

Fall 2023 Teaching Guide



In this guide, you will find activities for seven articles in the fall 2023 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

FFA New Horizons BINGO:

Use [Appendix 8](#) and the list of vocabulary words to play vocabulary BINGO as a class or in groups.



TAKING AG ISSUES TO TV

Amber Weaver turned an LDE into a rewarding gig at RFD-TV.

[Appendix 1: Taking Ag Issues to TV](#)



FOR THE GREATER GOOD

This former Michigan FFA member embodies "Living to Serve" through meaningful service opportunities.

[Appendix 2: For the Greater Good](#)



ATTENTION FUTURE AG TEACHERS

Remember these three things to build a career in agricultural education.

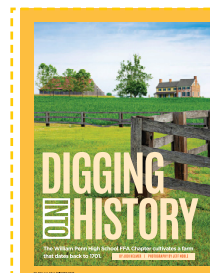
[Appendix 3: Attention Future Ag Teachers](#)



GO FOR AN SAE GRANT

Apply for financial assistance when starting or expanding your SAE.

[Appendix 4: Go for an SAE Grant](#)



DIGGING INTO HISTORY

The William Penn High School FFA Chapter cultivates a farm that dates to 1701.

[Appendix 5: Digging Into History](#)



FINDING AG IN THE CITY

This FFA member discovered an affinity for beef cattle and FFA in an unexpected place.

[Appendix 6: Finding Ag in the City](#)



MENTAL HEALTH MATTERS

These four strategies can help overcome depression and anxiety.

[Appendix 7: Mental Health Matters](#)

CLICK HERE TO DOWNLOAD THE GOOGLE WORKSHEETS.





NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

TAKING AG ISSUES TO TV

Amber Weaver turned an LDE into a rewarding gig at RFD-TV.

Bell Ringer

**What was the last news story you read or watched?
Tell a partner as much as you can remember about it.**

Discussion Questions

1. What elements make up a good news story?
2. How do TV producers decide what stories to share with the public?
3. How can FFA help prepare students for their future careers?

Activity

Part 1: Have students read the article "Taking Ag Issues to TV" in the fall 2023 issue of FFA New Horizons and complete the questions.

Part 2: Students will find a short news story on the Market Day Report page on the RFD-TV website to complete the provided activity.

Part 3: Students will use the provided graphic organizer and worksheet to plan and write their own news story around a local agricultural/FFA event, accomplishment or issue.

FFA Tip

Have students check out the [Agricultural Issues Forum Leadership Development Event \(LDE\)](#) and/or the [Agricultural Communications Career Development Event \(CDE\)](#) to expand their knowledge of agricultural issues and various forms of media and their applications in agriculture.

SAE Tip

Creating and producing media content about agriculture, natural resources and FFA can be great SAEs. Are there intern or job shadow opportunities with local radio, TV or newspaper outlets in your area? Do your members submit articles for publication to your local media? Does your school have a TV, radio or internet broadcast that members can prepare and submit articles to?

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.02, CS.05, FFA PRECEPTS: FFA-PL-C, FFA-PL-E, FFA-PL-F, FFA-PG-I, FFA-CS-M, FFA-CS-P, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4, COMMON CORE – WRITING: CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.2, CCSS.ELA.SL.9-10.4, CCSS.ELA.SL.9-10.5, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, COMMON CAREER TECHNICAL CORE: AG2, AG5, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.06, CRP.11, P21 SKILLS: COMMUNICATION, MEDIA LITERACY, THINK CREATIVELY

VOCABULARY

Content	Issues
International	Perspective
Interviews	Producer

EXIT TICKET

What part of the story-development process was the most interesting to you? Why?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHT

New Horizons Winter 2018 Appendix 1: A Call to Communicate, <https://ffa.box.com/s/6erot-johohl42f6b2ajhffvqzk2lfktx>

REFERENCES

Market Day Report, <https://www.rfdtv.com/market-day-report>

APPENDIX

Appendix 1: Taking Ag Issues to TV



As a content producer at RFD-TV, Amber Weaver manages the Market Day Report, which covers agricultural issues, including weather and international news.

Taking Ag Issues to TV

AMBER WEAVER TURNED AN LDE INTO A REWARDING GIG AT RFD-TV.

- BY LAUREN DENTON

When Amber Weaver was a sophomore in high school, she wasn't sure about FFA. "I grew up in Nashville," she says, "but I did go to my grandparents' farm three times a week."

She enjoyed watching what went on at the farm, and that experience drew her to the agriculture program at McGavock High School, where she attempted two leadership development events (LDEs) that weren't a fit. "I didn't really care for food science because it was just a test, and I don't even like milk, so I didn't care about the dairy judging."

"But my advisor really wanted me to be involved in FFA, so she suggested the agricultural issues forum LDE," Weaver says. "She related it to show choir — almost like a play, but we're talking about an agricultural issue."

As it turns out, that was her place. "Ag issues was where I met a lot of my friends and had the most fun," says the two-time chapter president. "We placed at state every year. We were really passionate and competitive."

Six years later, she still presents ag issues every day.

"I never thought in high school how much I would do with FFA outside of high school. You never know where the organization is going to take you."

- Amber Weaver

FFA EXPERIENCES PAY OFF

From 6 a.m. to 2 p.m., Weaver works as a content producer at RFD-TV, a job she secured two weeks before she graduated from the University of Tennessee at Martin in 2021 with a degree in agricultural communications. She manages the 9 a.m. hour of the five-hour

Market Day Report, which covers key agricultural issues, including weather and international news. Her job includes writing the content for the show, securing interviews, "calling the

shots and making sure we're staying on time," she says.

"The research we did in [the ag issues LDE] and the people skills really prepared me for this job," Weaver says. "I learned a lot about the most hard-hitting issues for people in rural America. Ag issues showed me a lot about how to communicate with people in the farming community. I try to cover events that are going to affect farmers."

Ag issues also gave her connections "to contact people who could provide better perspective on the matter," she adds. "And you're also supposed to present ag issues in an entertaining way, and that's something you have to work toward in TV every day — not just factual information, but something people want to watch."

Weaver has also helped produce National FFA Convention & Expo coverage on RFD-TV. When she's off the clock, she helps her husband, an ag teacher at Dickson County High School in Tennessee, advise an ag issues LDE team that won first in the region — "a really cool full-circle moment," she says.

"I never thought in high school how much I would do with FFA outside of high school," Weaver says. "You never know where the organization is going to take you."

Find the best CDE and LDE for you at FFA.org/Participate/CDE-LDE and research related career options on AgExplorer at AgExplorer.FFA.org.

Name: _____

Appendix 1: Taking Ag Issues to TV

Part 1

Directions:

Read the article “Taking Ag Issues to TV” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. Circle the two CDEs/LDEs below that Amber had tried and found didn’t fit her interests.

Food Science Creed Speaking Floriculture Dairy Evaluation Employment Skills Forestry

2. How did Amber’s advisor convince her to try the agricultural issues forum LDE? What did she relate it to?

3. What company does Amber work for now? _____

a. What is her job title? _____

b. What is the name of the show she works on? _____

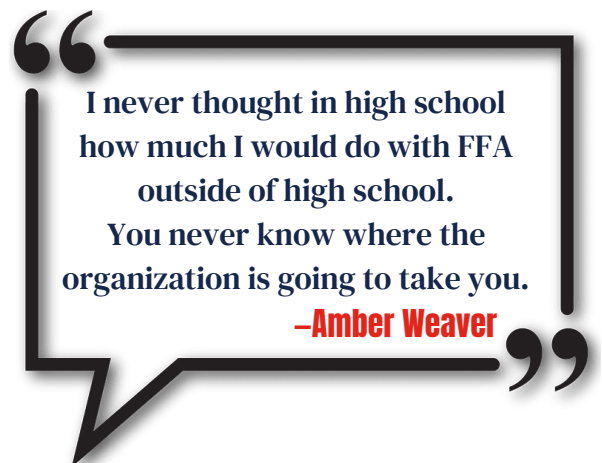
c. What are some of her job functions?

4. Describe two ways the agricultural issues forum LDE prepared Amber for her career.

a.

b.

5. Just as FFA helped prepare Amber for her future, in what ways can you see how being involved in FFA (or another club or organization you’re in) is preparing you for yours?



Name: _____

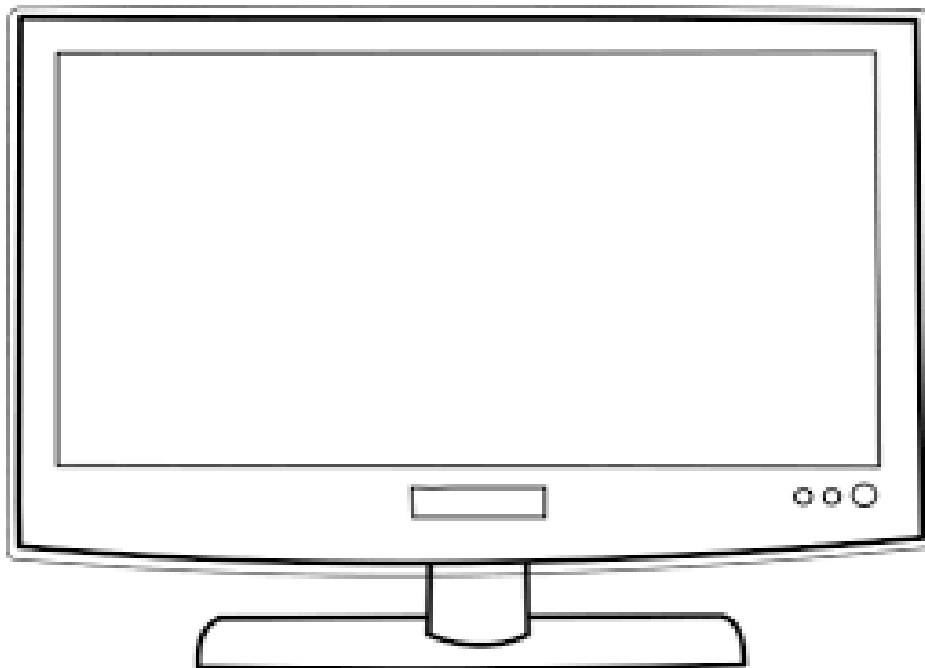
Part 2

Directions:

Visit the Market Day Report page on the RFD-TV website (<https://www.rfdtv.com/market-day-report>) and find a short news story to use to complete the following activity.

News Story Title:		Story Date:
Story Details: Fill in the key pieces of information from this story in the boxes below.		
Who:		
What:		
When:		
Where:		
Why:		
How:		
Additional Information: Record two additional facts from the story.		
1. 2.		
Notable Quote: Record one quote from someone involved in the story.		

In the TV screen to the right,
draw a picture to summarize the
main point of the story you
outlined above.



Name: _____

Part 3

Directions:

Now you are going to try your hand at writing your own news article about a local matter. You could write it on an FFA chapter activity, interview a local agriculturist or research an agricultural issue in your community or state. Use this graphic organizer to help you identify all the different pieces of your news story. Then, craft your own news story (three to five paragraphs) on the following page.

Story Headline:

Story Lead:
Identify the most important details (who, what, when, where, why, how) and describe them in the first part of your story.

Relevant Quotes:

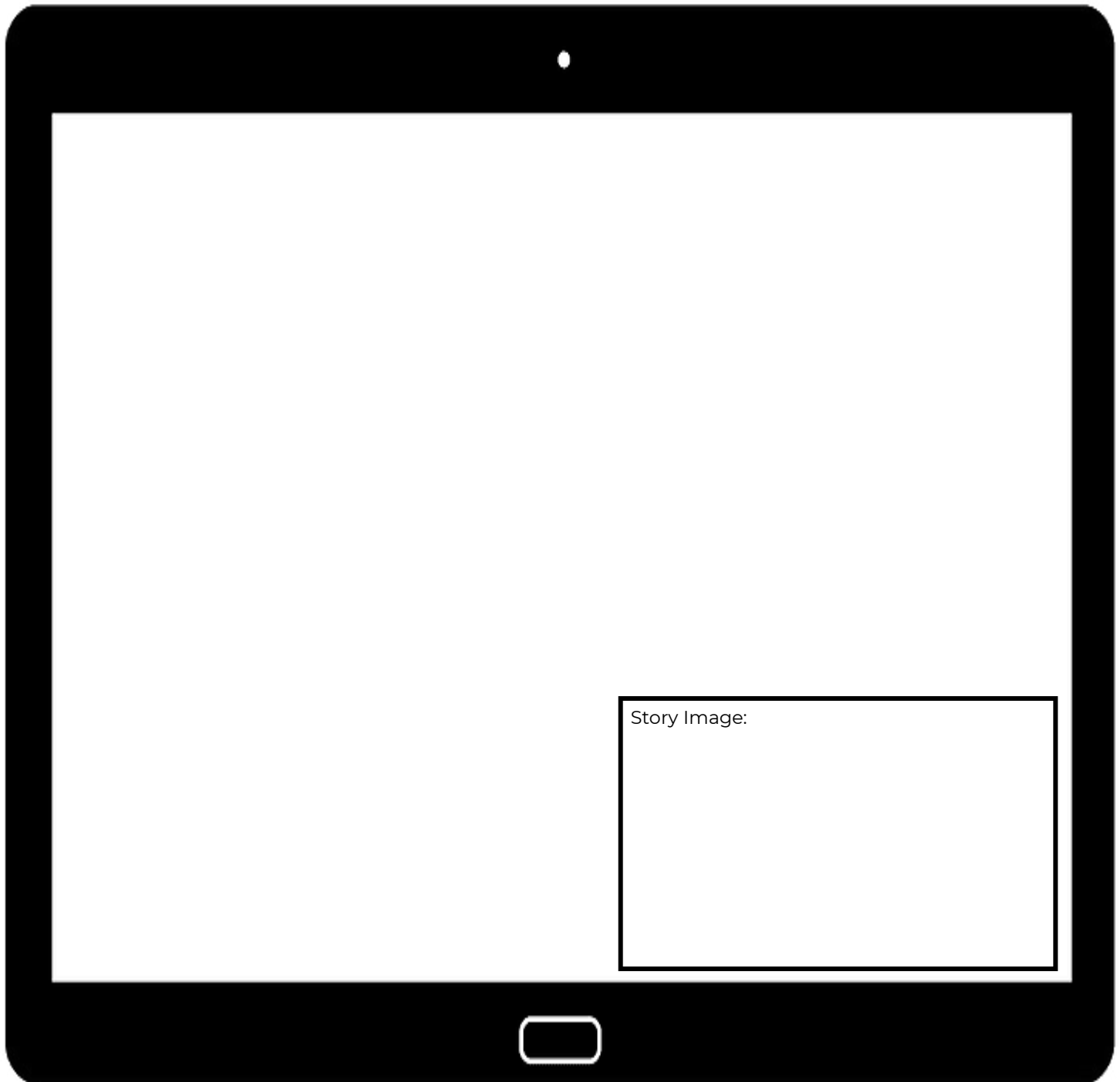
Identify two quotes from individuals that your story is about or impacts.

