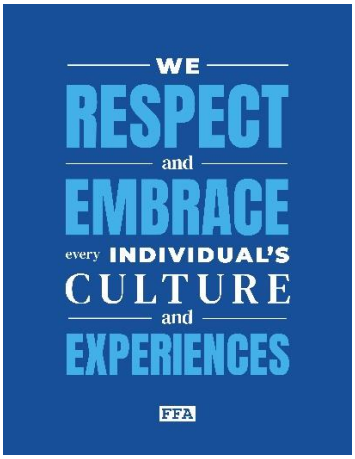
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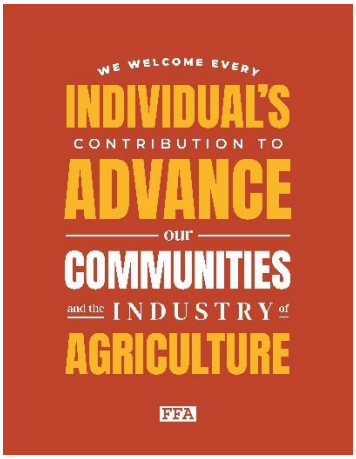
Name: _____

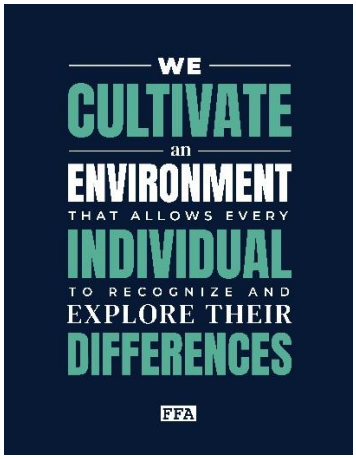
Part 3

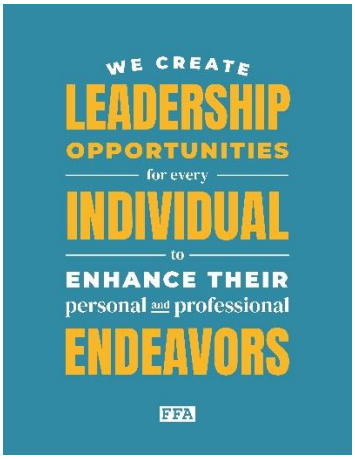
Directions:

Throughout the article, the Snapp twins explain how much their FFA community made them feel welcomed and included. Review the FFA Value Statements below. For each value statement, explain, using an example from the article, how it was demonstrated in the Snapp twins' experiences in FFA.









Value Statement: We respect and embrace every individual's culture and experiences.
Example from the article:
Value Statement: We welcome every individual's contribution to advance our communities and the industry of agriculture.
Example from the article:
Value Statement: We cultivate an environment that allows every individual to recognize and explore their differences.
Example from the article:
Value Statement: We create leadership opportunities for every individual to enhance their personal and professional endeavors.
Example from the article:

How have you seen any of the value statements represented in your own FFA chapter or agriculture class?

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NEW HORIZONS

Fall/Winter 2024

TEACHING GUIDE



ARTICLE SUMMARY

STARTING FROM SCRATCH

As a recently chartered chapter, Weeping Water FFA launched Limestone Coffee Co., a student-run business venture, to raise funds and help members gain valuable skills.

Bell Ringer

What is your favorite coffee order and why? If you don't drink coffee, tell why.

Discussion Questions:

1. Where do you think coffee is grown?
2. What type of climate and growing conditions do you think coffee needs?
3. How many coffee shops are in your community?
4. Name the top three coffee brands in the United States.

Activity:

Part 1: Have students read the article "Starting From Scratch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the comprehension questions on the student worksheet.

Part 2: Students will explore Starbucks Coffee and their coffee production process by answering questions with the help of their website (https://www.starbucks.com.cn/coffee-blog/en/the-origin-of-coffee-and-its-cultivation/).

Part 3: Using the information about arabica higher standards from Starbucks found in the link (https://www.starbucks.com.cn/coffee-blog/en/starbucks-higher-arabica-standards/), students will draw a comic strip demonstrating the steps that Starbucks takes to ensure their beans meet a high standard.

FFA Tip:

Work as a class to brainstorm and research a plan for a business venture, similar to the coffee company in this article, that your FFA chapter could create as a fundraiser.

SAE Tip:

Learn more about creating a School-Based SAE at SAE for All. Groups of members can work together to create entrepreneurship businesses using school facilities and equipment.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01; CS.02, FFA PRECEPTS: FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-N; FFA.CS-O; FFA.CS-P, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.7; CCSS.ELA.W.9-10.8; CCSS.ELA.W.9-10.9, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, AFNR CAREER READY PRACTICES: CRP.02; CRP.05; CRP.06, P21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING; GLOBAL AWARENESS; INFORMATION LITERACY; THINK CREATIVELY

VOCABULARY

Business Venture
Coffee

EXIT TICKET

Name two states in the United States that could be successful in the production of coffee.

CAREER FOCUS AREA

Horticulture
Agribusiness

REFERENCES

"The Origin of Coffee and Its Cultivation": https://www.starbucks.com.cn/coffee-blog/en/the-origin-of-coffee-and-its-cultivation/

"Starbucks Higher Arabica Standards": http://www.starbucks.com.cn/coffee-blog/en/starbucks-higher-arabica-standards/

APPENDIX

Appendix 4: Starting from Scratch

STARTING FROM SCRATCH

As a recently chartered chapter, Weeping Water FFA launched Limestone Coffee Co., a student-run business venture, to raise funds and help members gain valuable skills. - By Lydia Johnson

Although agriculture is the largest industry in Cass County, Neb., Weeping Water High School didn't have an FFA chapter until the fall of 2022. Krystl Knabe was a 4-H club leader in the area at the time and had a background in agricultural education, so recruiting a group of members to join the newly chartered chapter came naturally to her.

"We had a teacher retire, and our school knew agriculture was important to our community," says Knabe, who began teaching at Weeping Water High School when the FFA chapter formed and now serves as its advisor. "They viewed this as an opportunity to offer classes about agriculture to our students."

Two years later, Weeping Water FFA now boasts nearly 40 active members, and the chapter focuses on serving its community and developing leadership skills through Limestone Coffee Co., a student-run coffee trailer.

A Business Is Born

In the spring of 2023, FFA members preparing for the district parliamentary procedure competition discussed owning and operating a coffee trailer. Long after they finished competing, this idea was still fresh on these students' minds.

"There aren't any coffee shops around here, so you'd have to drive at least 15 minutes to find one," says Katie Meyer, a Weeping Water FFA member and one of Limestone Coffee Co.'s student founders. "We saw this need in our community and came together to meet it."

With help from Knabe, members began evaluating the feasibility of starting this type of business venture. Putting their heads together, they sought to address questions such as "What will be on the menu?" and "What's our profit margin?" and "How will we market it?"

Once all factors had been taken into careful consideration, members presented a proposal to Knabe and the school's superintendent. After receiving approval from both individuals, the chapter officially launched Limestone Coffee Co.

Ideas Become Actions

A stainless-steel trailer was converted into a mobile coffee cart, which is parked at the school and can be easily transported to nearby community events such as the Lincoln Marathon.

After about six months of operation, profits from Limestone Coffee Co. provided funds for 17 Weeping Water FFA members to attend the 96th National FFA Convention & Expo in Indianapolis last fall.

"At the beginning, making sure it ran consistently was a struggle," Meyer says. "As time progressed, we learned so much about leadership and organization."

Lay the Foundation

Visit FFA.org/Start-an-FFA-Chapter to learn about how you can create an agricultural education program and FFA chapter in your area.



Weeping Water FFA members found a new purpose for a stainless-steel trailer by transforming it into their student-run business, Limestone Coffee Co.

Photography: Courtesy of Krystl Knabe; Getty Images, JaakHaap

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-N; FFA.CS-O; FFA.CS-P; CS.01; CS.02; CCSS.ELA.RI.9-10.1; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.7; CCSS.ELA.W.9-10.8; CCSS.ELA.W.9-10.9; CCSS.ELA.L.9-10.6; CRP.02; CRP.05; CRP.06

Appendix 4: Starting From Scratch

Part 1

Directions:

Read the article "Starting From Scratch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Fill in the facts about the Weeping Water FFA Chapter.

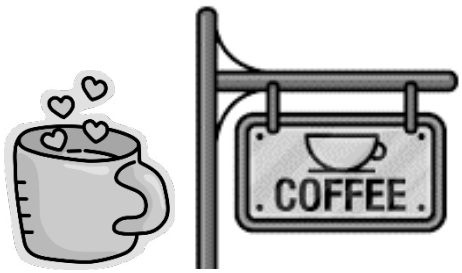
What year was the chapter established?	*How many active members do they have?*	*Why was an FFA chapter needed?*	*What are the two main focuses of the chapter?*

2. What is the main reason students decided to pursue creating the Limestone Coffee Co.?

3. Why was important for students to answer the following key questions before starting the business: What will be on the menu? What is our profit margin? How will we market it?

4. Describe two benefits of the Limestone Coffee Co. (for students and/or the community).
    a. Benefit 1:
    b. Benefit 2:

5. Student Katie Meyer says two skills they learned were leadership and organization. Name three other skills you think students learned from this business.
    a.
    b.
    c.



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Name: _____

Part 2

Directions:

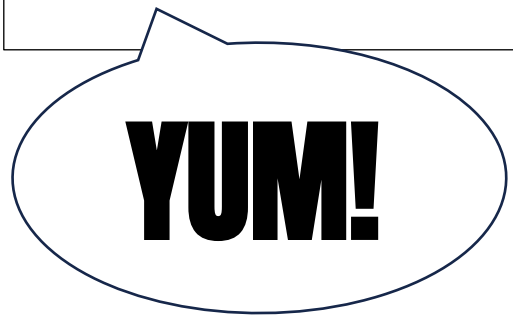
The Limestone Coffee Co. serves Starbucks Coffee. Let's learn more about the coffee from Starbucks. Answer the questions below by exploring the Starbucks website: https://www.starbucks.com.cn/coffee-blog/en/the-origin-of-coffee-and-its-cultivation/.