Additional Information:
Identify three to five additional details, background information and facts to be included in your story.

Conclusion:
Wrap up your story with a call to action or a "now what" statement for your audience.

Name: _____

Using your notes from your graphic organizer, write your three to five paragraph news story on the tablet below. Be sure to include your title in large print at the top and draw an image in the box provided to accompany your story.



Story Image:

1. What role does accurate reporting have in the agriculture industry?
2. What part of the story-development process was the most interesting to you? What was the most challenging? Why?



NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

FOR THE GREATER GOOD

This former Michigan FFA member embodies “Living to Serve” through meaningful service opportunities.

Bell Ringer

Think about the most recent time you did something for someone else without expecting anything in return? What was it? How did you feel afterward?

Discussion Questions

1. What community service experience do you have?
2. Why is it important to serve one's community?
3. What issue in your local community are you passionate about that you could create a service project for?

Activity

Part 1: Have students read the article “For the Greater Good” in the fall 2023 issue of FFA New Horizons and complete the questions.

Part 2: Students will use the provided activity sheet to create a plan for a service project for their school or FFA chapter.

FFA Tip

Use the ideas that have been generated as part of this activity as a launching point for your chapter's Program of Activities. Have students team up to apply for a [Living To Serve Grant](#) for your chapter using one or more of the ideas your students have come up with.

SAE Tip

Members who are passionate about solving issues in their community should carefully review the Service-Learning SAE type. A Service-Learning SAE is more than participation in community service. Members must carefully research, plan, seek supervision and conduct projects so they are learning and developing skills in agriculture and natural resources as part of the project. Every community needs something; what projects can your members do?

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PG-H, FFA.CS-M, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4, COMMON CORE – WRITING: CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.2, CCSS.ELA.SL.9-10.4, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, COMMON CAREER TECHNICAL CORE: AQ1, AFNR CAREER READY PRACTICES: CRP.01, CRP.04, CRP.06, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, INITIATIVE AND SELF-DIRECTION, THINK CREATIVELY

VOCABULARY

Community	Service
Food Security	Volunteer

EXIT TICKET

How do you think you can get others involved in your service project? What impact do you think that will have on your community?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHTS

FFA Service Planning Guide, <https://FFA.box.com/s/9969na39x2qdv700lfadu3dj1ux-ae6m>

REFERENCES

Living to Serve, FFA.org/livingtoserve

APPENDIX

Appendix 2: For the Greater Good

FOR THE GREATER GOOD

THIS FORMER MICHIGAN FFA MEMBER EMBODIES “LIVING TO SERVE” THROUGH MEANINGFUL SERVICE OPPORTUNITIES. -By Lauren Quinlan

A fun volunteer experience led former Michigan FFA member Addy Stuever to address a need within her community and recognize her true passion for serving others.

“My friends and I were handing out items at a local food pantry and noticed the items weren’t the same quality and nutritional value as what we were used to eating at our own dinner tables,” Stuever says. “As farm kids with livestock in our barns, we decided to use what we had available to make a difference.”

Stuever and her friends, all members of the Cass City FFA Chapter in Cass City, Mich., received a \$2,500 Living to Serve Grant through the National FFA Organization. This grant, she says, led to the creation of Meating the Need for Our Village, a service project that provides locally raised meat and additional food items to community members. Today, the value of this project’s donations and services exceed \$65,000.

“At the time, it never felt like an active decision to commit our lives to service,” Stuever says. “Over time, we’ve realized complex factors are at play and ultimately developed a passion and work ethic to address them. I know it has shaped us all in different ways.”

MAKING GOOD THINGS HAPPEN

Meating the Need for Our Village inspired Stuever to become a more servant-hearted leader and shaped her desire to collaborate with

other change agents at the local, state, national and international levels. In October 2022, Stuever attended the Committee on World Food Security event in Rome, Italy. Through this experience, she represented the United States, interacted with both young people and international leaders, and engaged in conversation about important agricultural topics.

After graduating from Michigan State University with a bachelor’s degree in environmental studies and sustainability and a minor in leadership and integrated learning, Stuever plans to attend Lutheran School of Theology at Chicago and become a pastor.

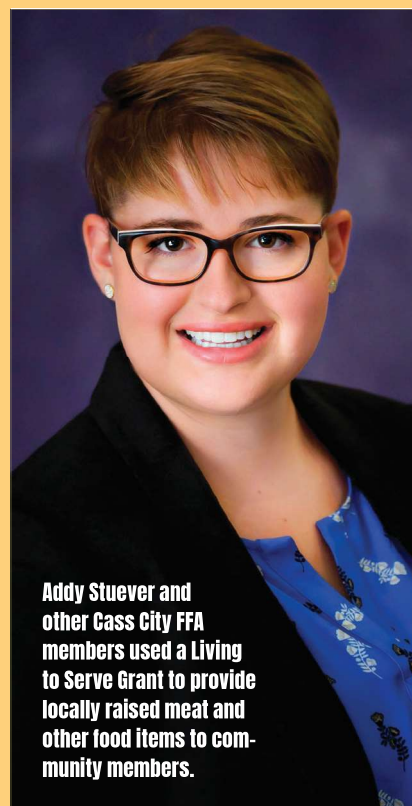
“I want to continue working with other movers and shakers to make good things happen,” Stuever says.

Through all she has seen and done, Stuever has learned the value in seizing opportunities right in front of her and encourages other FFA members to do the same.

“As young people, we are often told we are the future generation of change makers,” Stuever says. “I want us all to realize what we are capable of doing right now.”

“I want us all to realize what we are capable of doing right now.”

- Addy Stuever



Addy Stuever and other Cass City FFA members used a Living to Serve Grant to provide locally raised meat and other food items to community members.



Successful Service

Are you inspired to serve? Find ideas and more success stories at **FFA.org/LivingToServe.**

Name: _____

Aligned to the following standards: CS.01; FFA.PL-A; FFA.PL-C; FFA.PL-D; FFA.PG-H; FFA.CS-M; FFA.CS-N; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.3; CCSS.ELA.W.9-10.4; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.L.9-10.6; AG1, CRP. 01; CRP.04; CRP.06

Appendix 2: For the Greater Good

Part 1

Directions:

Read the article “For the Greater Good” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. What did Addy and her friends notice about the food items they were handing out at their local food pantry?



2. How did the Cass City FFA Chapter obtain the initial funds to start their “Meating the Need for Our Village” project?



3. How much money did they initially receive? How much are the project’s donations and services valued at now?



4. What unique food item does Cass City’s food service project provide to local community members?



5. What event did Addy get to attend in October 2022? What sorts of experiences did she have there?



6. Complete the following quotes from Addy.

- “As _____ kids with _____ in our barns, we decided to use what we had _____ to make a _____.”
- “At the time, it never felt like an _____ to commit our lives to _____.”
- “As young people, we are often told we are the _____ of change makers. I want us all to _____ what we are _____ of doing _____.”



7. What is something you are “capable of doing right now” to make a difference in your local community?

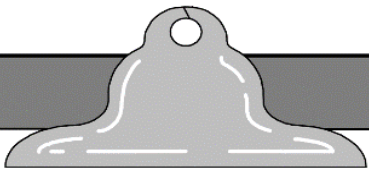


Name: _____

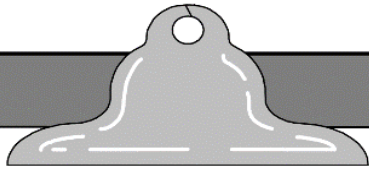
Part 2

Directions:

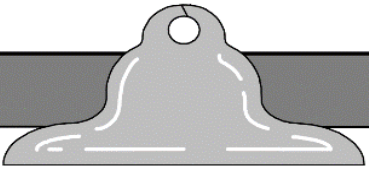
Use this activity sheet to plan how you and your school could create a service project to make a difference in your community.



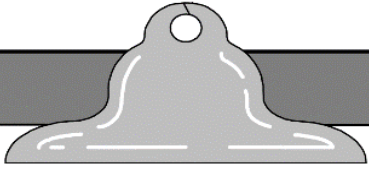
1. Briefly describe an idea for a service project for your school and/or community.



2. What steps need to be completed to prepare for the service project?

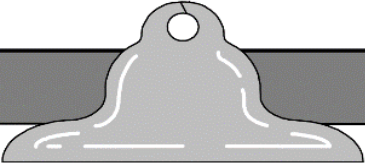


3. What funds and other resources do you need to complete this project?

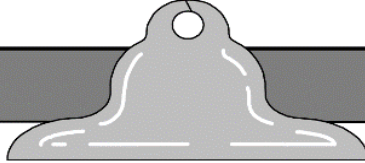


4. What is the projected impact of your project? (How many people will you impact? What will the outcomes be for the people you serve?)

Name: _____



5. Who can you identify to assist you and your school in accomplishing your project?



6. How could you evaluate your project for its effectiveness and for improvement?

1. What does "Living to Serve" mean to you?

2. In your opinion, why is giving back important?



NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

ATTENTION FUTURE AG TEACHERS

Remember these three things to build a career in agricultural education.

Bell Ringer

What is your favorite thing about taking agriculture classes?

Discussion Questions

1. Why do we need to recruit quality agriculture teachers?
2. How does being an agriculture teacher differ from being another kind of teacher?
3. What does someone need to do to prepare for a career in agricultural education?

Activity

Part 1: Have students read the article "Attention Future Ag Teachers" in the fall 2023 issue of *FFA New Horizons* and complete the questions.

Part 2: Students will find and research a college or university in their state or a neighboring state that offers a degree in agricultural education. They will then create a banner about that institution using the provided template.

Part 3: Students will use the provided template and the AgExplorer website to create a job post for an agriculture teacher, including a job description, job requirements, responsibilities and salary information.

FFA Tip

Have your FFA chapter plan a celebration for National Teach Ag Day to promote and celebrate agricultural education as a profession.

SAE Tip

Seek and create opportunities for your members to develop and present original curriculum in a formal teaching setting. After school or summer workshops prepared and presented by members about agricultural and natural resources topics can be great SAEs and open students' eyes to the joy of teaching.

VOCABULARY

Characteristic Interpersonal
Horticulture Niche

EXIT TICKET

Who in your class (yourself or another student) do you think would make a good agriculture teacher? Why?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

New Horizons Fall 2019 Appendix 3: Changing Lives Through Ag Ed, <https://FFA.box.com/s/vtod5d3o7qygugn1zpjhhsdeat-jpci5>

REFERENCES

AgExplorer.FFA.org

APPENDIX

Appendix 3: Attention Future Ag Teachers

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.02, CS.05, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, CCSS.ELA.RI.9-10.4, COMMON CORE – WRITING: CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.1, COMMON CORE LANGUAGE: CCSS.ELA.L.9-10.6, COMMON CAREER TECHNICAL CORE: AG.2, AG.5, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, NASDCTEC-STATE DIRECTORS (CAREER CLUSTERS): AGC09.02, P.21 SKILLS: COMMUNICATION, INITIATIVE AND SELF-DIRECTION, THINK CREATIVELY

Attention, Future Ag Teachers

Remember these three things to build a career in agricultural education.

— By Lauren Denton

In honor of National Teach Ag Day on Sept. 21, the National FFA Organization celebrates agriculture teachers and FFA advisors nationwide — not simply for their dedication, but also for raising the next generation of educators.

Is teaching agriculture in your future? Josh Davenport, a 20-year veteran in his 11th year at South Panola High School in Batesville, Miss., shares three important characteristics for anyone who hopes to lead their own classroom.

1. Consider your education.

Choose an agricultural degree program that provides a wide range of courses. “You never know what you might teach,” Davenport says. “It could be animals, ag mechanics, horticulture, food science or intro to ag. You can’t always say, ‘This is what I want to teach.’ You have to start somewhere.”

Beyond agriculture courses, Davenport says computer and management classes could be

beneficial. “As an FFA advisor, you’re basically managing everything from fundraising to staying on schedule with contests. You need to be organized in all facets.” Spreadsheets, time management and interpersonal skills can help with that.

2. Invest in the students.

“Teaching is not just an 8 a.m. to 3 p.m. job, especially for ag teachers,” Davenport notes. “Be prepared to put the time in and go the extra mile.” Due to the hands-on nature of agricultural learning experiences and FFA activities, expect many one-on-one opportunities. With that, ag teachers play a key role in helping students “find their niche” and preparing them for “life in general,” Davenport says.

Part of that occurs through how you manage your classroom: Set clear expectations, hold students accountable and be consistent. They get a sense that the work doesn’t stop just because they’re away, he says, which teaches them ownership of their projects and results that follow.

3. Be innovative.

“Be willing to change and step outside of the box and go with the trends to maximize the success of your program,” says Davenport, noting how community awareness and involvement have grown since he created a Facebook page for the South Panola FFA Chapter.

Want more pointers in your pursuit of becoming an agriculture teacher? Consult the National Council for Agricultural Education at TheCouncil.FFA.org.

South Panola FFA advisor Josh Davenport (far right) has been teaching agriculture for 20 years. There’s much more to the job than teaching ag, he says.



Name: _____

Appendix 3: Attention Future Ag Teachers

Part 1

Directions:

Read the article "Attention Future Ag Teachers" in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. When is National Teach Ag Day in 2023?
2. Fill out the sticky notes below with information from the article.

1. _____

"You _____ know what you might _____."

- What topics could agriculture teachers end up teaching about?
- What other kinds of classes does Mr. Davenport say could be beneficial to future agriculture teachers?

2. _____

"Teaching is not just an _____ to _____ job, _____ for ag teachers."

- What does Mr. Davenport say one can expect as an agriculture teacher?
- How does he say agriculture teachers "prepare students for life in general"?

3. _____

"Be willing to _____ and _____ of the box and go with the _____ to maximize the _____ of your program."

- What does Mr. Davenport credit for the increased community awareness and involvement in his program?

Draw an icon below to go with each piece of Mr. Davenport's advice.

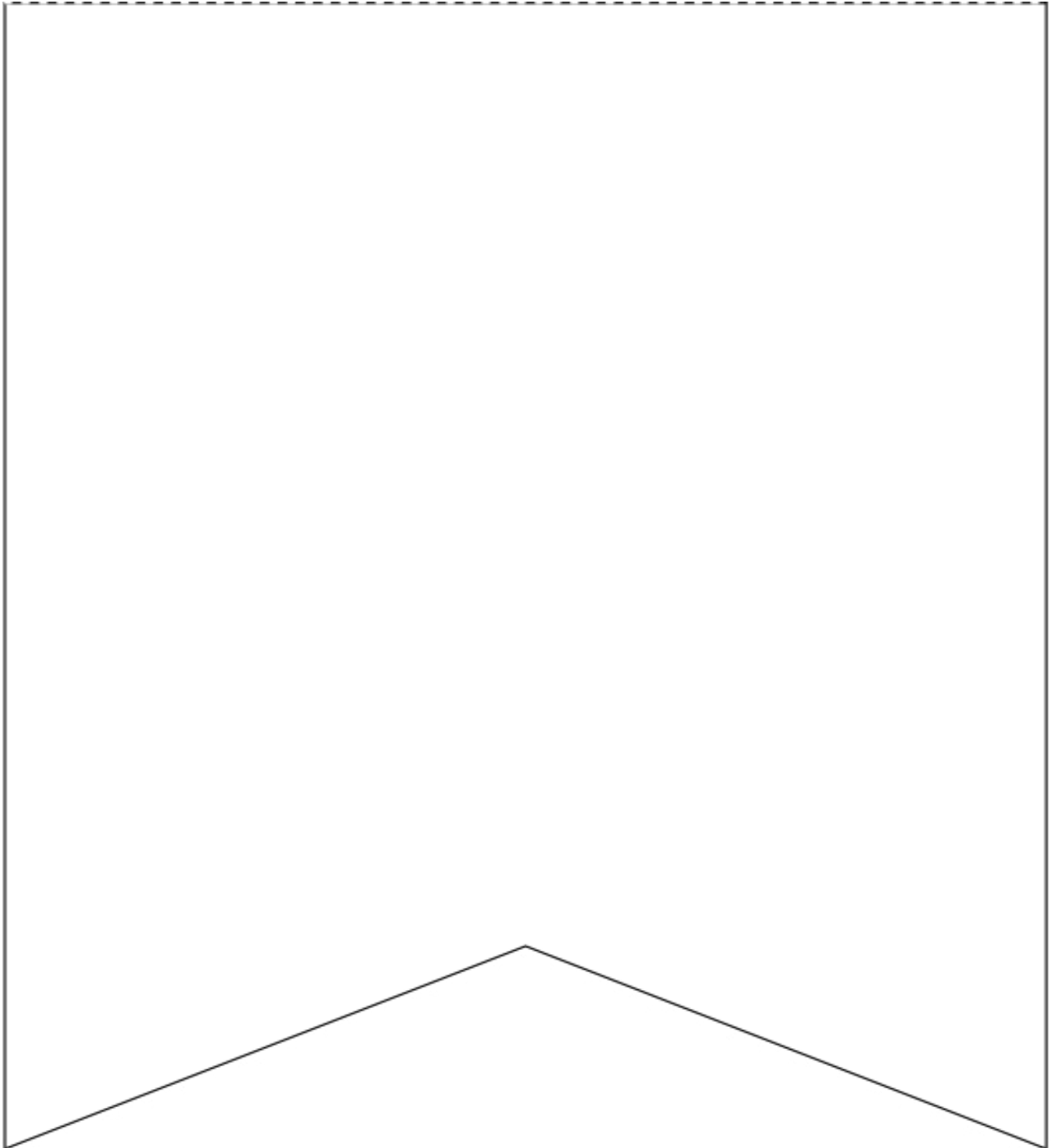
Name: _____

Part 2

Directions:

Find a college or university in your state or a neighboring state that offers a degree in agricultural education. Create a banner about that institution using the template below. Information you could add to your banner:

- Name of institution and logo
- Campus information (number of students, location, amenities, etc.)
- Cost of attendance
- Admission requirements
- Contact information for the department that offers the agricultural education degree
- Other selling points for the school



Name: _____

Part 3

Directions:

Using the template below, create a job post for an agriculture teacher. You may use AgExplorer.FFA.org/career/agriculture-science-teacher-secondary/ to help you create the post.

Job Post: Agriculture Teacher	
School Name/Location:	
Job Description: (four to six sentences)	
Job Requirements: (Education, training, experience, certification, etc.)	Job Responsibilities:
Salary:	

1. What are two reasons we need to recruit quality agriculture teachers?
2. Based on your experience in agricultural education courses, what would be one additional piece of advice you would give to someone pursuing a career as an agriculture teacher?



NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

GO FOR AN SAE GRANT

Apply for financial assistance when starting or expanding your SAE.

Bell Ringer

What is the difference between a grant and a loan?

Discussion Questions

1. What is a grant?
2. Why does the National FFA Organization provide financial assistance for FFA members through grants?
3. How can an SAE Grant impact/enhance your SAE?

Activity

Part 1: Have students read the article "Go for an SAE Grant" in the fall 2023 issue of FFA New Horizons and answer the questions.

Part 2: Students will answer the following questions: describe what an SAE is, match SAE examples with their correct Agriculture, Food and Natural Resources (AFNR) pathway and brainstorm your own SAE for your agriculture class.

Part 3: Students will explore what a grant is and what grants are offered through FFA.

Part 4: Students will use the SAE they brainstormed in Part 2 to complete the sample application for the SAE Grant from the National FFA Organization.

FFA Tip

Now that students are familiar with grants, have students work with other FFA members and you to complete the Grants for Growing application with a project that will benefit your chapter or agriculture program.

SAE Tip

SAE Grants are available to start or grow SAEs in all AFNR pathways. What members do you have with solid ideas and plans but no capital? Even if they don't have financial need, try using the SAE Grant application to help members map out their SAE plans including goals and budgets.

VOCABULARY

Grant

EXIT TICKET

Which AFNR pathway does your SAE fall into?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

SAE Resources Guide, <https://FFA.box.com/s/27szl302cgrtz3njfb1ti36jrhzmeyki>

REFERENCES

SAE Grants, FFA.org/participate/grants-and-scholarships/sae-grants

Grants, FFA.org/participate/grants-and-scholarships/localengagement-grants

APPENDIX

Appendix 4: Go for an SAE Grant

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.05, CS.06, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-I, FFA.CS-N, FFA.CS-O, FFA.CS-P, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.3, CCSS.ELA.W.9-10.4, CCSS.ELA.W.9-10.5, CCSS.ELA.W.9-10.6, CCSS.ELA.W.9-10.7, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.05, CRP.06, CRP.09, CRP.10, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY, INFORMATION LITERACY, INFORMATION, COMMUNICATIONS, AND TECHNOLOGY LITERACY, INITIATIVE AND SELF-DIRECTION, IMPLEMENT INNOVATIONS, LEADERSHIP AND RESPONSIBILITY, PRODUCTIVITY AND ACCOUNTABILITY, PRODUCTIVITY AND RESPONSIBILITY

Go for an SAE Grant

Apply for financial assistance when starting or expanding your SAE.

— By Jessica Walker Boehm

As a high school freshman, Grady Fox had his sights set on a unique supervised agricultural experience (SAE) — breeding, raising, cleaning and selling tilapia. But to make it happen, he needed financial assistance.

That's where the National FFA Organization's SAE Grant program came in.

"My advisor encouraged me to apply for an SAE Grant, and I ended up receiving \$1,000," says Fox, an alumnus and former vice president of the Frankfort FFA in Frankfort, Kan., who now attends Kansas State University. "This allowed me to purchase everything I needed to get started, including tilapia and their food, plus a filter and lights for the tank my school provided. Thanks to the grant, I didn't have to settle for another project that didn't fully align with my interests and goals."

Open to FFA members in grades seven through 12 who demonstrate financial need, the SAE Grant program makes it possible for hundreds of students to start or grow their SAE projects each year with individual grants of \$1,000.

To qualify for a grant, members must complete an application and identify at least one Agriculture Food and Natural Resources (AFNR) Pathway that their project fits into.

Grady Fox's SAE consisted of breeding, raising, cleaning and selling tilapia. He won a State Proficiency Award for his project in 2022.



"Thanks to the grant, I didn't have to settle for another project that didn't fully align with my interests and goals."

— Grady Fox

A Simple Application

"The application process was simple and absolutely worth the short amount of time it took," Fox says. "Many of my fellow chapter members also received SAE Grants, and they all agreed — applying is a no-brainer if you need financial support."

Online applications open in October and close Nov. 15, and grant recipients are announced in mid-December after the SAE Grant committee reviews eligible applications. Recipients are required to submit a report by June 30 detailing how they have used their grant funds.

"If I didn't receive an SAE Grant, I would not have been able to afford to pursue this project," says Fox, who won a state proficiency award for his SAE in the specialty animal production — entrepreneurship division at the Kansas FFA Convention in 2022. "I'm so glad there were resources available to me because my SAE was a great learning experience; it taught me about responsibility and made me more financially literate, both of which continue to benefit me today."

Learn more about the SAE Grants available and submit your online application at **FFA.org/SAEGrants**.



Name: _____

Appendix 4: Go for an SAE Grant

Part 1

Directions:

Read the article “Go for an SAE Grant” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. List four things Grady Fox’s SAE involved with the tilapia:

a.
b.
c.
d.
2. How much money did Grady receive from the National FFA Organization SAE Grant?
3. What items did Grady purchase for his SAE with the grant money?

a.
b.
c.
d.
4. How do you know if your SAE qualifies for an SAE Grant from the National FFA Organization?
5. Describe what happens in the grant process for each month on the timeline:

October:

November:

December:

June:
6. Based on Grady’s comment, what are two skills you can learn by having an SAE? What are two additional skills that can be learned from an SAE?

Two Skills That Grady Listed	Two Additional Skills
1.	1.
2.	2.

Name: _____

Part 2

Directions:

Answer the questions below.

1. Describe what a supervised agricultural experience (SAE) is using what you have learned in agriculture classes or FFA.
2. The article states that to apply for the SAE Grant from the National FFA Organization, it is required that the SAE fits at least one of the Agriculture, Food and Natural Resources (AFNR) pathways. Below is a matching activity. Match the SAE example with the AFNR pathway you think it belongs to.

AFNR PATHWAY	EXAMPLE
Agribusiness Systems _____	A) Make jams and market them during county fairs.
Animal Systems _____	B) Raise pheasants and quail; sell eggs or the birds to place into local habitat areas.
Environmental Service Systems _____	C) Do public relations for a livestock show or youth agriculture group.
Food, Products and Processing Systems _____	D) Start a business of buying, selling, repairing and restoring antique lawn and garden tractors.
Natural Resources Systems _____	E) Learn floral design and begin making floral arrangements to sell or donate.
Plant Systems _____	F) Buy, raise and show a livestock animal for your local spring show and sale.
Power, Structural and Technical Systems _____	G) Build shelters, install water sources and provide food plots to improve the habitat of deer, quail and turkeys.

3. In your agriculture class or FFA chapter, you may be asked to complete an SAE. In the space below, brainstorm a project that matches your interests and/or future goals. Use these [SAE Idea Cards](#) for ideas!

Name: _____

Part 3

Directions:

Answer the questions below to explore what a grant is and what grants are offered through FFA.

A **grant** is non-repayable funds given by the grant maker, often a government department, corporation, foundation or trust. **Simply put**, a grant is an opportunity.

Other than SAE Grants, explore the different grants that the National FFA Organization has for FFA members by using the link below. Complete the chart as you explore.

FFA.org/participate/grants-and-scholarships/localengagement-grants/

Grants for Growing (Click on "Get the Details" to help answer these questions.)
Describe what this grant is.
How much is this grant for?
Where does the funding for this grant come from?
What are the three areas this grant can be used for? 1. 2. 3.
What date does the grant application open?
What date does the grant application close?
What date is the award notification?
What is an example of a project that could be used with this grant?
Living to Serve
Describe what this grant is.
What are the four areas this grant must fall in? 1. 2. 3. 4.
When are the Day of Service Mini-Grants due each month?
What is an example of a project that could be used with this grant?

Name: _____

Part 4

Directions:

Use the SAE you brainstormed in Part 2 to complete the sample application for an SAE Grant from the National FFA Organization.

Applicant Information: This section is used to collect information about who you are and what chapter you come from. Demographics are helpful for national staff to know where grants are being funded and to learn more about the applicants.

First Name:	Last Name:
FFA ID:	Grade in School:

Contact Information

Address:	City:
State:	Zip Code:
Email Address:	Phone Number:

Chapter Information

School Name:	School Address:
School City:	School State:
School Zip Code:	School Phone:
FFA Chapter Name:	FFA Chapter ID:

Demographics

Race/Ethnicity:	
-----------------	--

SAE Plan: This section is used to understand what Animal, Food and Natural Resources pathway your SAE fits in. This section is also helpful when sharing how the grant will be used.

Check the AFNR pathway/focus area that your proposed SAE fits best:

☐	Agribusiness Systems
☐	Animal Systems
☐	Environmental Service Systems
☐	Food Products and Processing Systems
☐	Natural Resources Systems
☐	Plant Systems
☐	Power, Structural and Technical Systems

Select an additional AFNR pathway/focus area that your SAE may also qualify for:

☐	Agribusiness Systems
☐	Animal Systems
☐	Environmental Service Systems
☐	Food Products and Processing Systems
☐	Natural Resources Systems
☐	Plant Systems
☐	Power, Structural and Technical Systems

Name: _____

If awarded, this grant will be used to:

Start a New SAE: This section will help you provide more information on the SAE that you need the grant funding for. Through the narratives below, you will be able to share what your project includes, how many people you will reach through your project (size and scope), etc. Follow the guided directions.

Provide (1) an overview of your SAE plan, (2) the planned beginning size and scope of the project, (3) activities that are relevant to planning and implementation and (4) practices that will be put in place for sustainability:

1.

2.

3.

4.

Goals for your SAE: A successful SAE has clear SMART goals. To learn more about SMART goals, click [here](#).

Record a minimum of two goals for your SAE. Ensure the goals are SMART (specific, measurable, attainable, realistic and time bound). Be sure that each goal directly relates to the grant you selected for this application.

Goal 1:

Goal 2:

Name: _____

Timeline: Your SAE should be at least the length of a year. Use this space to explain what will happen each month with your SAE.

Create a monthly or bimonthly timeline of activities from February through November of the coming year. Your timeline should include activities related to the planning, implementation and evaluation of the SAE.	
February:	March:
April:	May:
June:	July:
August:	September:
October:	November:

SAE Budget

Special Notes:

- Enter your estimated budget for the SAE detailed in this application. Specify items and provide the best possible estimate of the actual cost.
- The budget must detail SAE-related costs of at least \$1,000. The budget may exceed \$1,000 as it is important to show the full budget for all items needed to manage this project.
- This is not your personal budget. Only include costs directly related to the SAE detailed in the application.

Definition of Operating Expense: SAE related item that is planned to be consumed during the first year of operation of this SAE. (Examples: feed, vet services and rent)

Definition of Capital Expense: Long-term items that will last more than one year such as equipment, land and buildings related to this SAE.

	Expense Type	Item Type	Description	Total Cost
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

TOTAL COST:

Name: _____

Resources and Collaboration Assessment: Provide a summary explanation of your total budget.

How do you plan to obtain resources necessary to cover the costs for your SAE that are more than the \$1,000 grant funding?

Do you have collaborators providing resources to help in accessing capital items such as breeding livestock, buildings or machinery?

Explain these collaborations.

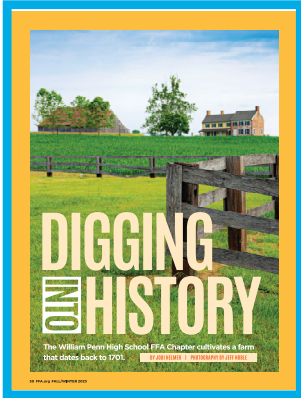
Student Statement

Why do you need this grant to start or expand your SAE? Explain financial and/or special circumstances that limit your ability to start or expand your SAE without receiving this grant.



NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

DIGGING INTO HISTORY

The William Penn High School FFA Chapter cultivates a farm that dates to 1701.

Bell Ringer

What does the term “farm to school” mean to you?

Discussion Questions

1. What is the role of the Trustees of New Castle Common for Penn Farm?
2. How is this school farm impacting urban students?
3. Explain the advantages for the school and for the students in the school's Farm-to-School program.

Activity

Part 1: Students will read the article “Digging Into History” in the fall 2023 issue of FFA New Horizons and answer the questions in the worksheet.

Part 2: Students will use the provided linked resources to learn more about Farm to School and Community Supported Agriculture.

Part 3: Have students imagine they are the reporter of the William Penn High School FFA Chapter and create four posts for the Penn Farm Instagram account that advertises and educates about the farm-to-school program and the CSA. Students should use the history of the farm, facts and quotes from the article to enhance their post content. A drawn photo and caption for each post, including catchy hashtags, should be included.

FFA Tip

Have students brainstorm with fellow FFA members and you about a local farm that you might be able to partner with to help incorporate local produce into your school. Use the CSA locator from Part 2 to help start your search. This partnership could just be bringing in healthy local snacks or maybe even produce to use for student lunches!

SAE Tip

Do you have jobs at the school where members can be hired (landscaping, sports field care, school farm)? With the facilities available at your school, what can students utilize to provide services or grow plants or animals for sale? What contacts do you have with county or state agencies to place students as employees or interns?

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, CS.02, CS.03, FFA PRECEPTS: FFA.PL-A, FFA.PL-B, FFA.PL-C, FFA.PL-E, FFA.PG-G, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.4, CCSS.ELA.RI.9-10.7, COMMON CORE – WRITING: CCSS.ELA.W.9-10.4, CCSS.ELA.W.9-10.8, AFNR CAREER READY PRACTICES: CRP.01, CRP.04, CRP.05, CRP.06, CRP.07, P21 SKILLS: COMMUNICATION, INFORMATION LITERACY, MEDIA LITERACY, THINK CREATIVELY

VOCABULARY

Farm to School
Urban
OSHA
CSA (community supported agriculture)

EXIT TICKET

Do you think an increased interest in eating healthy foods could be related to local programs such as Farm to School or CSAs? Why or why not?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHT

“Garden to Plate” SAE Video and Lesson Plan, <https://FFA.box.com/s/j3jup8rz2c7q2msgz0jcbx-f76hqrm2q>

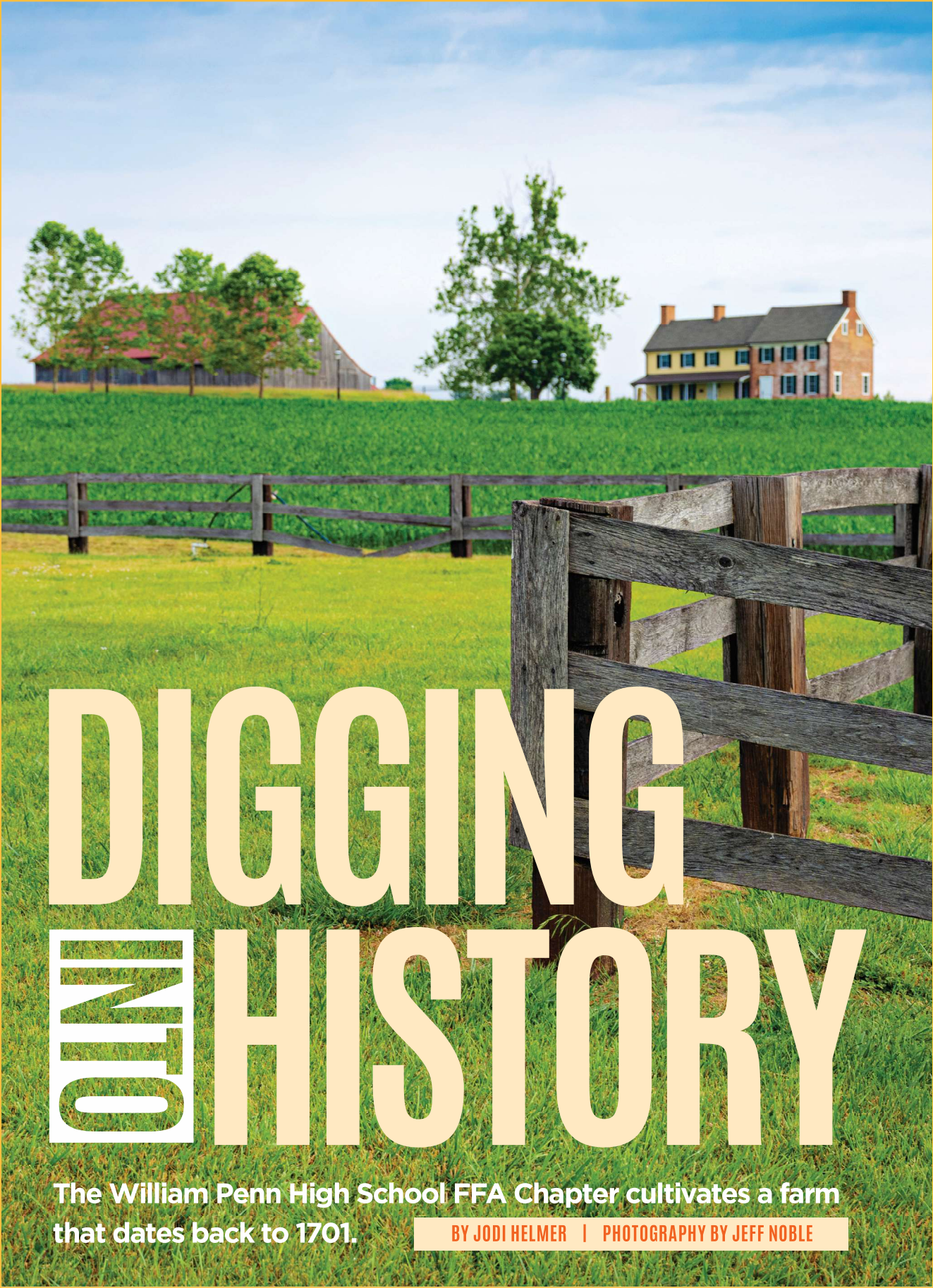
REFERENCES

About Farm to School, <https://www.farmtoschool.org/about/what-is-farm-to-school>

Community Supported Agriculture, <https://www.local-harvest.org/csa>

APPENDIX

Appendix 5: Digging Into History



DIGGING HISTORY

The William Penn High School FFA Chapter cultivates a farm that dates back to 1701.

BY JODI HELMER | PHOTOGRAPHY BY JEFF NOBLE

M

akayla Counts was in middle school when she decided she wanted to be a farmer.

There was just one problem: Counts didn't grow up on a farm and had no experience growing crops or raising animals. That changed when she enrolled at William Penn High School in Delaware's New Castle County.

"So many kids don't have the opportunity to work on a farm," Counts says. "Penn Farm has been really great because I've always loved animals, and I get to work with chickens and goats and ducks."

Counts is among the 300 students taking agriculture classes at William Penn High School. The FFA members help feed the goats and chickens, gather eggs, clean coops and stalls, grow fruits and vegetables, and cultivate ornamental plants on the adjacent historic farm.

TAKING A BITE OUT OF HISTORY

Historic Penn Farm has a storied history. In 1701, William Penn, founder of the Province of Pennsylvania, set aside more than 1,000 acres of land in New Castle, Del., for the benefit of local citizens.

The parcel, known as the New Castle Common, was later divided into tenant farms, where farmers grew corn and peaches and raised cattle, pigs and chickens. The 100-acre Penn Farm represents the last surviving farm of the original acres, which are managed by the Trustees of New Castle Common.

William Penn High School partnered with the trustees to lease land

for its agricultural and culinary program. The "farm-to-school" program was introduced in 2003 to provide hands-on education in plant and animal science and to supply nutritious foods to students within the Colonial School District.

The fact that the farm is located in an urban school district where students don't have a lot of exposure to agriculture makes the program especially impactful, according to animal science teacher and FFA advisor Karen Ferrucci.

"A lot of these kids may never go outside, never touch a vegetable, never plant a flower, never feed a goat," she says. "They get to take a lot of ownership [of the farm] and they get to eat the fruits and vegetables and enjoy the spoils of their labor."

Grants from the U.S. Department of Agriculture Farm to School Grant Program and Specialty Crop Block Grant Program have helped offset the cost of operating the farm.

The school currently leases eight acres of farmland to grow vegetables and fruits, including a small orchard and berry bushes. An apiary and pollinator habitat are also tended. The campus farm also raises chickens and goats. In 2021, 17,168 pounds of produce were harvested on the farm and used to provide more than 141,000 meals through the district's summer meal program.

"We grew from just small plots of ground to what we are today," says Toby Hagerott, farm manager for Penn Farm and the Colonial School District. "We established a teaching garden and expanded our farm tours to include preschool, elementary school students and middle



This photo: Thomas Seay, William Penn High School FFA vice president, shows his pride and joy, a silver Phoenix hen called Mia.

Below: FFA members process produce grown on the school farm.

THE SCHOOL CURRENTLY LEASES EIGHT ACRES OF FARMLAND TO GROW VEGETABLES AND FRUITS, INCLUDING A SMALL ORCHARD AND BERRY BUSHES. AN APIARY AND POLLINATOR HABITAT ARE ALSO TENDED. THE CAMPUS FARM ALSO RAISES CHICKENS AND GOATS.



“Students get to grow, cultivate and harvest foods that they get to use in culinary classes or they get to see it in the cafeteria.”

— Katie Hawkins

school students ... and we’ve been expanding on what we’re growing and how we’re growing to serve the community and the school.”

EMBRACING FARM-TO-TABLE

Students in plant science classes manage all aspects of production, from sowing seeds and transplanting to watering and harvesting.

The nutrition services department serves fresh produce and processes, freezes and vacuum seals additional fruits and vegetables to ensure the summer bounty can be featured on the district’s menu throughout the year.

“Grown by Students, for Students” signs are featured in the cafeterias to educate students about where the food comes from. Seeing the signs posted is a source of pride for the FFA members who worked hard to get the food from farm to table.

“Agriculture is a hard sell to some of our students, but being a part of the growing process from

start to finish gives kids a sense of accomplishment,” says Katie Hawkins, plant science teacher and FFA advisor. “Students get to grow, cultivate and harvest foods that they get to use in culinary classes or they get to see it in the cafeteria. We stress the importance of growing these crops so that

others in our community can have access to fresh locally grown produce.”

For Counts, one of the biggest rewards of working on Penn Farm is knowing that 50% of the food is served to her fellow students.

“Giving back to my community is my main goal in life,” she says. “I’m helping

to feed kids who don’t always get to have three meals a day; it’s such a blessing that I’m able to do this.”

The school also operates a community-supported agriculture (CSA) program, selling boxes of fresh produce to community members. It’s been a popular program because there aren’t

Providing others with healthy food and education is something Makayla Counts, past William Penn High School FFA president, is passionate about. She hopes to pursue a career in agriculture conservation.





William Penn High School FFA members and advisors stop outside Penn Farm's historic barn, which originally housed dairy cattle.



This photo: Valeria Ortega-Damian and Joanna Gomez Rosas perform a health check on Red, a boer goat. Top right: Farm manager Toby Hagerott works at the school's apiary. Bottom right: Advisor Katie Hawkins poses with her prize-winning succulents. Below: Advisor Karen Ferrucci poses with a new farm addition, a Pygmy goat named Doe-nut.



“A lot of these kids may never go outside, never touch a vegetable, never plant a flower, never feed a goat. They get to take a lot of ownership [of the farm] and they get to eat the fruits and vegetables and enjoy the spoils of their labor.” — Karen Ferrucci

many farms in New Castle.

In 2016, the CSA program had 30 members and grew to 70 members last season. The funds from the sale of CSA shares support minor operating costs for the farm and serve as a scholarship source for FFA

student leadership events.

CULTIVATING CAREER READINESS

The Penn Farm program is part of a comprehensive career and college readiness curriculum at William Penn

High School.

In addition to learning about plant and animal sciences, students have the option to pursue Occupational Safety and Health Administration (OSHA) certification and pesticide certification through the Delaware

Department of Agriculture.

The school also hires students for summer jobs through the county youth employment program.

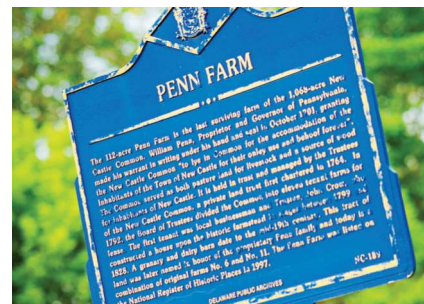
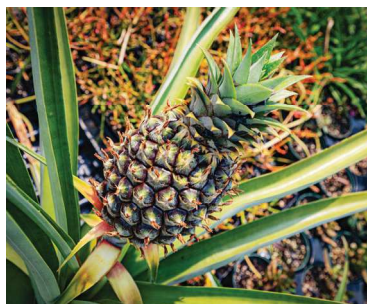
Thomas Seay, 16, has worked on Penn Farm for the past two summers.

"I wanted to get more experience in agriculture



This photo: Students tend the bees at the school's apiary with farm manager Toby Hagerott.

Below, left to right: Plants abound in the school's greenhouse. Students raise 60 laying hens that provide eggs for the cafeteria. Corn grows next to the high school's vegetable farm, providing a snapshot of what ag looks like in the state of Delaware. Penn Farm is listed on the National Register of Historic Places.



and work with animals,” he explains.

Seay has also gained experience with animals through animal science classes. He’s doing a poultry project for his supervised agricultural experience. His silver Phoenix and Polish chickens and mallard and Pekin ducks have names and personalities — and Seay spoils them.

For his agriscience fair project, Seay is growing black soldier flies to feed to the flock for treats, and he hopes to show his poultry at the county fair.

Seeing students embracing opportunities to get their hands dirty and develop career skills is one of the biggest reasons Ferrucci loves the Penn Farm program.

“Agriculture programs are the underdogs in this area,” she says. “By taking advantage of urban agriculture and the farm-to-fork movement, we were really able to gain a lot of momentum.”

GROWING FUTURE LEADERS

The Penn Farm program isn’t just focused on growing food and raising animals; the goal is also to grow future leaders.

Seay credits FFA with building his knowledge and his confidence. He’s the chapter secretary and a booster who encourages other students to take agricultural education classes and join the FFA chapter. It’s a big departure for the self-described shy student who joined the program.

For Counts, a first-generation FFA member and the first African-American female chapter president, self-empowerment has been a big benefit of the program,

but the future farmer and passionate environmentalist is also taking full advantage of the networking opportunities.

Counts connected with delegates from other chapters at the state and national FFA conventions and met Congresswoman

Lisa Blunt Rochester, the first woman and first African American to represent Delaware in Congress. Counts also secured a scholarship to study agriculture at University of Maryland Eastern Shore this fall.