1. What three things influence the distinctive flavors of coffee beans?

a. _____

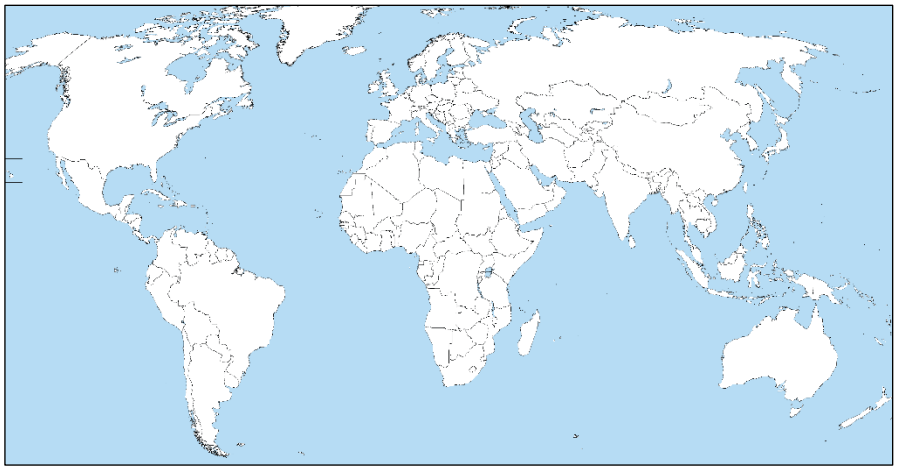
b. _____

c. _____



The Origin of Coffee and Its Cultivation

2. Color in the three global coffee-growing regions on the map below.





3. How tall can some coffee trees grow?

4. How long does it take a tree to produce what most people can enjoy in a single week?

5. Name the two commercially important coffee species:

a. _____

b. _____

All About Arabica Coffee

6. List three facts about arabica coffee.

a. _____

b. _____

c. _____

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Name: _____

All About Canephora (robusta) Coffee

6. List three facts about canephora (robusta) coffee.

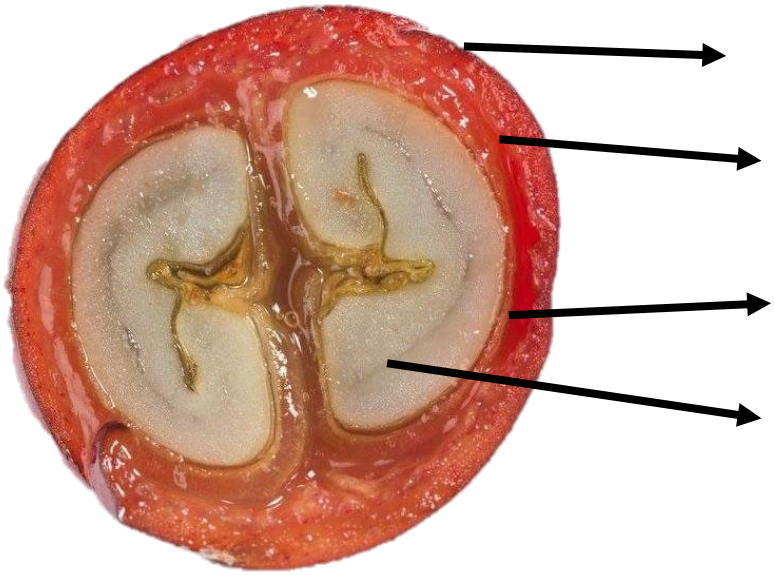
a. _____

b. _____

c. _____

7. Draw and color in a coffee cherry correctly, indicating it is ready for harvest.

8. Label the coffee cherry with the following parts: skin, fruit, protective pocket, coffee bean (pit).



9. Based on what you've read, why do you think coffee is not commonly grown in the United States?

10. Even though our country does not grow a lot of coffee, how do you think coffee production makes an impact in our economy?

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Name: _____

Part 3

Directions:

Starbucks Coffee ensures they are using only the highest quality arabica coffee beans for their coffee products. Using the comic strip space below, draw images that represent the steps the company takes to make sure their beans meet their standard. Use this website to help you: https://www.starbucks.com.cn/coffee-blog/en/starbucks-higher-arabica-standards/.

1.	2.
3.	4.
5.	6.

Why do you feel that Starbucks uses arabica coffee more than canephora coffee? (Give three reasons.)

-
-
-

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NEW HORIZONS

Fall/Winter 2024

TEACHING GUIDE



ARTICLE SUMMARY

THIS SAE POPPED OFF

A kernel of an idea led this National Trail FFA member to a creative (and delicious!) supervised agricultural experience.

Bell Ringer

What is your favorite way to enjoy popcorn?

Discussion Questions:

1. How is popcorn different from other types of corn?
2. How did Grant Deaton show perseverance and determination in his SAE?
3. What lessons from this story could you take and implement in your own SAE?

Activity:

Part 1: Read the article "This SAE Popped Off" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions on the student worksheet.

Part 2: Use the various resources on the Popcorn Board's website (https://www.popcorn.org/) to learn more about this treat that is enjoyed by millions of people every year and complete the activities on the student worksheet.

Part 3: Use your creativity to create a recipe for a new popcorn treat to enjoy. It can be sweet, savory or both — whatever you would most enjoy! Record the recipe on the notecard and then design a package for your new treat on the student worksheet.

FFA Tip:

Host an agricultural literacy experience for younger students or your community in celebration of National Popcorn Day on January 19.

SAE Tip:

Help students identify what niche and boutique markets are. Identify such potential markets in the local/state area and brainstorm ways to fill such markets through SAEs. Examples could include ethnic demand for different agricultural products or products processed in specific ways, products uncommon to the local area, etc.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: AG6; CS.06; FPP.04, FFA PRECEPTS: FFA.PL-C; FFA.PG-J; FFA.CS-N; FFA.CS-O; FFA.CS-P, COMMON CORE – MATH PRACTICES: CCSS.MP1; CCSS.MP2; CCSS.MP4, COMMON CORE – WRITING: CCSS.W.9-10.2, AFNR CAREER READY PRACTICES: CRP.07; CRP.08, P21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING; THINK CREATIVELY; ENTREPRENEURIAL LITERACY

VOCABULARY

Demand
Moisture Content
Popcorn
Varieties

EXIT TICKET

With everything you have learned about popcorn, describe the impact of popcorn on our economy and country.

CAREER FOCUS AREA

Plant Systems

RESOURCE HIGHLIGHT

Food Science and Technology CDE: FFA.org/participate/cdes/food-science-and-technology/

Food Science CDE Classroom Resource: FFA.box.com/s/68lw4xb7piyjwhzydi3zcv6427rdjdt7

REFERENCES

The Popcorn Board: https://www.popcorn.org/

APPENDIX

Appendix 5: Popping Off

THIS SAE POPPED OFF

A kernel of an idea led this National Trail FFA member to a creative (and delicious!) supervised agricultural experience.

– By Jodi Helmer

Grant Deaton remembers when his dad rented farmland from a man who sold popcorn at local fairs and festivals around their hometown of New Paris, Ohio. Deaton's dad didn't know enough about the crop to start growing it, but the idea stayed with the National Trail High School junior who decided to experiment with the crop for his supervised agricultural experience (SAE).

"When I was deciding on my SAE, all I knew was I wanted something different," Deaton says. "I didn't want to do the same things other FFA members were, and popcorn was unique."

In 2022, Deaton planted a quarter acre of popcorn. Today, the National Trail FFA member grows three and a half acres of the unique crop and demand has, well, popped off. Deaton sold 300 pounds of individually packaged popcorn in 2023, followed by 1,000 pounds in the first quarter of 2024. Looking ahead, he plans to increase his production levels to meet the demand.

"It's pretty exciting to see the growth," he says.

Doing to Learn

However, it took some trial and error to get to this point. Deaton wasn't pleased with the quality of his initial crop, which was better suited for small gardens, not commercial production. Before he switched suppliers, Deaton ordered samples of 15 popcorn varieties, popped all the corn and set up a taste test. He used these results to choose new varieties of white, yellow and mushroom popcorn.

Although growing popcorn is like growing field corn, Deaton learned the moisture content must be just right for the maximum number of kernels to pop. To ensure his popping corn doesn't have too much (or too little) moisture, Deaton picks several ears of corn, puts the kernels in a moisture tester and pops some test batches before he harvests.

Once Deaton is certain the crop is ready, he harvests it using a machine purchased on Facebook Marketplace, then packages it in one-pound packages under the Deaton Popcorn label. He sells popcorn online and has contracts with high school concessions, baseball leagues, kettle corn vendors and retailers; Deaton Popcorn is even sold at the local movie theater.

"The biggest reward from my SAE is seeing its improvement," he says. "Sales have gone up tremendously, and people are interested in the product. I'm excited to see what will happen next."





Grant Deaton designed custom packaging, including a Deaton Popcorn logo, to help market his products to consumers.

Kick-Start Your SAE

Looking for ideas and inspiration? Access a full collection of videos at FFA.org/FFA-Video-Center/SAE-Video-Library.

Photography: Getty Images, mitay20; Courtesy of Grant Deaton

Name: _____

Aligned to the following standards: AG6; CS.06; FFA.PL-C; FFA.PG-J; FFA.CS-N; FFA.CS-O; FFA.CS-P; CCSS.W.9-10.2; CCSS.MP1; CCSS.MP2; CCSS.MP4; CRP.07; CRP.08; FPP.04

Appendix 5: Popping Off



Part 1

Directions:

Read the article "This SAE Popped Off" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. What initially sparked Grant Deaton's interest in growing popcorn?

2. Grant has increased his production to meet the demand of his community. Answer the following questions about that increase.
   a. How many pounds of packaged popcorn did he sell in 2023?

   b. How many pounds of packaged popcorn did he sell in the first quarter of 2024?

   c. Assuming no increase in demand for the rest of 2024, how many pounds of packaged popcorn would he expect to sell by the end of 2024?

   d. Assuming he produces and sells that much, what percent increase would that be from the 2023 totals to the 2024 totals? (Round to the nearest 100).

3. What did Grant do when he was not happy with his first crop?

4. How does he inspect and test his crop prior to harvest?

5. Name three ways that Deaton Popcorn is sold.
   a.
   b.
   c.



6. What is one lesson that can be taken from Grant's SAE that you or other students in your school could implement in your own SAE?

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Name: _____

Part 2

Directions:

Use the various resources on the Popcorn Board's website (https://www.popcorn.org/) to learn more about this treat that is enjoyed by millions of people every year.