“The congresswoman

gave me that inspiration to realize that I could help my community in any way, shape or form,” she explains. “The farm and FFA have been such life-changing experiences because now I can go out there confidently and speak about anything that I’m passionate about.” •



Penn Farm’s original tenant house still stands and was recently updated to include offices for the city. The barn has been modified into an event space.

“The farm and FFA have been such life-changing experiences because now I can go out there confidently and speak about anything that I’m passionate about.” — Makayla Counts

Name: _____

Appendix 5: Digging Into History

Part 1

Directions:

Read the article “Digging Into History” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. What was Makayla’s biggest “problem” when she decided she wanted to be a farmer?
2. What was her solution to the “problem”?
3. List three of the jobs mentioned in the article that FFA members help complete at Penn Farm.



4. Fill in the chart with historical facts about Penn Farm.

Founding Date	Founder Name	Number of Acres	Location	Reason

5. The historical parcel of land later became known as what?
6. The land was eventually divided into tenant farms. What products were grown on these farms?

7. Fill in the chart with current facts about Penn Farm:

Number of Acres at Penn Farm	Who manages the land?	Which high school tends the land?

8. In your own words, describe what William Penn High School uses the Penn Farm for.
9. What makes the program at William Penn High School so impactful?

Name: _____

In 2021 ...	
How many pounds of produce were harvested at Penn Farm to be used for the school district's summer meal program?	How many meals were created from that produce for the school district's summer meal program?
_____ pounds	_____ meals

10. What is one of the biggest rewards of working on Penn Farm for student Makayla Counts?

11. Define the following agriculture terms and/or acronyms:

Farm to School	CSA (Community Supported Agriculture)	OSHA (Occupational Safety and Health Administration)

12. Student Thomas Seay is using his time at Penn Farm for his supervised agricultural experience and his agriscience fair project. Describe what those project subjects are below:

❖ Supervised agricultural experience:

❖ Agriscience fair project:

13. Describe in your own words the leadership opportunities the students below have received because of their time on Penn Farm.

Makayla Counts	Thomas Seay

14. How can having an experience like Thomas and Makayla have an impact on your future career goals?

Name: _____

Part 2

Directions:

Using the links below, answer the questions to learn more about Farm to School and Community Supported Agriculture.

National Farm to School: <https://www.farmtoschool.org/about/what-is-farm-to-school>

- 1. Explain what farm to school means.
- 2. Define the three core elements of the farm-to-school program:



- 3. Complete the chart with the statistics at the bottom of the website. Are these numbers good or bad? Why?

Number of Schools Participating	Percentage of Schools in the US	Number of Students Engaged	Amount of Money Spent on Local Food	Number of States with Supportive Policies	Number of National Farm-to-School Network Members

- 4. Click “Get Started” and under number 4, click “Our Network.” Choose your state from the map. Below, list TWO partners with your state’s farm-to-school program (if your state only has one partner, list just one).

Community Supported Agriculture: <https://www.localharvest.org/csa/>

- 1. Explain what community supported agriculture (CSA) is.
- 2. List below two advantages of CSAs for farmers and two advantages of CSAs for consumers:

ADVANTAGES FOR FARMERS	ADVANTAGES FOR CONSUMERS
1.	1.
2.	2.

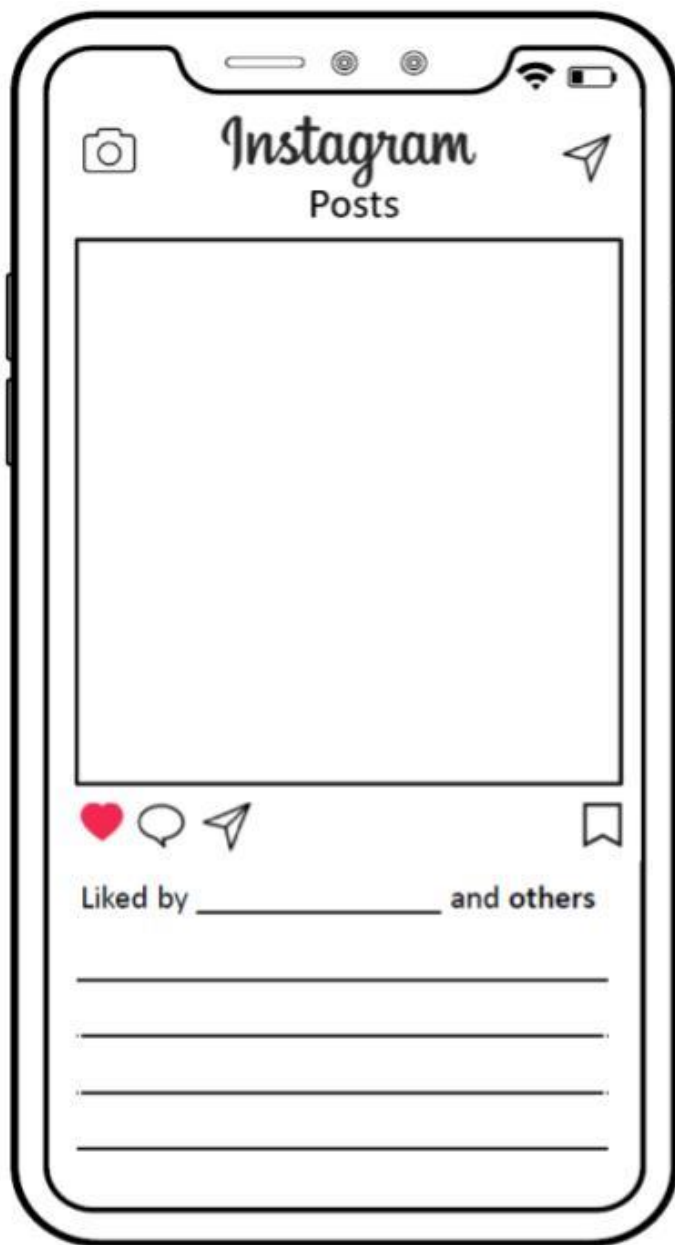
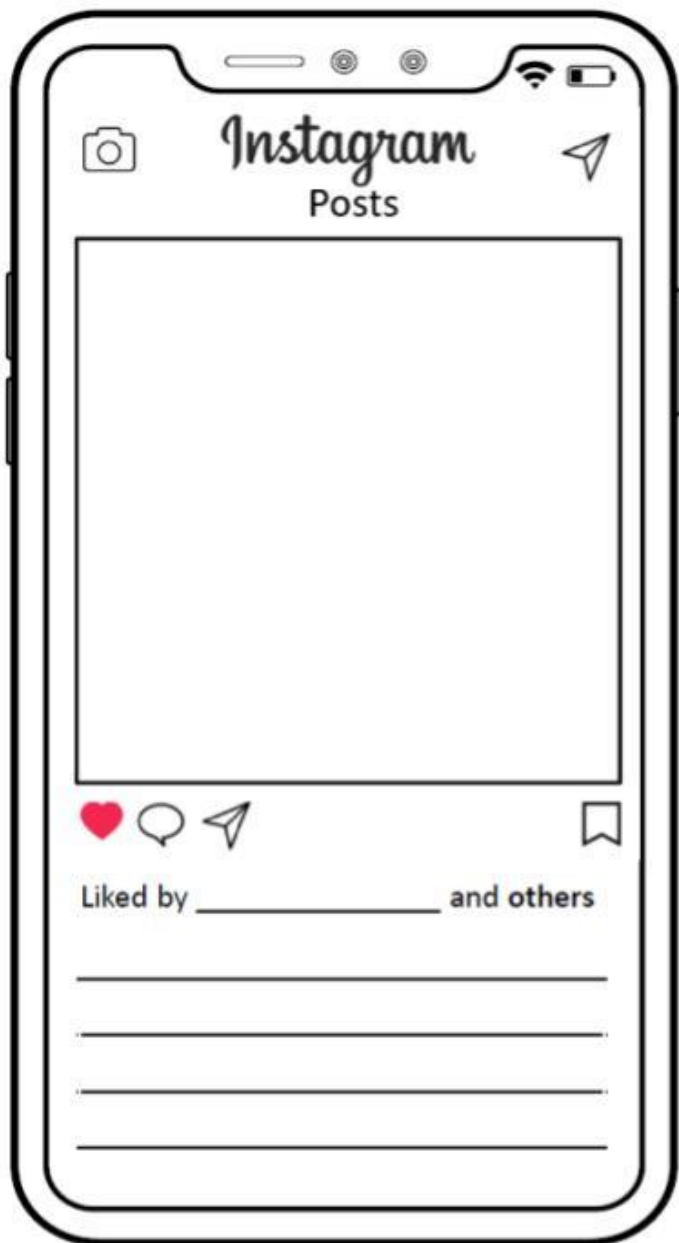
- 3. Click on “Find a Local CSA” and list TWO farms near you that offer CSAs. Have you heard of them? Would you visit them?

Name: _____

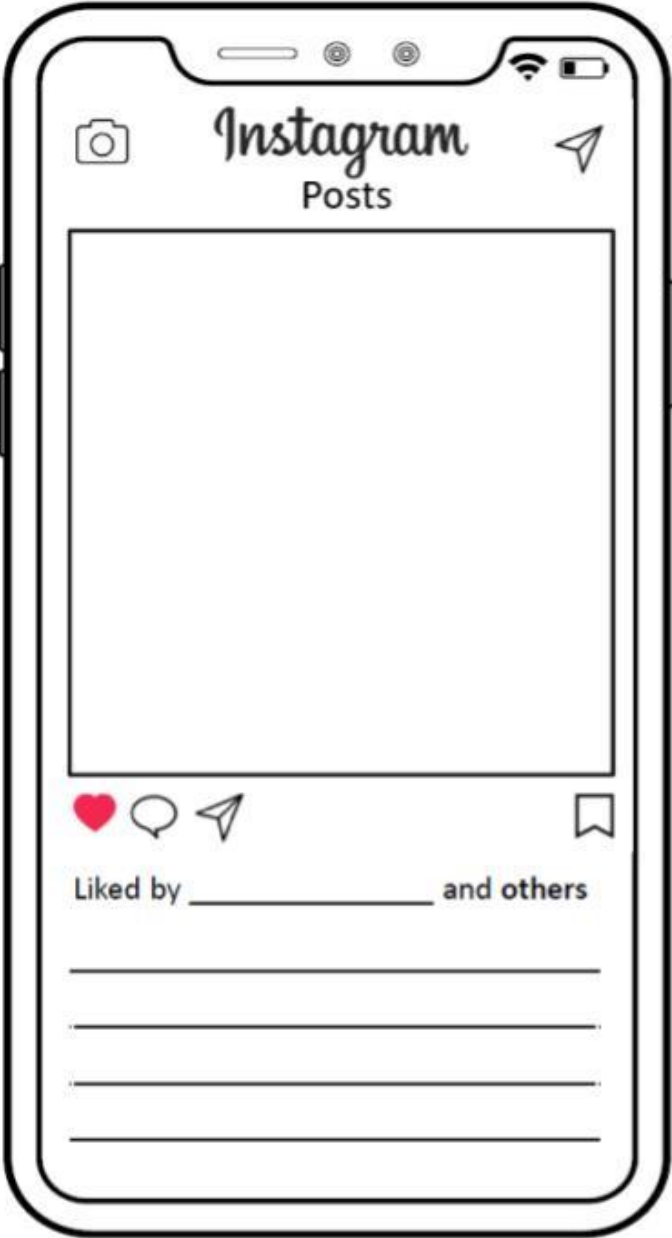
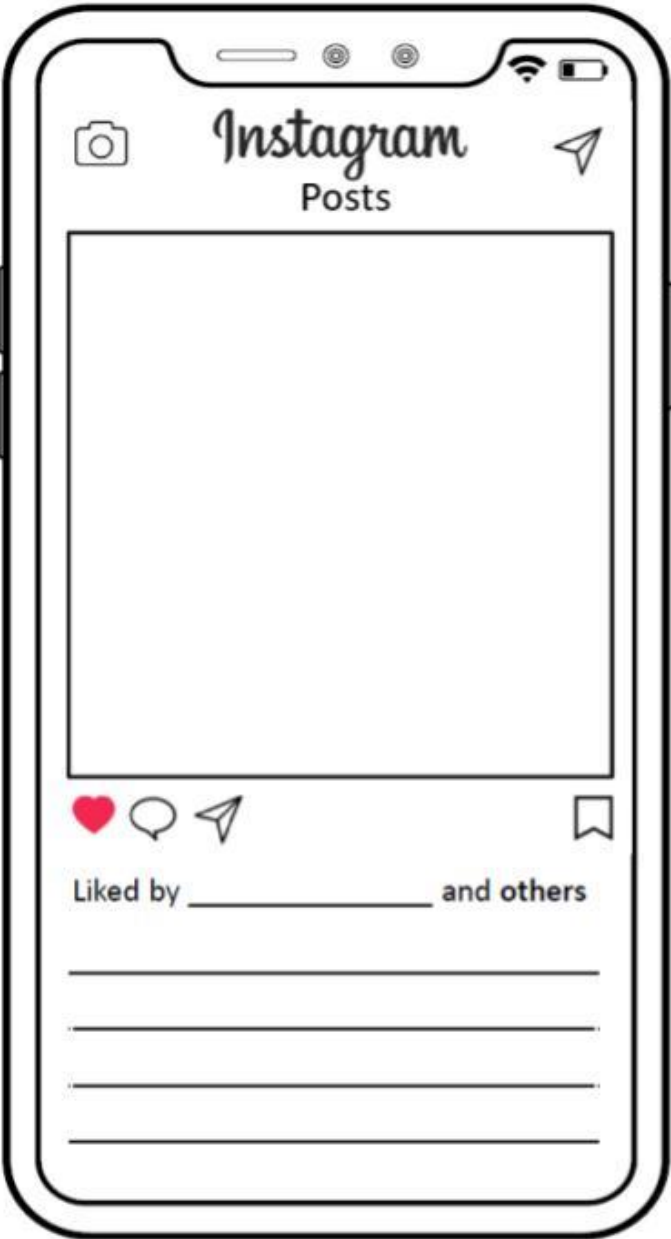
Part 3

Directions:

Imagine you are the reporter of the William Penn High School FFA Chapter. Create four posts for the Penn Farm Instagram account that advertises and educates about the farm-to-school program and the CSA. Use the history of the farm, facts and quotes from the article to enhance your post content. Draw a photo and create a caption for each post, including catchy hashtags.



Name: _____





NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

FINDING AG IN THE CITY

This FFA member discovered an affinity for beef cattle and FFA in an unexpected place.

Bell Ringer

Write down two things you think of when you hear “animal agriculture.”

Discussion Questions

1. Agriculture is often not associated with a city such as Miami, but it does exist. Do you think that agriculture exists in all cities somehow? In what way?
2. Why do you think the federal government is involved in regulating animal welfare guidelines?
3. Why is it important to keep an open mind when discussing animal welfare topics with someone that leans more toward supporting animal rights?

Activity

Part 1: Have students read the article “Finding Ag in the City” in the fall 2023 issue of FFA New Horizons and answer the questions.