Different Types of Corn (https://www.popcorn.org/All-About-Popcorn/Different-Types-of-Corn)

Draw lines to match the descriptions below to the four basic types of corn.

Dent Corn 	This corn has its own size, shape, starch level and moisture content. It has a hard exterior shell and a soft starchy center. When heated, the natural moisture inside the kernel turns to steam and builds up enough pressure to eventually explode.
Flint Corn 	This corn is almost all soft starch and will never pop. It contains more sugar than other types of corn. Unlike other corns that are picked when the kernels are dry and mature, this corn is picked and eaten while the ears are in the immature milk stage and the kernels are tender.
Popcorn 	This corn has a hard outer shell and is distinguished by a wide range of colors. It is grown mostly in Central and South America and used primarily for decoration in North America around harvest time.
Sweet Corn 	Also called field corn, this is the most widely grown type of corn in the United States. It is mainly used for livestock feed but is also used in some food products. It contains a mix of hard and soft starches that become indented once the corn is dried.

What Makes Popcorn Pop? (https://www.popcorn.org/All-About-Popcorn/What-Makes-Popcorn-Pop)

1. What was the explanation early Native Americans had for why popcorn popped?

2. What characteristics actually allow popcorn to pop like it does?
   a.
   b.
   c.

3. How much is the pressure inside a kernel of popcorn before it explodes?

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Name: _____

Popcorn History and Corny Facts

(https://www.popcorn.org/Kids-Corner/Corny-Facts) (https://www.popcorn.org/All-About-Popcorn/History-of-Popcorn)
Below is a simple flyer your FFA chapter produced for an agricultural literacy event at your school for National Popcorn Day. However, it looks like some of the information was transferred incorrectly, and all the pictures got deleted!
Use the links above to correct the mistakes, and then draw two or three pictures to fix up and complete the flyer.

Happy National Popcorn Day!

JANUARY 19

AMERICA LOVES POPCORN!

Americans eat about 25 billion quarts of this whole grain, good-for-you treat every year! That's 30 quarts per man, woman and child.

WHERE DOES MY POPCORN COME FROM?

Most U.S. popcorn is grown in the Southwest, primarily in states like Arizona, Indiana, Iowa, Florida, Michigan, Missouri, New Mexico and Oregon.

Did You Know?

POPCORN FOR BREAKFAST!

Popcorn was once a popular breakfast food and was enjoyed at the breakfast table in the 20th and 21st centuries.

MOVIES & THE GREAT DEPRESSION

Unlike other treats, popcorn sales increased during the Great Depression because even economically down families could afford it at 25 or 30 cents per bag.

MICROWAVE POPCORN

In the late 1960s, microwave popcorn made its way into family homes and popcorn consumption increased by hundreds of pounds in the following years.

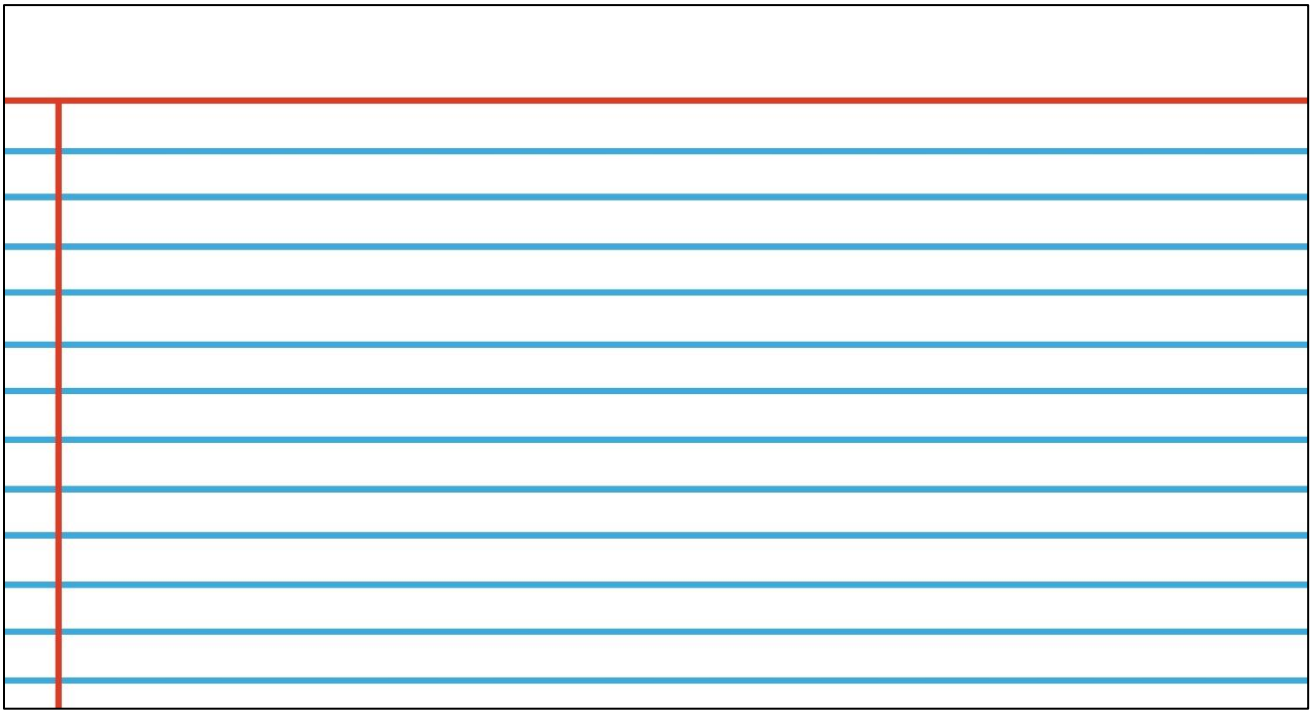
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Name: _____

Part 3

Directions:

Popcorn is enjoyed in many different ways. Many people enjoy it with just butter and salt while watching a movie, but there are also many special treats that use popcorn as a base but add things like cheese, chocolate, pretzels or candies. Use your creativity to create a recipe for a new popcorn treat to enjoy. It can be sweet, savory or both — whatever you would most enjoy! Record the recipe on the notecard below and then design a package for your new treat. Be sure to include a name for your new treat as well as a picture and color on your packaging.



1. What is your favorite way to enjoy popcorn? Why is that your favorite?

2. How did you decide what to include in your new recipe?

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NEW
HORIZONS

Fall/Winter 2024
TEACHING GUIDE


[PREMIER LEADERSHIP]

MORE THAN A JACKET

A statewide donation program helps Pennsylvania FFA Alumni and Supporters discover how much the blue and gold means to first-year members.

GIVE THE GIFT OF BLUE

ARTICLE SUMMARY

MORE THAN A JACKET

A statewide donation program helps Pennsylvania FFA Alumni and Supporters discover how much the blue and gold means to first-year members.

Bell Ringer

Do you think every FFA member should have an FFA jacket? Why or why not.

Discussion Questions:

1. How important is it for an FFA member to have an FFA jacket?
2. Are there roadblocks FFA members face that prevent them from getting a jacket? Name some.
3. Explain how the FFA jacket makes a statement within your school. What about your community?

Activity:

Part 1: Have students read the article "More Than a Jacket" in the fall/winter 2024 issue of *FFA New Horizons* and answer the comprehension questions on the student worksheet.

Part 2: Students will learn more about the National FFA Organization's Give the Gift of Blue initiative by visiting the website (FFA.org/giveblue/). As students watch the videos located on the website, they will answer the questions.

Part 3: Like the Pennsylvania FFA Association, students will create a "First-Year Member Jacket Campaign" for their state. Students will brainstorm requirements, social media posts, funding sources and benefits of having this campaign for their own state.

FFA Tip:

Create a plan for your chapter to participate in a Give the Gift of Blue campaign. This plan could create guidelines for selecting FFA members that your advisors complete the National FFA application for or a plan for your chapter to fundraise and host your campaign.

SAE Tip:

To learn how to properly write and format a professional letter, have students write letters to businesses and community members to sponsor jackets for local FFA chapters. Document this as part of their foundational SAE.

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.PL-A; FFA.PL-B; FFA.PL-C; FFA.PL-D, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, COMMON CORE – WRITING: CCSS.ELA.W.9-10.3; CCSS.ELZ.W.9-10.8, AFNR CAREER READY PRACTICES: CRP.04; CRP.05; CRP.06; CRP.08, P21 SKILLS: COMMUNICATION; CRITICAL THINKING AND PROBLEM SOLVING; IMPLEMENT INNOVATIONS; INITIATIVE AND SELF-DIRECTION; THINK CREATIVELY

VOCABULARY

Campaign
Sponsorship

EXIT TICKET

Just like the FFA jacket has a significant meaning for FFA members, think of something you have in your life that has a significant meaning and share the item and its meaning.

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

New Horizons Teaching Guide Fall/Winter 2021 Appendix 7: More Than a Jacket https://ffa.box.com/s/anhzl26lchz7kbf4iki3iwahao6f6x18

REFERENCES

Give the Gift of Blue: FFA.org/giveblue/

APPENDIX

Appendix 6: More Than a Jacket

MORE THAN A JACKET

A statewide donation program helps Pennsylvania FFA Alumni and Supporters discover how much the blue and gold means to first-year members. - By Jodi Helmer

Grace Buckley remembers feeling a sense of pride the first time she zipped up her blue FFA jacket.

"Both my mom's and dad's sides of the family have a long history of being in FFA," she says. "One of my dreams is to own a farm, so getting my FFA jacket was a step toward that goal."

Buckley was one of 24 Greenwood FFA freshmen from her hometown of Millerstown, Penn., and one of 970 freshman FFA members across the state who received their jackets during the 2023 Pennsylvania FFA Association Mid-Winter Convention.

Although it's now an annual statewide tradition, this goal of providing an FFA jacket to all new Pennsylvania members started 18 years ago.



Joining FFA is a family tradition for Grace Buckley, and receiving a jacket of her own opened doors to new opportunities.

Room to Grow

"My teaching partner and I were sitting and talking in our office when one of us said, 'Wouldn't it be cool if [the state alumni and supporters association] could give every new FFA member a jacket that was sponsored by an individual in the community?'" says Krista Pontius, Greenwood agriscience instructor and Pennsylvania FFA Alumni and Supporters treasurer. "It started out small."

In its first year, the Pennsylvania FFA Alumni and Supporters gave out 75 jackets through the First Year Member Jacket Campaign. The program has grown by leaps and bounds since then, donating an average of 400 jackets per year for almost two decades — yet it still wasn't enough to keep up with demand.

"We were getting around 1,000 applications from freshmen each year and turning down more than half of them," Pontius says. To increase the number of jackets available to new members in 2023, Pennsylvania FFA encouraged chapters to get involved and initiate their own fundraising efforts.

The Greenwood FFA Chapter encouraged freshman members like Buckley to write letters to community members and business owners, inviting them to sponsor jackets. Buckley wrote a letter to her grandfather's trucking company.

"I shared how I wanted to help keep the agriculture world going," she says. "I said getting my jacket would help me pursue my dreams and help others pursue theirs as well."

The approach proved successful. Local companies like Horizon Farm Credit and Pennsylvania Farm Bureau signed on as sponsors, and several businesses and individuals sponsored multiple jackets. This support enabled Pennsylvania FFA chapters to distribute 970 jackets at the 2023 Pennsylvania FFA Association Mid-Winter Convention.

"Students have been seeing these jackets for years, and they finally get to have one with their name on it," Pontius says. "It was so inspiring to see how our communities supported it. They said, 'We believe in the blue and gold, and we want to help these young members get the start they deserve.'"

GIVE THE GIFT OF BLUE

Receiving an FFA jacket welcomes FFA members into our organization and instills a sense of pride and belonging. Learn more about the National FFA Give the Gift of Blue program, which awarded its 17,000th jacket in 2023, and donate at **FFA.org/GiveBlue.**

Photography: Courtesy of Grace Buckley

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-B; FFA.PL-C; FFA.PL-D; CCSS.ELA.RI.9-10.1; CCSS.ELA.W.9-10.3; CCSS.ELZ.W.9-10.8; CRP.04; CRP.05; CRP.06; CRP.08

Appendix 6: More Than a Jacket

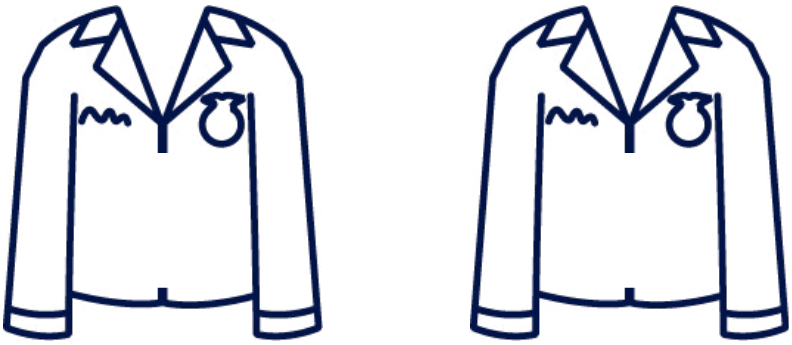
Part 1

Directions:

Read the article "More Than a Jacket" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Explain in your own words why Grace felt a sense of pride when she zipped up her FFA jacket for the first time.

2. In the first jacket, write down how many Greenwood FFA freshmen received a jacket in 2023. In the second jacket, write down how many freshman FFA members across the whole state received a jacket in 2023.



3. Which organization in Pennsylvania began the First-Year Member Jacket Campaign?

4. Fill in the blanks.

In the first year, they gave out _____ jackets.	→	Now, they give out an average of _____ jackets.

5. Explain how the Greenwood FFA Chapter initiated their own fundraising efforts.

6. Based on what you've read, list two benefits of the First-Year Member Jacket Campaign in Pennsylvania.

   a.

   b.

7. Do you feel a program like this would be beneficial in your state? Explain why.

Part 2

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Name: _____

Directions:

Visit the Give the Gift of Blue website from National FFA: FFA.org/giveblue/. Watch the three videos and answer the questions below for each video.



1. In FFA, a corduroy jacket is an article of _____, _____ and _____ for millions of FFA members past and present.

2. The FFA jacket remind us _____ _____ _____.

3. What does the Gift of Blue program do?



1. What year did the National FFA Foundation award the 10,000th FFA jacket through Give the Gift of Blue?

2. Only _____ out of _____ FFA members have a jacket with their name stitched on the front.

3. How does a personalized FFA jacket impact the members?



1. As a member of FFA, you are the most important part of an organization that creates _____, _____, _____, _____ and _____.

2. How many hours of community service do FFA members give across the country?

3. What unites us all, generation to generation?

4. How many FFA members have a blue jacket?

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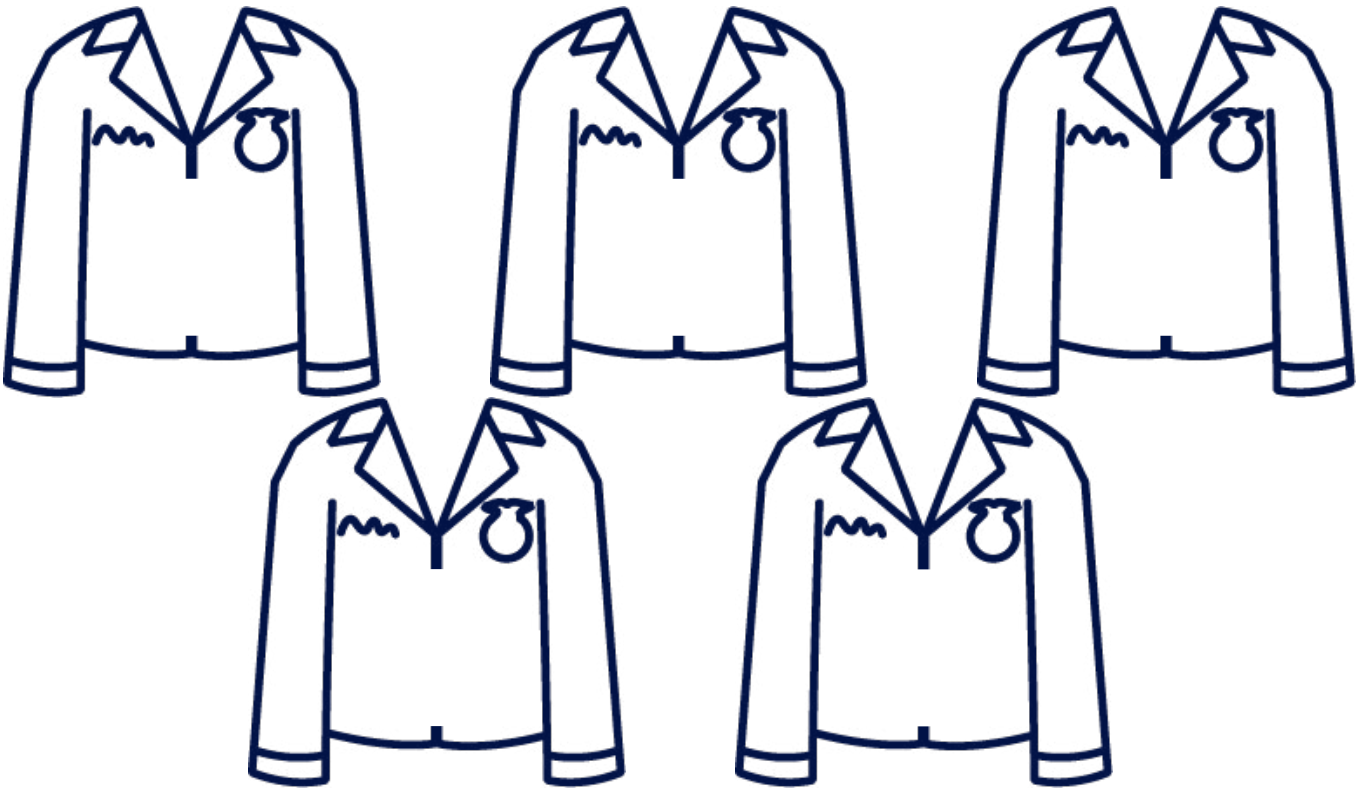
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Part 3

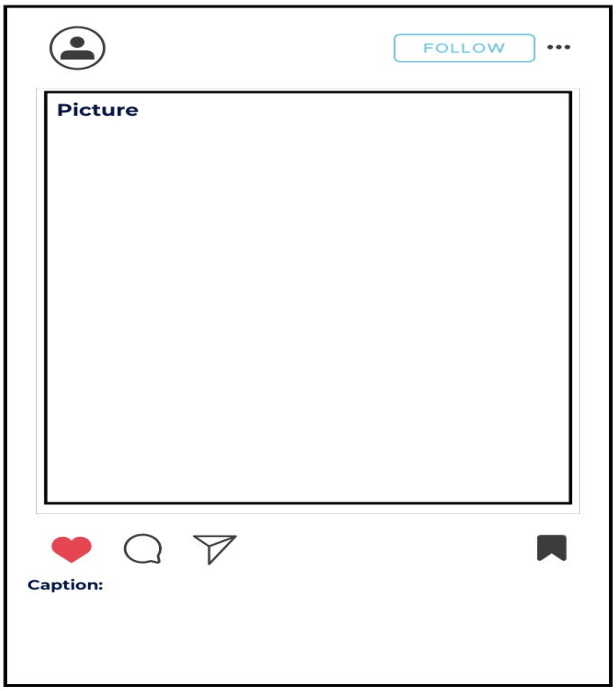
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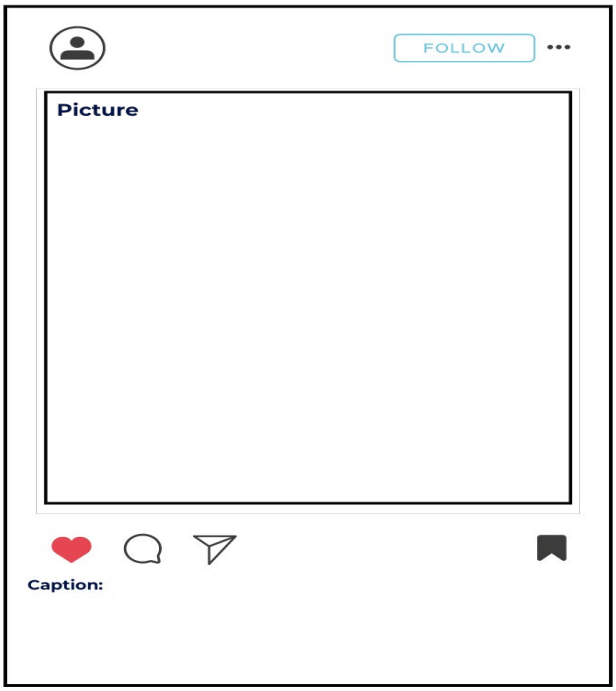
You and your FFA chapter have been asked to plan a "First-Year Member Jacket Campaign" for your state. Answer the prompts below.