Part 2: Have students watch the linked video from Louisiana State University on animal rights versus animal welfare and complete the questions.

Part 3: Using the information students learned from the video in Part 2 and the information on talking about animal agriculture from the article, students will create an informational three-panel brochure using a blank sheet of paper. This brochure should cover information that would educate someone on animal agriculture, the difference between animal rights and welfare and the positive impacts of working with animals (such as raising and showing animals).

FFA Tip

Have students create a series of posts for your FFA chapter’s social media accounts that highlight different parts of animal agriculture and animal welfare. Prepare these for National Agriculture Week (spring) or National Teach Ag Day (fall).

SAE Tip

What member SAEs could potentially be based at your school? If not large animals, is there space for small animals (rabbits, guinea pigs, reptiles, insects)? What about plants? Even without a greenhouse, could members grow succulents, flowers or herbs in a portion of the classroom or shop? Will the school allow members to utilize a portion of landscaping for growing ornamental plants or vegetable starts?

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.01, CS.02, CS.03, CS.04, CS.06, FFA PRECEPTS: FFA.PL-A, FFA.PL-B, FFA.PL-D, FFA.PL-E, FFA.CS-M, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, CCSS.ELA.RI.9-10.7, COMMON CORE – WRITING: CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.2, CCSS.ELA.W.9-10.8, CCSS.ELA.W.9-10.9, COMMON CORE – SPEAKING AND LISTENING: CCSS.ELA.SL.9-10.2, AFNR CAREER READY PRACTICES: CRP.01, CRP.04, CRP.05, CRP.06, CRP.08, CRP.09, NASDCTEC-STATE DIRECTORS (CAREER CLUSTERS): AS.01, AS.02, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, GLOBAL AWARENESS, INFORMATION LITERACY, LEADERSHIP AND RESPONSIBILITY, MEDIA LITERACY, THINK CREATIVELY

VOCABULARY

Veterinarian

EXIT TICKET

What is one fact about animal welfare that you learned from this activity that you can apply in your next conversation advocating for animal agriculture?

CAREER FOCUS AREA

Animal Science

RESOURCE HIGHLIGHT

Food and Agricultural Literacy Curriculum – Agricultural Issues Lessons, <https://FFA.box.com/s/Q108d3vgz41ns9bsjq7vhzopgbpygsm1>

The 3Cs of Advocacy with Courtenay DeHoff Lesson, <https://FFA.box.com/s/0e1qtu3poo7tb-8k4ofrlrvktvy5o8vc9>

REFERENCES

Animal Rights and Animal Welfare | Issues in Ag, <https://www.youtube.com/watch?v=PydVKdeaiX4>

APPENDIX

Appendix 6: Finding Ag in the City

Finding Ag in the City

This FFA member discovered an affinity for beef cattle and FFA in an unexpected place.



BY COURTNEY LEEPER GIRGIS



PHOTOGRAPHY BY JEFF NOBLE



When Victoria Tovar was 7 years old, the family dog bit her. While her family rushed to her aid, upset with Snowy, Tovar's response was one of defense and curiosity.

"It didn't bother me that he bit me," says Tovar, 10 years later. "I just wanted to learn why he reacted this way."



Tovar realizes now she likely hurt Snowy when holding him by his stomach. At the time, the experience

served as a surprising confirmation of Tovar's interest in animals.

"It's always been any animal I see; I instantly want to care for them," she says. "It was always a vision I had."

Today, that vision is



This photo: Victoria Tovar is focused on beef cattle and other livestock because of her experience with the Miami FFA Chapter in Florida.

Below: The William H. Turner Technical Arts High School offers a veterinary assisting program through its Academy of Veterinary Science and Agriculture Technology.



shaping up in an unlikely way for the Florida teen, now focused on beef cattle and other livestock because of her experience with the Miami FFA Chapter in Florida.

Pursuing Ag Education

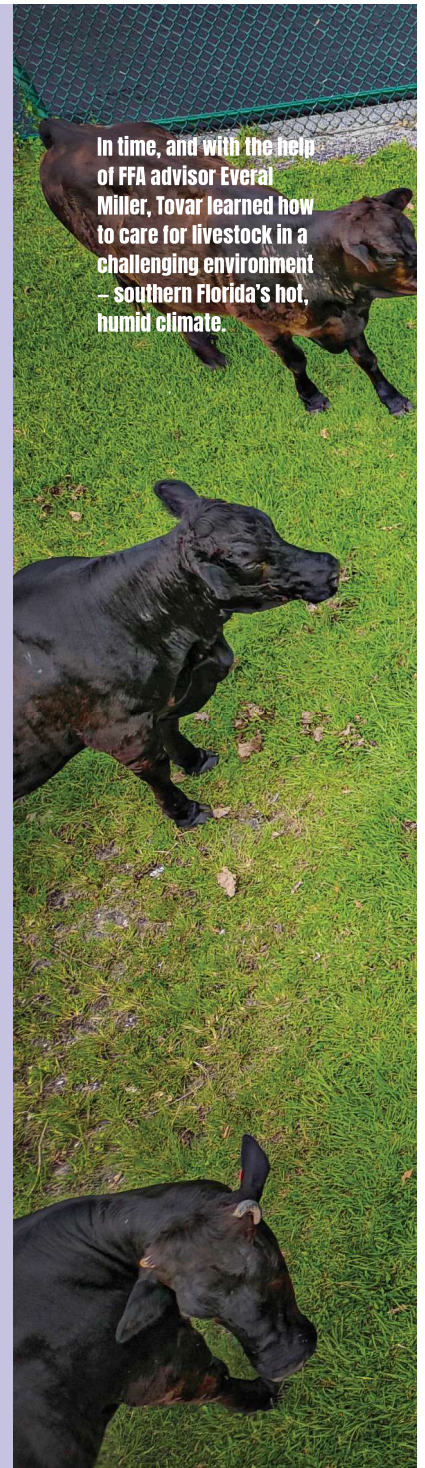
Tovar was born in Venezuela's capital city, Caracas. Mountains surround the bustling urban center, separating it from the Caribbean Sea by less than 10 miles on the northern coast of South America. While Tovar recalls childhood friends with grandparents who raised livestock outside the city, her family was not involved in agriculture.

When she was 8 years old, Tovar moved to the United States, to another coastal city: Miami, Fla. Like Caracas, Miami seems an unlikely place to find agriculture. But, Tovar says, it was her destiny.

When Tovar was in fifth grade, her counselor learned of her dream to become a veterinarian and printed her a list of high schools in Miami with programs that prepare students for careers in animal science. Top of the list was the William H. Turner Technical Arts High School, which offers a veterinary assisting program through its Academy of Veterinary Science and Agriculture Technology (VSAT). Through the program, high school students graduate with Certified Veterinary Assistant (CVA) and agribusiness certifications.

Three years later, when it was time to apply for high school, Tovar had already put in requests for a couple of schools when she remembered her conversations with the counselor. She and her mom

In time, and with the help of FFA advisor Everal Miller, Tovar learned how to care for livestock in a challenging environment – southern Florida's hot, humid climate.



searched old files for the paperwork, finding it just in time to make a last-minute request for Turner Tech.

"I got in, and it was one of the best decisions I've ever made," Tovar says.

Caring for Cattle

Turner Tech High School sits about 9 miles from downtown Miami, minutes from the beach. It's not



Typically, steers at Turner Tech are assigned to seniors with showing experience. But when Tovar asked Miller if she could work with and show one during her junior year, he simply said, “I’ll think about it.” A few weeks later, her name was posted on the list for steer projects.

exactly prime ranchland, but the school offers urban students the opportunity to connect with livestock and food production through its on-campus greenhouse and farm with cattle, hogs, chickens, goats, lambs, rabbits and guinea pigs. Each student becomes an FFA member and can earn the chance to exhibit school animals at the Miami-Dade

County Fair and Exposition.

Tovar immediately wanted to start working with the livestock, but before being assigned a market animal project, her FFA advisor, Everal Miller, told his students: “You have to earn my trust. I have to see that you’re responsible.”

She started staying after school as soon as she could, nearly every day of her

freshman year.

“What can I do to help?” Tovar asked Miller and the upperclassmen working with their market animals. She was ready to do whatever was needed.

Miller gave her the responsibility of feeding goats and lambs. Every day, she would move the animals from their pens to a grazing area, feed them, clean their

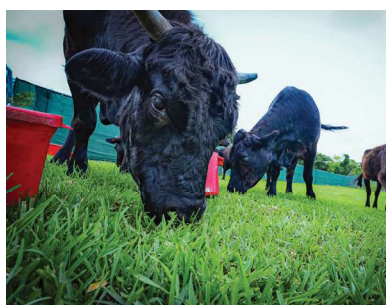
pens, then return them. She also “co-parented” a beef steer with an upperclassman, sparking her interest in cattle.

Typically, steers at Turner Tech are assigned to seniors with showing experience. But when Tovar asked Miller if she could work with and show one during her junior year, he simply said, “I’ll think about it.” A few weeks later, her name



This photo: Tovar has given unselfishly of her time and energy to the veterinary science and agriculture academy, according to Miami FFA advisor Everal Miller. “Her strong drive to succeed and enthusiastic attitude are admirable, and I know they will propel her to do great things,” he says.

Opposite: Tovar moved to Miami from Caracas, Venezuela, with her family when she was 8 years old. Miami seems an unlikely place to find agriculture. But, Tovar says, it was her destiny.



was posted on the list for steer projects.

“It was probably the best feeling I’ve ever had,” Tovar says.

Facing Challenges

At first, Tovar, who is 4 feet 11 inches tall, was a little scared to deal with the large animals.

“Having to deal with such big animals is a lot of work,” Tovar says, “but I actually like it more [than working with small animals] because

I feel like it disciplines you.”

Having no personal experience with livestock, Tovar dove into research. She asked her teachers and classmates: “What are the best methods of working with these animals?”

With time, Tovar learned how to care for livestock in a challenging environment. Southern Florida’s climate is tropical — hot, humid and susceptible to monsoons and

hurricanes. She is careful to avoid overheating in the animals and can predict how they will react in different situations by observing their body posture.

“It takes time and lots of patience,” Tovar says.

Her first steer, an Angus-Charolais cross, was “the sweetest,” she says. Together, they won grand champion at the county fair in 2022. She gained a new steer with a

more difficult temperament for her senior year. It took four months for her to be able to confidently touch that steer across its body, but the extra work paid off, she says. At market, the steer earned her \$5 per pound, nearly double the previous year’s steer.

“I think it’s really cool to be able to raise these animals in such an amazing environment and then give

Tips for Talking About Animal Agriculture

Victoria Tovar lives in the most populous county in Florida. Of the 2.7 million people in Miami-Dade County, only about 20,000 are employed in agriculture. Even with less than 1% of the county involved in agriculture, the industry still contributes a whopping \$2.7 billion in economic impact each year, according to the county's website.

Even though agriculture is essential for life, Tovar has found herself among the few in Miami who appreciate it. Animal agriculture—her passion—is especially misunderstood, she says.

“When people ask me what I do, usually their reaction is: ‘That’s cruel. How can you raise animals for meat?’” Tovar says.

Tovar does not allow people’s judgments to bother her, nor does she judge those who don’t understand agriculture. Instead, she shares her perspective calmly and respectfully.

She offers these words of advice to others who might find themselves faced by someone negative about agriculture.

- **KEEP A POSITIVE MINDSET.** Remember, everyone has a different way of thinking. Try to understand their point of view.

- **EDUCATE THEM.** Instead of criticizing their way of thinking, find shared values and build on them with your knowledge and personal experiences. Show people solutions to the problems they are raising. For example, if they are concerned about animal abuse, share how you handle your livestock and why.

- **DON’T LET THEM GET TO YOU.** In life, not everyone will like you or what you do. But if it’s your passion and you know it is right, just keep going.

- **FIND STRENGTH IN THE AGRICULTURE COMMUNITY.** “I feel like the power we have together can influence more people around the world,” Tovar says. “It’s important to stick together and remember how important our job is to the world.”

More from Miami

Watch our video and learn even more about Victoria Tovar’s FFA experiences.



to the community by feeding the world,” Tovar says.

For the Future

Tovar served as a Miami FFA Chapter officer for two years and, during her junior year of high school, she started organizing workshops to pass on lessons she had learned in the show barn. In a school where few come from families with livestock legacies, Tovar wanted to help create an environment in which everyone is welcome and equipped to succeed.

“Victoria has given unselfishly of her time and energy to the academy,” says Miller, VSAT academy

leader and Miami FFA advisor. “Her strong drive to succeed and enthusiastic attitude are admirable, and I know they will propel her to do great things.”

Now in her first semester at Miami Dade College, Tovar is continuing to pursue her dream of becoming a veterinarian. Thanks to her FFA experiences, she wants to be a large-animal veterinarian and hopes to someday have a farm where urban students can go to learn about animal agriculture and show cattle.

“For me, it really was like this FFA jacket made me feel like I was where I belong,” Tovar says. •



Name: _____

Appendix 6: Finding Ag in the City

Part 1

Directions:

Read the article “Finding Ag in the City” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

- Who is Victoria Tovar?

What FFA chapter is she a member of?	Where is she originally from?	True/False: Her family was involved in agriculture.	How old was she when her family moved to the US?	What city did they move to?

- What was Victoria Tovar’s reaction to her family dog biting her when she was 7 years old?
- In fifth grade, Tovar told her counselor that she wanted to be a veterinarian. What did her counselor do for her?
- Which school was at the top of the list? Why?
- If she completed the program at this school, what certification could she earn to assist her in becoming a veterinarian?
- Using the map, locate Miami, Florida, which is identified by the star. Why do you think Miami is not a city that is typically thought to have agriculture?
- William H. Turner Technical Arts High School offers agricultural opportunities on campus for their urban population. What are those opportunities?



- ❖ On-campus _____
- ❖ Farm with _____, hogs, _____, goats, lambs, _____ and _____
- Where do students show livestock?
- Describe what Tovar did to earn her FFA advisor’s trust in order to show cattle?

Name: _____

10. Which of the following is NOT an environmental condition in Miami that makes raising livestock a challenge?
 - a. Hot and humid
 - b. Hot and dry
 - c. Risk of hurricanes
11. Which characteristic does Tovar say is necessary when working with animals?
 - a. Rushing
 - b. Making sudden movements
 - c. Patience
12. What breed was her first show steer?
13. How much did her steer sell for in her senior year?
14. Where is Tovar now? Where does she go to college, and what is she studying?
15. Tovar says that, in Miami, animal agriculture is misunderstood. Fill in the blanks below to review her advice when faced with someone being negative about agriculture.
 - ❖ Keep a _____ mindset.
 - ❖ _____ them.
 - ❖ Don't let them _____.
 - ❖ Find strength in the agriculture _____.