1. Fill in the five FFA jackets with five different requirements for students to receive an FFA jacket.



2. Create two Instagram posts to advertise your "First-Year Member Jacket Campaign" for your state.





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Name: _____

3. List three partners or supporters who could help provide financial support for this project.
    -
    -
    -
4. Why do you think this project would benefit members in your state?

5. Do you think FFA members would apply? Why or why not?

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Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-B; FFA.PL-D; FFA.PL-F; FFA.PG-H.; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.W.9-10.4; CCSS.SL.9-10.1; CRP.02; CRP.04.

Appendix 7: Vocabulary Activity

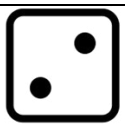


Part 1

Directions:

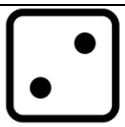
In groups, each person chooses one vocabulary word per round. Each person will take turns rolling the die. Complete the activity that corresponds with the number you rolled. Use the space provided below to complete the activity.

VOCABULARY WORD BANK			
Belonging	Bill	Business Venture	Campaign
Coffee	Delegate	Demand	Diagnosis
Disability	Evolution	Grant	Guide Dog
Lawmaker	Legislation	Moisture Content	Popcorn
Premature	Service Animal	Sponsorship	Varieties
Vote			

	**Define the word in your own words.**
	**Use the word in a sentence.**
	**Act it out.**
	**Write as many synonyms as you can.**
	**Write as many antonyms as you can.**
	**Draw the word.**

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Name: _____

	Define: 1. 2. 3.
	Use the word in a sentence: 1. 2. 3.
	Act it out.
	Write as many synonyms as you can: 1. 2. 3.
	Write as many antonyms as you can: 1. 2. 3.
	Draw the word (feel free to use scrap paper if the space below is too small).

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ANSWER KEYS

Name: _____

Aligned to the following standards: CS.01., FFA.PL-A., FFA.PL-F., FFA.PG-I., FFA.CS-N., CCSS.ELA.W.9-10.2, AG1, CRP.02., CRP.04., CRP.05., CRP. 06., CRP. 08.

KEY: Appendix 1: Community Change



Part 1

Directions:

Read the article "Conversations Spark Community Change" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Fill in the blank:
   Minnesota FFA members helped pass legislation to provide grant funding for after-school programming in their state.

2. List the names of the two Minnesota state representatives the Grand Rapids FFA members worked with.
   a. Matt Norris
   b. Steve Cwodzinski

3. What position did Emma Bradford hold in her FFA chapter?

Chapter vice president

4. What was the purpose of the Minnesota Department of Education bill that the group supported?

It would award $26.5 million to school districts over three years through After-School Community Learning grants.



5. What year did the bill pass?
   a. 2022
   b. 2023
   c. 2024
   d. None of the above

6. Explain the idea of "Eighth Hour."

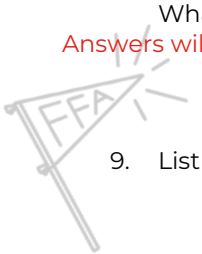
An after-school program with breakout rooms for students to explore career pathways that interest them.

7. What position did Kaiya Grossman hold in her FFA chapter?

Chapter president

8. Kaiya Grossman credits FFA with helping her build the confidence to speak in front of Minnesota state senators. What has FFA helped you do?

Answers will vary.



9. List three things you learned from this article.
   a. Answers will vary.
   b. Answers will vary.
   c. Answers will vary.

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Name: _____

Part 2

Directions:

National FFA Living to Serve Grants provide an opportunity for FFA chapters (middle school, high school or alumni/collegiate) and state FFA associations/foundations to seek funding to support various types of service projects through a competitive application process.
Applicants must identify a community need that falls within one of four focus areas:

- 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



For this activity, choose one focus area and answer modified questions from the grant application below.

1. **Focus Area:**

Answers will vary but should include one of the following:
community safety; hunger, health and nutrition; environmental responsibility; or community engagement.

2. **Short Overview of Project**

Provide a short overview of your project. It should include the identified community need and how it will be addressed through service and educational outreach. (two to four sentences)
Answers will vary.

3. **INVESTIGATE:**

Provide information on the community need your chapter will address over the course of the year.



a. How was the community need identified?
(Examples: surveying the community, speaking with city officials or community organizations, etc.)
Answers will vary.

b. How is the issue affecting the community? Include one to three statistics about the need.
Answers will vary.

4. **SERVE and EVALUATE:**

Detail how your FFA chapter plans to take action throughout the school year. Below are examples of information that could be included, but this is not a complete list so don't let it limit you.

a. project planning
b. any activities occurring in the classroom
c. service activities, educational outreach
d. project evaluation

Answers will vary.

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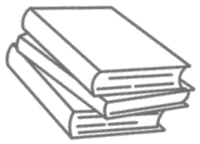
Name: _____

5. **Circle the AFNR career pathway(s) that apply to your project (circle all that apply).**
   - Agribusiness Systems
   - Animal Systems
   - Environmental Service/Natural Resources Systems
   - Food Products and Processing Systems
   - Plant Systems
   - Power, Structural and Technical Systems

Answers will vary.

6. **How will the project be infused into classroom learning?**

Answers will vary.



7. **Use the space below to break down the $3,000 budget total. Only include items that will be purchased using grant funds from National FFA. See the funding guidelines.**

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	• Any one item over the cost of $1,500 • Stipends or scholarships to students or the chapter • Indirect costs (cost of administering the grant funds) • Acquisition or construction of buildings or facilities (does not include chicken coops) • Travel to or from national convention or other state or national FFA trainings • Meals or food for volunteers or events • Giveaways (Ex. T-shirts, food, small manipulatives, etc.)

*Not an exhaustive list

Answers will vary.

8. **In three sentences, explain why grants are important.**

Answers will vary.

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KEY: Appendix 2: On the Record

Part 1

Directions:

Read the article "On the Record: Gordie Gasch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

2. Who is Gordie Gasch?

FFA alumnus and 1969-70 Wisconsin FFA state secretary

2. Gordie served as a delegate during the 1971 National FFA Convention.

a. True
b. False

3. What was the significance of the 1969 National FFA Convention?

Women were granted full FFA membership for the first time.

4. What were Gordie Gasch's thoughts on granting full membership to women in FFA?

At the time, they weren't thinking it was a monumental change, and it didn't hit them that the decision was going to be life-changing for so many people.

5. Fill in the blank:

Some thought girls didn't belong in agriculture back then, but today, many farms around the world are run by women.

7. According to Gordie, how did granting women full membership impact FFA?

They're currently officers leading chapters, participating in competitions and making decisions. They want to hold leadership roles and demonstrate their skills, and FFA does a great job of facilitating this interest.

8. What changes has Gordie observed in FFA over the years?

Agriculture classes and FFA have learned to adapt and appeal to students interested in things like natural resources, horticulture and food science.

9. How has FFA been a multigenerational affair for Gordie's family?

His dad judged at the American Royal livestock show. He competed in winning poultry and dairy cattle evaluation career development event (CDE) teams. His daughters have been on five state-winning CDE teams and competed at nationals. He also has a grandson who's an FFA member in high school.

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Name: _____

Part 2

Directions:

Read through the interview questions and select five to ask a partner. Then, in pairs, practice interviewing one another. Be sure to answer confidently and maintain good body language. Record your partner's answers for each question you selected. At the conclusion of your interviews, write a summative essay about what belonging in FFA means to you. Feel free to use the interview questions to guide your response.



Questions:

1. What motivated you to join FFA, and how did you feel when you first became a member?
2. Have you ever felt excluded or out of place in FFA? How was that experience addressed?
3. What changes have you observed in FFA that promote a sense of belonging for all members?
4. How has being a part of FFA impacted your personal and professional life?
5. Why is a sense of belonging important?
6. What are some signs someone feels they belong in FFA or other student organizations?
7. What are some challenges that might prevent someone from feeling they belong in FFA or other student organizations?
8. How can FFA members and leaders create a more inclusive environment?
9. What is one action you can take to foster a sense of belonging in your FFA chapter or school?

INTERVIEWEE (partner) NAME:

Question 1:
Notes:

Answers will vary.

Question 2:
Notes:

Answers will vary.

Question 3:
Notes:

Answers will vary.

Question 4:
Notes:

Answers will vary.

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Name: _____

Question 5:
Notes:

Answers will vary.

ESSAY: (six to eight sentences)
What does belonging in FFA mean to you? Feel free to use the interview questions to guide your response.
Answers will vary.

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Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-D; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-K; CCSS.ELA.RI.9-10.7; CRP.01; CRP.04; CRP.09

KEY: Appendix 3: Finding Focus in FFA

Part 1

Directions:

Read the article "Finding Focus in FFA" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. What condition were Faith and Caleb Snapp diagnosed with?

   Zone 1 Retinopathy or Prematurity (a lack of development in the retina that affects vision)

2. What livestock species did the Snapp twins begin raising when they were in third grade?

   a. Cattle b. Sheep c. Goats d. Chickens

3. What is included in the process of being matched with a guide dog through Guide Dogs for the Blind?
   a. An application
   b. Phone interview
   c. Home visit (including a trainer following the individual around their normal life)

4. What kinds of things does Faith's guide dog, Prim, help her do?

   Prim alerts Faith to elevated surfaces like curbs and stairs, alerts her to overhead obstacles, helps her navigate through crowds, can help find Faith's mother in crowded locations and practices "intelligent disobedience," refusing commands from Faith if they would put her in danger.

5. List all the FFA activities the Snapp twins and their guide dogs participated in, as mentioned in the article.

Faith (and Prim)	Caleb (and Grit)
Leadership development events Agricultural Issues LDE Veterinary Science CDE Lubbock-Cooper FFA President Lubbock District President Area 1 First Vice President Texas FFA Association State Officer American FFA Degree Recipient	Agricultural mechanics classes Meat judging contests Radio contests FFA Talent Show American FFA Degree Recipient

6. Fill in the two quotes from the Snapp twins with the missing words:

"Even when I was kind of doubtful, my ag teachers were always super encouraging and pushed me further than I ever thought I could ever go, including the FFA talent show.

—Caleb Snapp

"I want to be a voice of encouragement to anybody who's wanting to run for an officer position, show an animal or even take an agriculture class. I will always advocate for others and always speak highly of FFA … because I wouldn't be here pursuing all the things I'm doing if it weren't for the community that supported me.

—Faith Snapp

7. What are each of the twins doing now that their time in FFA helped to prepare them for?

Faith completed an animal science degree and plans to attend vet school.
Caleb works as an audiovisual intern for a local church and is pursuing a degree in mechanical engineering.

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Name: _____

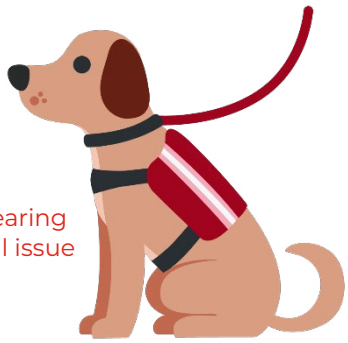
Part 2

Directions:

Use the American Kennel Club's page on service dogs (https://www.akc.org/expert-advice/training/service-dog-training-101/) to answer Questions 1 to 6. Then, perform your own research about organizations in your state or region to answer Questions 7 to 9.

1. According to the Americans with Disabilities Act, what is a service dog?

   According to the Americans with Disabilities Act (ADA), a service dog is "a dog that is individually trained to do work or perform tasks for a person with a disability."



2. What are three examples of types of service dogs, and what is each trained to do?
   Answers will vary but could include guide dogs that aid blind and visually impaired people in navigating their environments, hearing dogs which alert deaf and hard-of-hearing individuals to important sounds, medical alert dogs which signal the onset of a medical issue such as seizures or low blood sugar or psychiatric service dogs that could be trained to complete a variety of tasks for individuals diagnosed with a psychiatric disability.

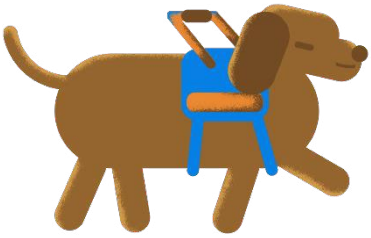
3. Are there any breed restrictions to be considered a service dog? Why or why not?

   There are no official breed restrictions; however, the dog must be the right size to comfortably and effectively perform the tasks needed.

4. What identification requirements exist for service dogs?

   No identification is required; however, some service dogs will wear vests or harnesses to help identify them.

5. What are the characteristics of a good service dog candidate?



   - Calm, especially in unfamiliar settings
   - Alert, but not reactive
   - Willingness to please
   - Ability to learn and retain information
   - Capable of being socialized to many different situations and environments
   - Reliable in performing repetitive tasks

6. In one or two sentences, summarize "The Epidemic of Fake Service Dogs."

   Answers will vary.

Do some research on service dog organizations in your own state or region and answer the following questions.

7. List two organizations in your state or region that assist in training and/or providing guide dogs for individuals. Provide their websites as well.
   - Answers will vary.
   - Answers will vary.

8. Pick one of the organizations you listed above. What are the qualifications/requirements for individuals wishing to raise or train guide dogs?

   Answers will vary.



9. What are two questions you have for this organization?
   - Answers will vary.
   - Answers will vary.

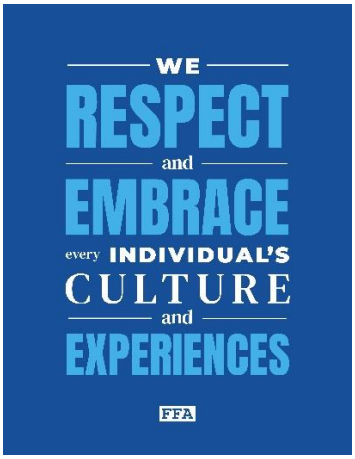
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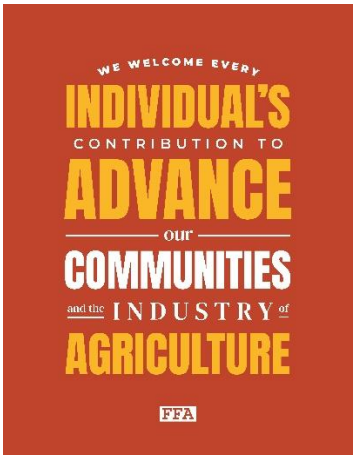
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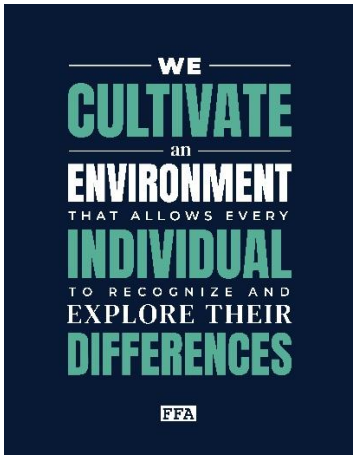
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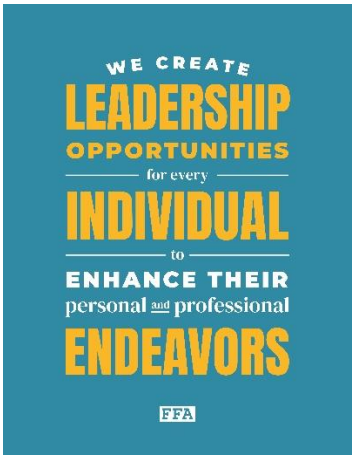
Directions:

Throughout the article, the Snapp twins explain how much their FFA community made them feel welcomed and included. Review the FFA Value Statements below. For each value statement, explain, using an example from the article, how it was demonstrated in the Snapp twins' experiences in FFA.









Value Statement: We respect and embrace every individual's culture and experiences.
Example from the article: Answers will vary.
Value Statement: We welcome every individual's contribution to advance our communities and the industry of agriculture.
Example from the article: Answers will vary.
Value Statement: We cultivate an environment that allows every individual to recognize and explore their differences.
Example from the article: Answers will vary.
Value Statement: We create leadership opportunities for every individual to enhance their personal and professional endeavors.
Example from the article: Answers will vary.

How have you seen any of the value statements represented in your own FFA chapter or agriculture class?

Answers will vary.

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KEY: Appendix 4: Starting From Scratch

Part 1

Directions:

Read the article "Starting From Scratch" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Fill in the facts about the Weeping Water FFA Chapter.

What year was the chapter established?	*How many active members do they have?*	*Why was an FFA chapter needed?*	*What are the two main focuses of the chapter?*
2022	40 members	Agriculture is the largest industry in the county.	Serving its community and developing leadership skills

2. What is the main reason students decided to pursue creating the Limestone Coffee Co.?

There aren't any coffee shops in the area, and the FFA chapter saw this as a great need they could meet for their community.

3. Why do you feel it was important for students to answer the following key questions before starting the business: What will be on the menu? What is our profit margin? How will we market it?

Answers will vary.

4. Describe two benefits of the Limestone Coffee Co. (for students and/or the community).

    a. Benefit 1:

Answers will vary.

    b. Benefit 2:

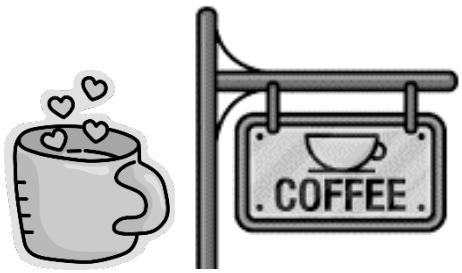
Answers will vary.

5. Student Katie Meyer says that two skills they learned were leadership and organization. Name three other skills you think students learned from this business.

    a. Answers will vary.

    b. Answers will vary.

    c. Answers will vary.



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Part 2

Directions:

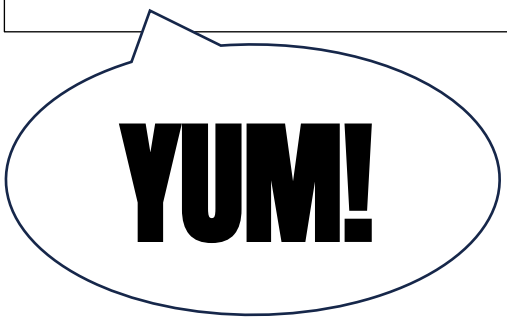
The Limestone Coffee Co. serves Starbucks Coffee. Let's learn more about the coffee from Starbucks. Answer the questions below by exploring the Starbucks website linked here: https://www.starbucks.com.cn/coffee-blog/en/the-origin-of-coffee-and-its-cultivation/.

1. What three things influence the distinctive flavors of coffee beans?

a. The native soil

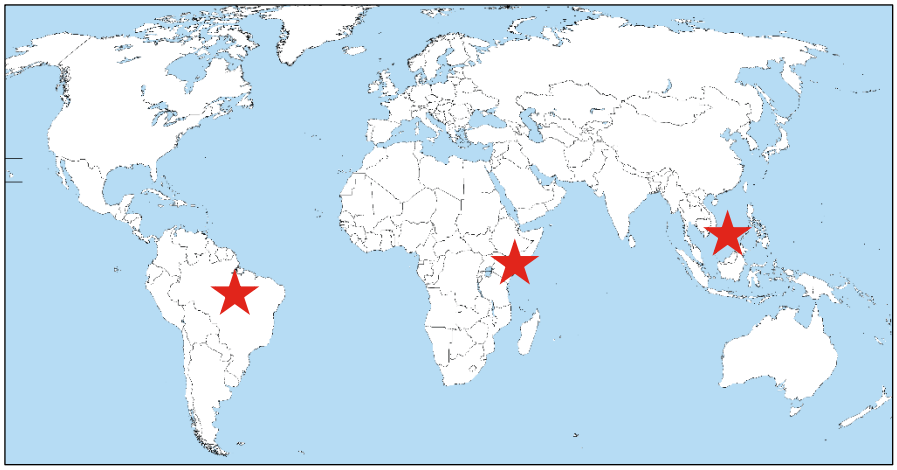
b. Climate

c. Processing methods



The Origin of Coffee and Its Cultivation

2. Color in the three global coffee-growing regions on the map below.





3. How tall can some coffee trees grow?

30 to 40 feet

4. How long does it take a tree to produce what most people can enjoy in a single week?

A whole year

5. Name the two commercially important coffee species.

a. Coffee Arabica

b. Coffee Canephora

All About Arabica Coffee

6. List three facts about arabica coffee.

a. Grows best at high altitudes

b. Much more refined flavor than other species

c. Contains about 1% caffeine by weight

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All About Canephora (robusta) Coffee