Name: _____

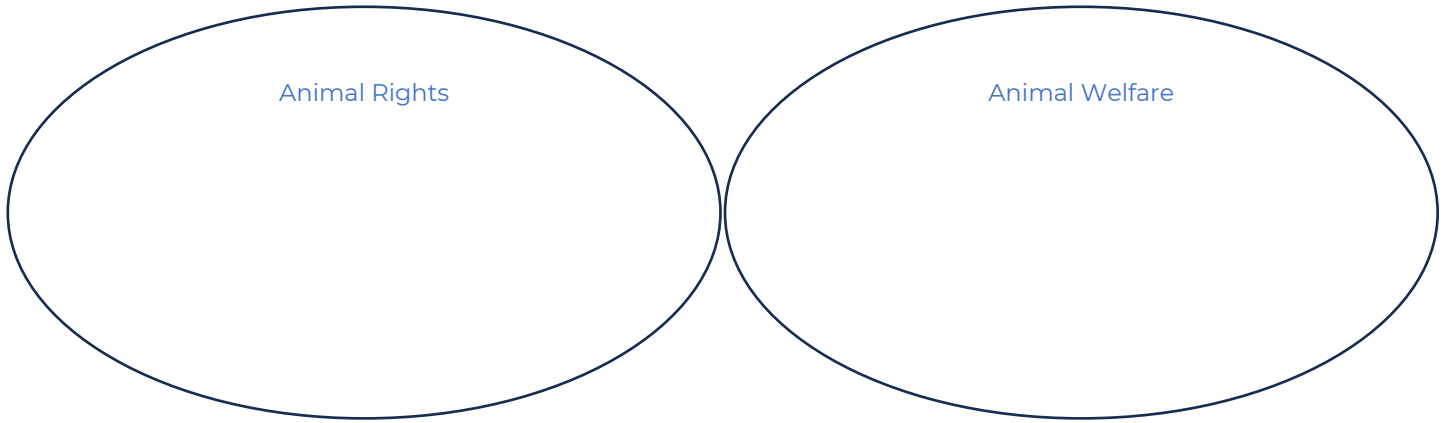
Part 2

Directions:

Watch the video linked below from Louisiana State University on animal rights versus animal welfare and complete the questions below.

Animal Rights and Animal Welfare | Issues in Ag: <https://www.youtube.com/watch?v=PydVKdeaix4>

1. In your own words, define the following:



2. What are two examples mentioned in the video that have encouraged animal rights?
❖
❖
3. How do animal welfare supporters provide a good point of view for using animals?
4. At LSU, what must happen before an experiment can be conducted with animals on campus?
5. Which governmental act does LSU follow closely with their animals?
6. What are the Five Freedoms from the Farm Welfare Council?

Freedom 1	Freedom 2	Freedom 3	Freedom 4	Freedom 5
Freedom from ...	Freedom from ...	Freedom from ...	Freedom to ...	Freedom from ...

7. What do you think is a challenge animal agriculturists face from animal rights activists?
8. What is something that animal agriculture advocates can do to help animal agriculturists overcome those challenges?

Name: _____

Part 3

Directions:

Using the information that you learned from the video in Part 2 and the information on talking about animal agriculture from the article, create an informational three-panel brochure using a blank sheet of paper. This brochure should cover information that would educate someone on animal agriculture, the difference between animal rights and welfare and the positive impacts of working with animals (such as raising and showing animals).

Use this space to brainstorm your brochure:



NEW HORIZONS

Fall 2023 TEACHING GUIDE



ARTICLE SUMMARY

MENTAL HEALTH MATTERS

These four strategies can help overcome depression and anxiety.

Bell Ringer

When you are feeling anxious about a situation, what is one thing you do now to handle your anxiety

Discussion Questions

1. What are some common situations that high school students are facing that might cause depression or anxiety? (Edit "high school" with "middle school" to apply in middle grades.)
2. Why do you think it is so challenging for teenagers to seek help when they are feeling anxious or depressed?
3. How can the balance activity help you in your future when you are faced with anxiety about a situation? Why does it help?

Activity

Part 1: Have students read the article "Mental Health Matters" in the fall 2023 issue of FFA New Horizons and answer the questions.

Part 2: How we handle the negative thoughts or feelings we have can have a major impact on us in many ways. It is important to balance those negative thoughts or feelings with the positive ones. Have students think about a situation that has happened or will happen soon that is giving them anxiety or causing depression. On the left, students will list the negative thoughts and feelings about that situation. On the right, students will list the positive thoughts and feelings about that situation.

FFA Tip

Have students work with other FFA members to plan an activity for a chapter meeting that addresses mental health and teaches members a strategy they can use to help them cope when they are faced with a situation that might cause anxiety or depression.

SAE Tip

Working with animals and plants has been shown to have positive mental health benefits. What SAE business could provide controlled, easy access to animals or gardens as therapy? Some examples include equine therapy, taking animals to patients, providing a rental of animals or a place for people to come visit animals, or work in a garden or landscape.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.03, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PL-F, FFA.PG-G, FFA.PG-J, FFA.PG-K, FFA.CS-M, FFA.CS-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.RI.9-10.2, CCSS.RI.9-10.3, AFNR CAREER READY PRACTICES: CRP.04, CRP.06, CRP.08, P21 SKILLS: COMMUNICATION, CRITICAL THINKING AND PROBLEM SOLVING, HEALTH LITERACY, INFORMATION LITERACY, INITIATIVE AND SELF-DIRECTION, PRODUCTIVITY AND ACCOUNTABILITY, SOCIAL AND CROSS-CULTURAL SKILLS

VOCABULARY

Depression
Anxiety

EXIT TICKET

Which action step from Part 1 do you plan on completing first? Why?

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

"Wellness in the Worry" FFA New Horizons Lesson Plan, <https://FFA.box.com/s/566841n3ijtwtg476czprlled8h08x8>

REFERENCES

How to Get Mental Health Help, FFA.org/the-feed/how-to-get-mental-health-help

APPENDIX

Appendix 7: Mental Health Matters

TALKING POINTS: MENTAL HEALTH MATTERS

These four strategies can help overcome depression and anxiety. – By Jodi Helmer

It's normal to feel anxious about fitting in at school, stressed about a bad grade or worried about getting into college, but those feelings should be fleeting.

When you experience persistent sadness, excessive worry or loss of interest in your favorite activities, it might be a sign of depression, anxiety or another mental health concern, according to Meredith Draughn, school counselor at B. Everett Jordan Elementary School in Graham, N.C., and 2023 School Counselor of the Year.

"My biggest goal is always to give students hope that they are just a few steps away from better days," she adds.

These four strategies could help you (or a friend) deal with depression or anxiety.

Know you're not alone. Eight million teens have been diagnosed with depression and anxiety. Whether you join a support group through an organization such as the National Alliance on Mental Illness (NAMI) or open up to friends about your feelings, Draughn says, "Some of the most powerful words a student can hear are 'Me too!' when sharing about how they feel."

Talk it out. Tell a school counselor, teacher, FFA advisor or another trusted adult how you're feeling. "Starting the conversation can be hard," Draughn says. "Be brave for 90 seconds and share what is going on."

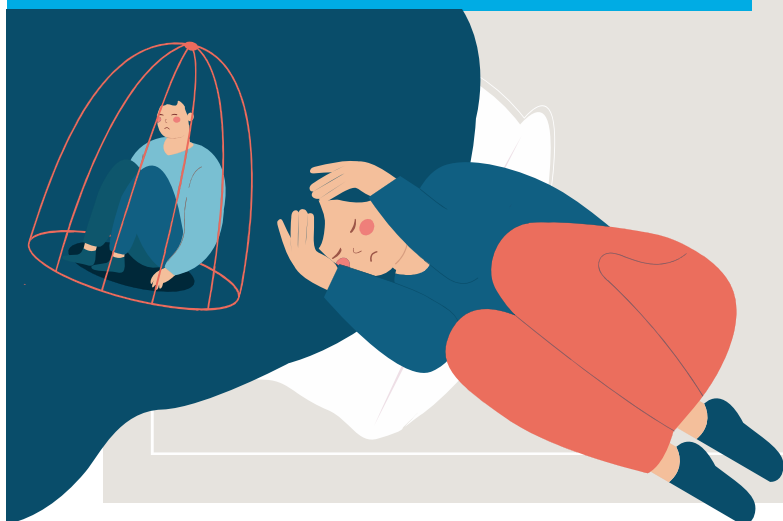
Call for help. Call or text 988 to reach the National Suicide Prevention Lifeline. The free service connects callers experiencing a mental health crisis with someone to talk to and resources for local support. "There is something powerful about being able to share your feelings with a completely unbiased professional who can teach you new tools and strategies to deal with life's challenges," says Draughn.

Be kind. A friend, classmate or fellow FFA member who is suddenly sad, withdrawn, angry or defiant might be struggling with depression or anxiety. "The biggest way that youth can help their peers in the journey to positive mental health is to be a kind human, online and in person," Draughn says.

She suggests leaving encouraging notes and inviting others to sit with you at lunch or playing board games or pick-up sports, adding, "Making your peer feel loved and heard and supported is definitely the first step; hard situations are never quite as bad when you have a friend to walk alongside of you."

Help Is Available

- **National Alliance on Mental Illness (NAMI):** [nami.org](https://www.nami.org)
- **National Suicide Prevention Lifeline:** Dial 988
- **Discuss your feelings with a school counselor, teacher, FFA advisor or another trusted adult.**



Name: _____

Appendix 7: Mental Health Matters

Part 1

Directions:

Read the article “Mental Health Matters” in the fall 2023 issue of *FFA New Horizons* and answer the questions.

1. In the chart below, write in your own words a summary of the four strategies suggested to help you deal with depression or anxiety.

KNOW YOU'RE NOT ALONE.	TALK IT OUT.
CALL FOR HELP.	BE KIND.

2. Based on the four strategies above, write down three action steps you can take to apply one or more of those strategies. (Example: I will make time once a month to meet with my school counselor to discuss my anxiety about my upcoming senior year.)

ACTION STEP 1	ACTION STEP 2	ACTION STEP 3

Name: _____

Part 2

Directions:

How we handle the negative thoughts or feelings we have can have a major impact on us in many ways. It is important to balance those negative thoughts or feelings with the positive ones. Think about a situation that has happened or will happen soon that is giving you anxiety or causing depression. On the left, list the negative thoughts and feelings about that situation. On the right, list the positive thoughts and feelings about that situation.

Describe the situation at hand:	
NEGATIVE THOUGHTS/FEELINGS	POSITIVE THOUGHTS/FEELINGS
List the actions steps you can complete to overcome this situation.	



Name: _____

Appendix 8: FFA New Horizons Vocabulary BINGO

Directions:

Pick 16 of the vocabulary words from the list below and place them wherever you'd like in the grid. Your teacher will read off definitions; as you hear the definitions for your words, mark the word off on your grid. Your teacher will outline the conditions for winning the game.

Vocabulary Words: Anxiety, Characteristic, Community, Community Supported Agriculture (CSA), Content, Depression, Farm to School, Food Security, Grant, Horticulture, International, Interpersonal, Interview, Issue, Niche, OSHA, Perspective, Producer, Service, Urban, Veterinarian, Volunteer

ANSWER KEYS

Name: _____

KEY: Appendix 1: Taking Ag Issues to TV

Part 1

Directions:

Read the article "Taking Ag Issues to TV" in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. Circle the two CDEs/LDEs below that Amber had tried and found didn't fit her interests.

Food Science Creed Speaking Floriculture Dairy Evaluation Employment Skills Forestry

2. How did Amber's advisor convince her to try the agricultural issues forum LDE? What did she relate it to?
Her advisor related the agricultural issues forum LDE to show choir and said it was "almost like a play, but we're talking about an agricultural issue."

3. What company does Amber work for now? RFD-TV

a. What is her job title? Content Producer

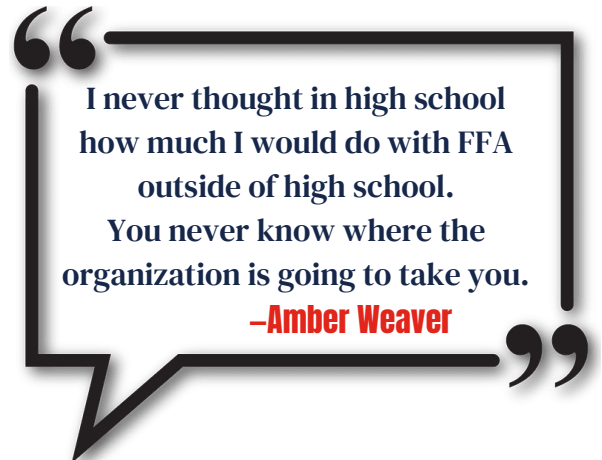
b. What is the name of the show she works on? Market Day Report

c. What are some of her job functions?

Managing the 9 a.m. hour of the show, writing content, securing interviews, "calling the shots and making sure we're staying on time"

4. Describe two ways the agricultural issues forum LDE prepared Amber for her career.
- Answers will vary but could include research skills, people skills, learning about real issues, communication skills, connections to other perspectives, and learning how to present information in an entertaining way.*
 -
5. Just as FFA helped prepare Amber for her future, in what ways can you see how being involved in FFA (or another club or organization you're in) is preparing you for yours?

Answers will vary.



Name: _____

Part 2

Directions:

Visit the Market Day Report page on the RFD-TV website (<https://www.rfdtv.com/market-day-report>) and find a short news story to use to complete the following activity.

News Story Title: Answers will vary.		Story Date: Answers will vary.
Story Details: Fill in the key pieces of information from this story in the boxes below.		
Who:	Answers will vary.	
What:	Answers will vary.	
When:	Answers will vary.	
Where:	Answers will vary.	
Why:	Answers will vary.	
How:	Answers will vary.	
Additional Information: Record two additional facts from the story.		
1. Answers will vary.		
2. Answers will vary.		
Notable Quote: Record one quote from someone involved in the story.		
Answers will vary.		

In the TV screen to the right, draw a picture to summarize the main point of the story you outlined above.



Name: _____

Part 3

Directions:

Now you are going to try your hand at writing your own news article about a local matter. You could write it on an FFA chapter activity, interview a local agriculturist or research an agricultural issue in your community or state. Use this graphic organizer to help you identify all the different pieces of your news story. Then, craft your own news story (three to five paragraphs) on the following page.

Story Headline:
Answers will vary.

Story Lead:
Identify the most important details (who, what, when, where, why, how) and describe them in the first part of your story.
Answers will vary.

Relevant Quotes:

Identify two quotes from individuals that your story is about or impacts.

“
Answers will vary.
”

“
Answers will vary.
”

Additional Information:
Identify three to five additional details, background information and facts to be included in your story.
Answers will vary.

Conclusion:
Wrap up your story with a call to action or a “now what” statement for your audience.
Answers will vary.

Name: _____

Using your notes from your graphic organizer, write up your news story on the tablet below. Be sure to include your title in large print at the top and draw an image in the box provided to accompany your story.

Answers will vary.

Story Image:

1. What role does accurate reporting have in the agriculture industry?

Accurate reporting helps to avoid misconceptions about the industry and connects consumers to producers.

2. What part of the story-development process was the most interesting to you? What was the most challenging? Why?

Answers will vary.