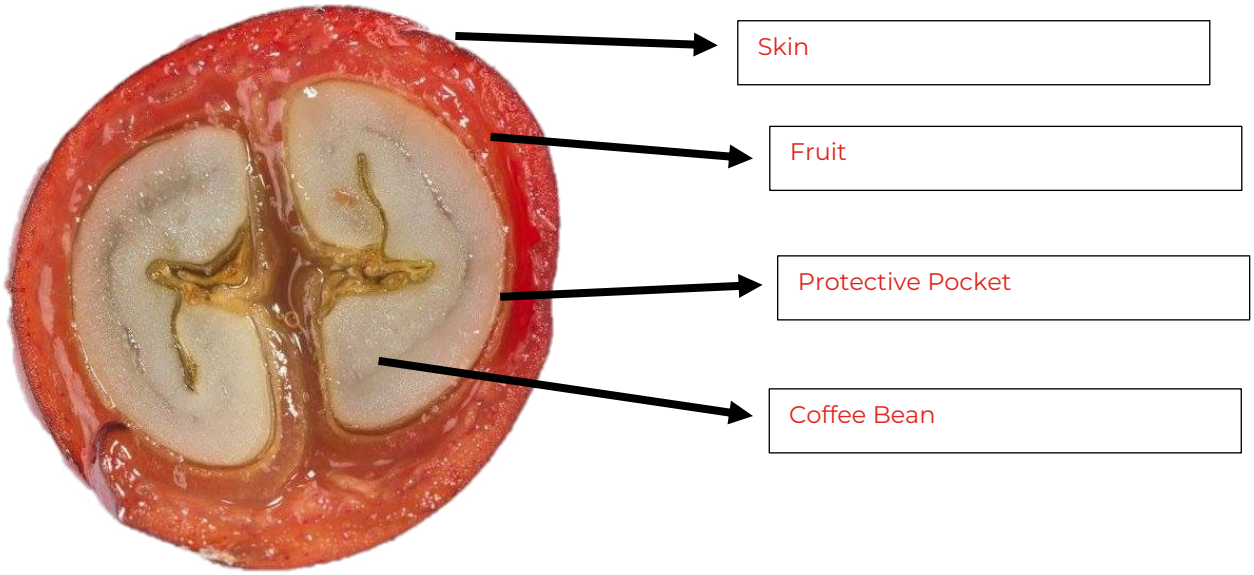
6. List three facts about canephora (robusta) coffee.

Answer may include any of the following facts: is a robust species, resistant to disease, a high yield per plant, flourishes at a lower elevation and produces coffee with a harsher flavor characteristic.

7. Draw and color in a coffee cherry correctly, indicating it is ready for harvest time.

Answers will vary.

8. Label the coffee cherry with the following parts: skin, fruit, protective pocket, coffee bean (pit).



9. Based on what you've read, why do you think coffee is not commonly grown in the United States?

Answers will vary.

10. Even though our country does not grow a lot of coffee, how do you think coffee production makes an impact in our economy?

Answers will vary.

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Name: _____

Part 3

Directions:

Starbucks Coffee ensures they are using only the highest quality arabica coffee beans for their coffee products. Using the comic strip space below, draw images that represent the steps the company takes to make sure their beans meet their standard. Use this website to help you: https://www.starbucks.com.cn/coffee-blog/en/starbucks-higher-arabica-standards/.

1. Answers will vary.	2.
3.	4.
5.	6.

Why do you feel that Starbucks uses arabica coffee more than canephora coffee? (Give three reasons.)

- Answers will vary.
- Answers will vary.
- Answers will vary.

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KEY: Appendix 5: Popping Off



Part 1

Directions:

Read the article "This SAE Popped Off" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. What initially sparked Grant Deaton's interest in growing popcorn?
   His dad rented farmland from a man who sold popcorn, and he wanted to do something different and unique for his SAE.

2. Grant has increased his production to meet the demand of his community. Answer the following questions about that increase.
   a. How many pounds of packaged popcorn did he sell in 2023?
      300 pounds

   b. How many pounds of packaged popcorn did he sell in the first quarter of 2024?
      1,000 pounds

   c. Assuming no increase in demand for the rest of 2024, how many pounds of packaged popcorn would he expect to sell by the end of 2024?

      1,000 pounds X 4 quarters = 4,000 pounds

   d. Assuming he produces and sells that much, what percent increase would that be from the 2023 totals to the 2024 totals? (Round to the nearest 100).
      % increase = (final value - initial value)/initial value
      % increase = (4,000 - 300)/300
      1,200% increase

3. What did Grant do when he was not happy with his first crop?

   He ordered samples of 15 popcorn varieties, popped all the corn and conducted a taste test to choose the new varieties that he was going to grow.

4. How does he inspect and test his crop prior to harvest?

   He picks several ears of corn, tests the kernels in a moisture tester and pops a few test batches before he harvests.

5. Name three ways that Deaton Popcorn is sold.



   a. Answers will vary but could include online, high school concessions, baseball leagues, kettle corn vendors and retailers and the local movie theater.
   b.
   c.

6. What is one lesson that can be taken from Grant's SAE that you or other students in your school could implement in your own SAE?

   Answers will vary.

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Name: _____

Part 2

Directions:

Use the various resources on the Popcorn Board's website (https://www.popcorn.org/) to learn more about this treat that is enjoyed by millions of people every year.

Different Types of Corn (https://www.popcorn.org/All-About-Popcorn/Different-Types-of-Corn)

Draw lines to match the descriptions below to the four basic types of corn.

Dent Corn 	This corn has its own size, shape, starch level and moisture content. It has a hard exterior shell and a soft starchy center. When heated, the natural moisture inside the kernel turns to steam and builds up enough pressure to eventually explode.
Flint Corn 	This corn is almost all soft starch and will never pop. It contains more sugar than other types of corn. Unlike other corns that are picked when the kernels are dry and mature, this corn is picked and eaten while the ears are in the immature milk stage and the kernels are tender.
Popcorn 	This corn has a hard outer shell and is distinguished by a wide range of colors. It is grown mostly in Central and South America and used primarily for decoration in North America around harvest time.
Sweet Corn 	Also called field corn, this is the most widely grown type of corn in the United States. It is mainly used for livestock feed but is also used in some food products. It contains a mix of hard and soft starches that become indented once the corn is dried.

What Makes Popcorn Pop? (https://www.popcorn.org/All-About-Popcorn/What-Makes-Popcorn-Pop)

1. What was the explanation early Native Americans had for why popcorn popped?
   They believed a spirit lived inside each kernel and when heated, the spirit became angry and exploded out of its home into the air to flee.

2. What characteristics actually allow popcorn to pop like it does?
   a. Its hull is just the right thickness to allow it to burst open.

   b. It contains 13.5% to 14% moisture to allow it to pop.

   c. The starch inside the kernel is soft and becomes gelatinous as it's heated up, building the pressure inside the kernel
3. How much is the pressure inside a kernel of popcorn before it explodes?
   135 pounds per square inch

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Popcorn History and Corny Facts

(https://www.popcorn.org/Kids-Corner/Corny-Facts) (https://www.popcorn.org/All-About-Popcorn/History-of-Popcorn)

Below is a simple flyer your FFA chapter produced for an agricultural literacy event at your school for National Popcorn Day. However, it looks like some of the information was transferred incorrectly, and all the pictures got deleted! Use the links above to correct the mistakes, and then draw two or three pictures to fix up and complete the flyer.

Happy National Popcorn Day!

JANUARY 19

AMERICA LOVES POPCORN!

Americans eat about ~~25~~ 15 billion quarts of this whole grain, good-for-you treat every year! That's ~~30~~ 45 quarts per man, woman and child.

Picture answers will vary.

WHERE DOES MY POPCORN COME FROM?

Most U.S. popcorn is grown in the ~~Southwest~~ Midwest, primarily in states like ~~Arizona~~ Illinois, Indiana, Iowa, ~~Florida~~ Kentucky, Michigan, Missouri, ~~New Mexico~~ Nebraska and ~~Oregon~~ Ohio.

Picture answers will vary.

Did You Know?

POPCORN FOR BREAKFAST!

Popcorn was once a popular breakfast food and was enjoyed at the breakfast table in the ~~20th and 21st~~ 19th and 20th centuries.

MOVIES & THE GREAT DEPRESSION

Unlike other treats, popcorn sales increased during the Great Depression because even economically down families could afford it at ~~25 or 30~~ 5 or 10 cents per bag.

MICROWAVE POPCORN

In the late ~~1960s~~ 1980s, microwave popcorn made its way into family homes and popcorn consumption increased by ~~hundreds~~ tens of thousands of pounds in the following years.

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Name: _____

Part 3

Directions:

Popcorn is enjoyed in many different ways. Many people enjoy it with just butter and salt while watching a movie, but there are also many special treats that use popcorn as a base but add things like cheese, chocolate, pretzels or candies. Use your creativity to create a recipe for a new popcorn treat to enjoy. It can be sweet, savory or both — whatever you would most enjoy! Record the recipe on the notecard below and then design a package for your new treat. Be sure to include a name for your new treat as well as a picture and color on your packaging.

Answers will vary.

Answers will vary.

1. What is your favorite way to enjoy popcorn? Why is that your favorite?

   Answers will vary.

2. How did you decide what to include in your new recipe?

   Answers will vary.

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KEY: Appendix 6: More Than a Jacket

Part 1

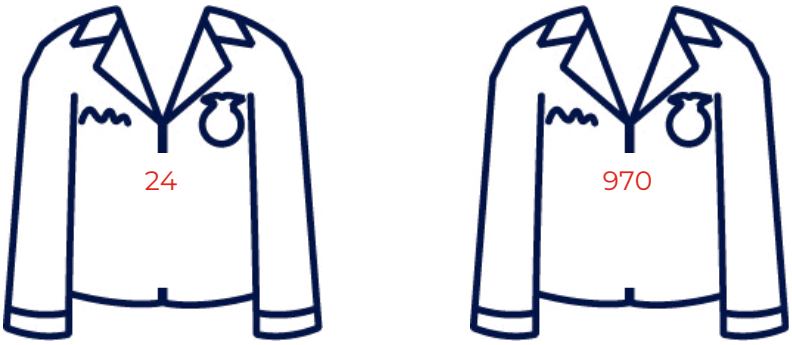
Directions:

Read the article "More Than a Jacket" in the fall/winter 2024 issue of *FFA New Horizons* and answer the questions below.

1. Explain in your own words why Grace felt a sense of pride when she zipped up her FFA jacket for the first time.

Answers will vary.

2. In the first jacket, write down how many Greenwood FFA freshmen received a jacket in 2023. In the second jacket, write down how many freshman FFA members across the whole state received a jacket in 2023.



3. Which organization in Pennsylvania began the First-Year Member Jacket Campaign?

Pennsylvania FFA Alumni and Supporters

4. Fill in the blanks.

In the first year, they gave out 75 jackets.	→	Now, they give out an average of 400 jackets.

5. Explain how the Greenwood FFA Chapter initiated their own fundraising efforts.

They encouraged freshman members to write letters to community members and business owners, inviting them to sponsor jackets.

6. Based on what you've read, list two benefits of the First-Year Member Jacket Campaign in Pennsylvania.
   a. Answers will vary.
   b. Answers will vary.

7. Do you feel a program like this would be beneficial in your state? Explain why.

Answers will vary.

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Part 2

Directions:

Visit the Give the Gift of Blue website from National FFA: FFA.org/giveblue/ Watch the three videos and answers the questions below for each video.



1. In FFA, a corduroy jacket is an article of faith, honor and pride for millions of FFA members past and present.

2. The FFA jacket remind us that we are part of something bigger than ourselves.

3. What does the Gift of Blue program do?

Helps provide an FFA jacket to those who may not be able to afford their own



1. What year did the National FFA Foundation award the 10,000th FFA jacket through Give the Gift of Blue?

2020

2. Only 4 out of 10 FFA members have a jacket with their name stitched on the front.

3. How does a personalized FFA jacket impact the members?

An FFA jacket helps students feel they belong and are seen and that they matter.



1. As a member of FFA, you are the most important part of an organization that creates citizens, volunteers, patriots, leaders and scholars.

2. How many hours of community service do FFA members give across the country?

200,000 hours

3. What unites us all, generation to generation?

The FFA jacket unites us all.

4. How many FFA members have a blue jacket?

Only 50% of our members

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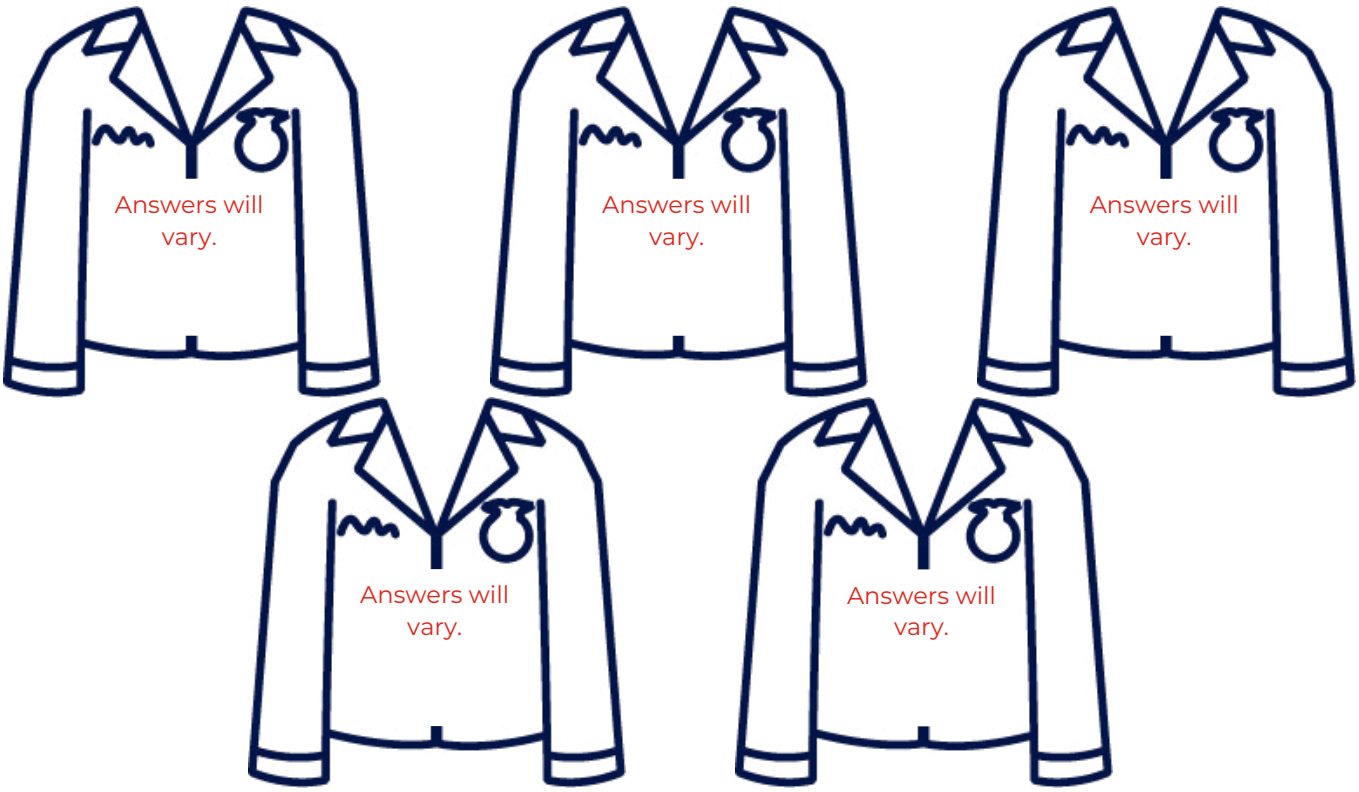
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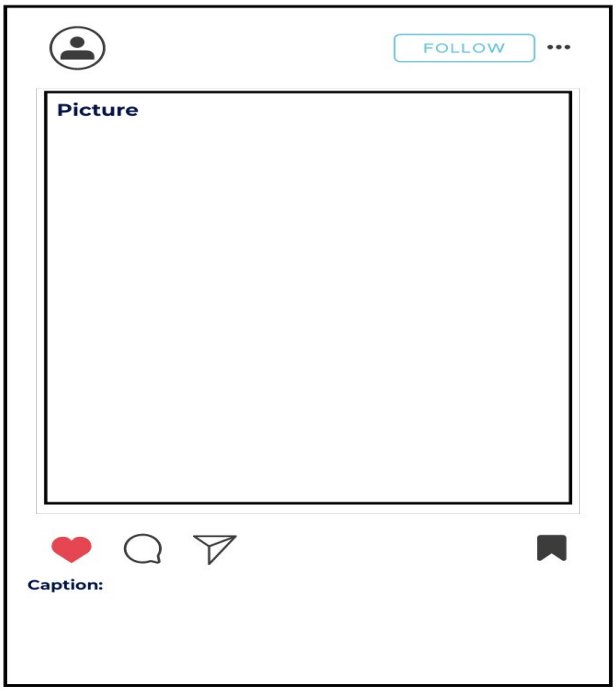
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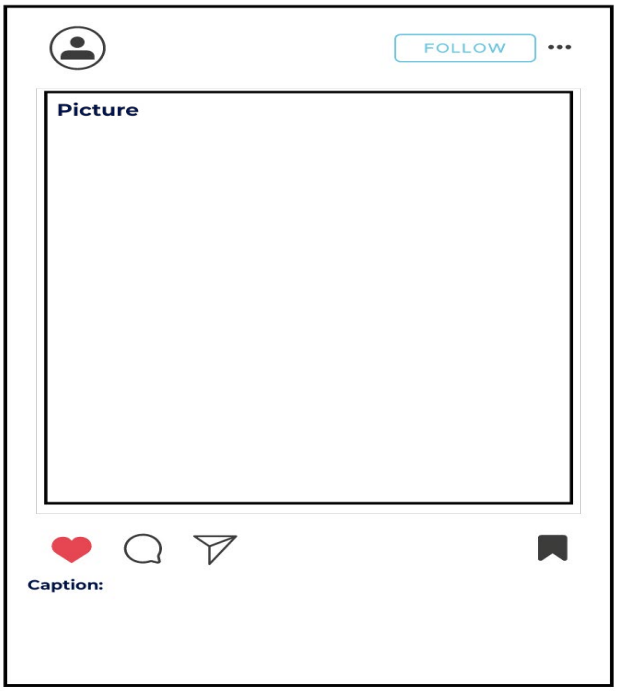
You and your FFA chapter have been asked to plan a "First-Year Member Jacket Campaign" for your state. Answer the prompts below.

1. Fill in the five FFA jackets with five different requirements for students to receive an FFA jacket.



2. Create two Instagram posts to advertise your "First-Year Member Jacket Campaign" for your state.





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3. List three partners or supporters who could help provide financial support for this project.
    - Answers will vary.
    - Answers will vary.
    - Answers will vary.
4. Why do you think this project would benefit members in your state?

Answers will vary.

5. Do you think FFA members would apply? Why or why not?

Answers will vary.

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KEY: Appendix 7: Vocabulary Activity

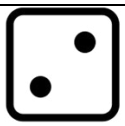


Part 1

Directions:

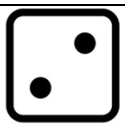
In groups, each person chooses one vocabulary word per round. Each person will take turns rolling the die. Complete the activity that corresponds with the number you rolled. Use the space provided below to complete the activity.

VOCABULARY WORD BANK			
Belonging	Bill	Business Venture	Campaign
Coffee	Delegate	Demand	Diagnosis
Disability	Evolution	Grant	Guide Dog
Lawmaker	Legislation	Moisture Content	Popcorn
Premature	Service Animal	Sponsorship	Varieties
Vote			

	**Define the word in your own words.**
	**Use the word in a sentence.**
	**Act it out.**
	**Write as many synonyms as you can.**
	**Write as many antonyms as you can.**
	**Draw the word.**

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	Define: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
	Use the word in a sentence: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
	Act it out. Answers will vary (should be acted out in class).
	Write as many synonyms as you can: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
	Write as many antonyms as you can: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
	Draw the word (feel free to use scrap paper if the space below is too small): Answers will vary.

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