Name: _____

KEY: Appendix 2: For the Greater Good

Part 1

Directions:

Read the article “For the Greater Good” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

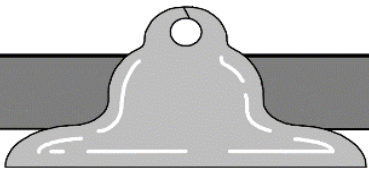
1. What did Addy and her friends notice about the food items they were handing out at their local food pantry?	
The items were not as high quality or nutritional as the ones on their own tables.	
2. How did the Cass City FFA Chapter obtain the initial funds to start their “Meating the Need for Our Village” project?	
They applied for and received a Living to Serve Grant from the National FFA Organization.	
3. How much money did they initially receive? How much are the project’s donations and services valued at now?	
Initially: \$2,500 Now: More than \$65,000	
4. What unique food item does Cass City’s food service project provide to local community members?	
They provide locally raised meat (from their own livestock projects).	
5. What event did Addy get to attend in October 2022? What sorts of experiences did she have there?	
Addy attended the Committee on World Food Security in Rome, Italy. She was able to represent the United States, interact with young people and international leaders and engage in conversation about important agricultural topics.	
6. Complete the following quotes from Addy.	
• “As <u>farm</u> kids with <u>livestock</u> in our barns, we decided to use what we had <u>available</u> to make a <u>difference</u>.” • “At the time, it never felt like an <u>active</u> <u>decision</u> to commit our lives to <u>service</u>.” • “As young people, we are often told we are the <u>future</u> <u>generations</u> of change makers. I want us all to <u>realize</u> what we are <u>capable</u> of doing <u>right</u> <u>now</u>.”	
7. What is something you are “capable of doing right now” to make a difference in your local community?	
Answers will vary.	

Name: _____

Part 2

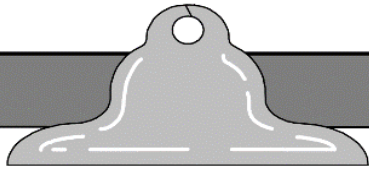
Directions:

Use this activity sheet to plan how you and your school could create a service project to make a difference in your community.



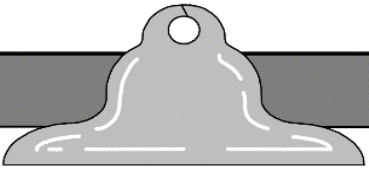
1. Briefly describe an idea for a service project for your school and/or community.

Answers will vary.



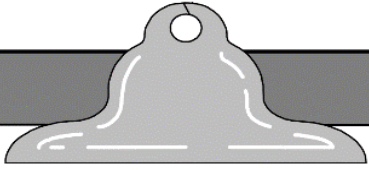
2. What steps need to be completed to prepare for the service project?

Answers will vary.



3. What funds and other resources do you need to complete this project?

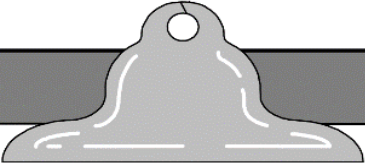
Answers will vary.



4. What is the projected impact of your project? (How many people will you impact? What will the outcomes be for the people you serve?)

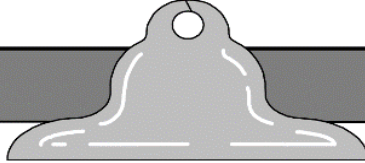
Answers will vary.

Name: _____



5. Who can you identify to assist you and your school in accomplishing your project?

Answers will vary.



6. How could you evaluate your project for its effectiveness and for improvement?

Answers will vary.

1. What does "Living to Serve" mean to you?

Answers will vary.

2. In your opinion, why is giving back important?

Answers will vary.

Name: _____

KEY: Appendix 3: Attention Future Ag Teachers

Part 1

Directions:

Read the article "Attention Future Ag Teachers" in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. When is National Teach Ag Day in 2023?
September 21
2. Fill out the sticky notes below with information from the article.

1. Consider your education.

"You **never** know what you might **teach**."

- What topics could agriculture teachers end up teaching about?
Animals, ag mechanics, horticulture, food science, intro to ag
- What other kinds of classes does Mr. Davenport say could be beneficial to future agriculture teachers?
Computer or management classes

2. It's an investment.

"Teaching is not just an **8 a.m. to 3 p.m.** job, **especially** for ag teachers."

- What does Mr. Davenport say one can expect as an agriculture teacher?
Hands-on learning experiences, one-on-one opportunities
- How does he say agriculture teachers "prepare students for life in general"?
Managing classrooms and expectations, holding students accountable

3. Be innovative.

"Be willing to **change** and **step outside** of the box and go with the **trends** to maximize the **success** of your program."

- What does Mr. Davenport credit for the increased community awareness and involvement in his program?
Creating a Facebook page for his FFA chapter

Draw an icon below to go with each piece of Mr. Davenport's advice.

Answers will vary.

Name: _____

Part 2

Directions:

Find a college or university in your state or a neighboring state that offers a degree in agricultural education. Create a banner about that institution using the template below. Information you could add to your banner:

- Name of institution and logo
- Campus information (number of students, location, amenities, etc.)
- Cost of attendance
- Admission requirements
- Contact information for the department that offers the agricultural education degree
- Other selling points for the school

Answers will vary.

Name: _____

Part 3

Directions:

Using the template below, create a job post for an agriculture teacher. You may use AgExplorer.FFA.org/career/agriculture-science-teacher-secondary/ to help you create the post.

Job Post: Agriculture Teacher	
School Name/Location:	Answers will vary.
Job Description: (four to six sentences)	
Answers will vary.	
Job Requirements: (Education, training, experience, certification, etc.)	Job Responsibilities:
Answers will vary.	Answers will vary.
Salary:	
Answers will vary.	

1. What are two reasons we need to recruit quality agriculture teachers?

Answers will vary.

2. Based on your experience in agricultural education courses, what would be one additional piece of advice you would give to someone pursuing a career as an agriculture teacher?

Answers will vary.

Name: _____

Aligned to the following standards: Aligned to the following standards: FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-N; FFA.CS-O; FFA.CS-P; CS.05; CS.06; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.3; CCSS.ELA.W.9-10.4; CCSS.ELA.W.9-10.5; CCSS.ELA.W.9-10.6; CCSS.ELA.W.9-10.7; CRP.02; CRP.04; CRP.05; CRP.06; CRP.09; CRP.10

KEY: Appendix 4: Go for An SAE Grant

Part 1

Directions:

Read the article “Go for an SAE Grant” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

- 1. List four things Grady Fox’s SAE involved with the tilapia:
 - a. Raising
 - b. Breeding
 - c. Cleaning
 - d. Selling

- 2. How much money did Grady receive from the National FFA Organization SAE Grant?

\$1,000

- 3. What items did Grady purchase for his SAE with the grant money?
 - a. Tilapia
 - b. Food for fish
 - c. Filter for tank
 - d. Lights for tank

- 4. How do you know if your SAE qualifies for an SAE Grant from the National FFA Organization?

The project must fit into one of the AFNR pathways.

- 5. Describe what happens in the grant process for each month on the timeline:

October: Online application opens.

November: Online application closes.

December: Recipients are announced mid-December.

June: Student must submit a final report.

- 7. Based on Grady’s comment, what are two skills you can learn by completing an SAE? What are two additional skills that can be learned from an SAE?

Two Skills That Grady Listed	Two Additional Skills
1. Responsibility	1. Answers will vary.
2. Financially literate	2. Answers will vary.

Name: _____

Part 2

Directions:

Answer the questions below.

1. Describe what a supervised agricultural experience (SAE) is using what you have learned in agriculture classes or FFA.
Answers will vary but should be based on an SAE being conducted outside of class time.
2. The article states that to apply for the SAE Grant from the National FFA Organization, it is required that the SAE fits at least one of the Agriculture, Food and Natural Resources (AFNR) pathways. Below is a matching activity. Match the SAE example with the AFNR pathway you think it belongs to.

AFNR PATHWAY	EXAMPLE
Agribusiness Systems C	A) Make jams and market them during county fairs.
Animal Systems F	B) Raise pheasants and quail; sell eggs or the birds to place into local habitat areas.
Environmental Service Systems G	C) Do public relations for a livestock show or youth agriculture group.
Food, Products and Processing Systems A	D) Start a business of buying, selling, repairing and restoring antique lawn and garden tractors.
Natural Resources Systems B	E) Learn floral design and begin making floral arrangements to sell or donate.
Plant Systems E	F) Buy, raise and show a livestock animal for your local spring show and sale.
Power, Structural and Technical Systems D	G) Build shelters, install water sources and provide food plots to improve the habitat of deer, quail and turkeys.

3. In your agriculture class or FFA chapter, you may be asked to complete an SAE. In the space below, brainstorm an SAE that matches your interests and/or future goals. Use these [SAE Idea Cards](#) for ideas!

Answers will vary.

Name: _____

Part 3

Directions:

Answer the questions below to explore what a grant is and what grants are offered through FFA.

A **grant** is non-repayable funds given by the grant maker, often a government department, corporation, foundation or trust. **Simply put**, a grant is an opportunity.

Other than SAE Grants, explore the different grants that the National FFA Organization has for FFA members by using the link below. Complete the chart as you explore.

FFA.org/participate/grants-and-scholarships/localengagement-grants/

Grants for Growing (Click on "Get the Details" to help answer these questions.)
Describe what this grant is. A competitive grant program for middle and high school FFA chapters that are developing and improving project-based or experiential-learning opportunities for students
How much is this grant for? Up to \$5,000
Where does the funding for this grant come from? From consumers who purchase \$1 paper emblems at Tractor Supply Stores
What are the three areas this grant can be used for? 1. Grow Your Classroom 2. Grow Your FFA Chapter 3. Grow Your Ag Awareness
What date does the grant application open? March 1, 2023 (date will change depending on year)
What date does the grant application close? May 15, 2023 (date will change depending on year)
What date is the award notification? August 1, 2023 (date will change depending on year)
What is an example of a project that could be used with this grant? Answers will vary.
Living to Serve
Describe what this grant is. Grants that provide FFA chapters at any level help to support various types of service projects through a competitive application process
What are the four areas this grant must fall in? 1. Community Safety 2. Hunger, Health and Nutrition 3. Environmental Responsibility 4. Community Engagement
When are the Day of Service Mini-Grants due each month? Due the first day of each month
What is an example of a project that could be used with this grant? Answers will vary.

Name: _____

Part 4

Directions:

Use the SAE you brainstormed in Part 2 to complete the sample application for an SAE Grant from the National FFA Organization. **ALL ANSWERS ON THE SAMPLE APPLICATION WILL VARY.**

Applicant Information: This section is used to collect information about who you are and what chapter you come from. Demographics are helpful for national staff to know where grants are being funded and to learn more about the applicants.

First Name:	Last Name:
FFA ID:	Grade in School:

Contact Information

Address:	City:
State:	Zip Code:
Email Address:	Phone Number:

Chapter Information

School Name:	School Address:
School City:	School State:
School Zip Code:	School Phone:
FFA Chapter Name:	FFA Chapter ID:

Demographics

Race/Ethnicity:	
-----------------	--

SAE Plan: This section is used to understand what Animal, Food and Natural Resources pathway your SAE fits in. This section is also helpful when sharing how the grant will be used.

Check the AFNR pathway/focus area that your proposed SAE fits best:

☐	Agribusiness Systems
☐	Animal Systems
☐	Environmental Service Systems
☐	Food Products and Processing Systems
☐	Natural Resources Systems
☐	Plant Systems
☐	Power, Structural and Technical Systems

Select an additional AFNR pathway/focus area that your SAE may also qualify for:

☐	Agribusiness Systems
☐	Animal Systems
☐	Environmental Service Systems
☐	Food Products and Processing Systems
☐	Natural Resources Systems
☐	Plant Systems
☐	Power, Structural and Technical Systems

Name: _____

If awarded, this grant will be used to:

Start a New SAE: This section will help you provide more information on the SAE that you need the grant funding for. Through the narratives below, you will be able to share what your project includes, how many people you will reach through your project (size and scope), etc. Follow the guided directions.

Provide (1) an overview of your SAE plan, (2) the planned beginning size and scope of the project, (3) activities that are relevant to planning and implementation and (4) practices that will be put in place for sustainability:
1.
2.
3.
4.

Goals for Your SAE: A succesful SAE has clear SMART goals. To learn more about SMART goals, click [here](#).

Record a minimum of two goals for your SAE. Ensure the goals are SMART (specific, measurable, attainable, realistic and time bound). Be sure that each goal directly relates to the grant you selected for this application.
Goal 1:
Goal 2:

Name: _____

Timeline: Your SAE should be at least the length of a year. Use this space to explain what will happen each month with your SAE.

Create a monthly or bimonthly timeline of activities from February through November of the coming year. Your timeline should include activities related to the planning, implementation and evaluation of the project.	
February:	March:
April:	May:
June:	July:
August:	September:
October:	November:

SAE Budget

Special Notes:

- Enter your estimated budget for the SAE detailed in this application. Specify items and provide the best possible estimate of the actual cost.
- The budget must detail SAE-related costs of at least \$1,000. The budget may exceed \$1,000 as it is important to show the full budget for all items needed to manage this project.
- This is not your personal budget. Only include costs directly related to the SAE detailed in the application.

Definition of Operating Expense: SAE-related item that is planned to be consumed during the first year of operation of this SAE. (Examples: feed, vet services and rent)

Definition of Capital Expense: Long-term items that will last more than one year such as equipment, land and buildings related to this SAE.

	Expense Type	Item Type	Description	Total Cost
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

TOTAL COST:

Name: _____

Resources and Collaboration Assessment: Provide a summary explanation of your total budget.

How do you plan to obtain resources necessary to cover the costs for your SAE that are more than the \$1,000 grant funding?

Do you have collaborators providing resources to help in accessing capital items such as breeding livestock, buildings or machinery?

Explain these collaborations:

Student Statement

Why do you need this grant to start or expand your SAE? Explain financial and/or special circumstances that limit your ability to start or expand your SAE without receiving this grant.

Name: _____

KEY: Appendix 5: Digging Into History

Part 1

Directions:

Read the article “Digging Into History” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. What was Makayla’s biggest “problem” when she decided she wanted to be a farmer?

She did not grow up on a farm and had no experience growing crops or raising animals.

2. What was her solution to the “problem”?

She enrolled at William Penn High School.

3. List three of the jobs mentioned in the article that FFA members help complete at Penn Farm.

❖ Answers could include feed goats and chickens, gather eggs, clean coops and stalls, grow fruits and vegetables and cultivate ornamental plants.

❖

❖

4. Fill in the chart with historical facts about Penn Farm.

Founding Date	Founder Name	Number of Acres	Location	Reason
1701	William Penn	1,000 acres	New Castle, Del.	Benefit of local citizens

5. The historical parcel of land later became known as what?

New Castle Common

6. The land was eventually divided into tenant farms. What products were grown on these farms?

Corn, peaches, cattle, pigs and chickens

7. Fill in the chart with current facts about Penn Farm:

Number of Acres at Penn Farm	Who manages the land?	Which high school tends the land?
100 acres	Trustees of New Castle Common	William Penn High School

8. In your own words, describe what William Penn High School uses the Penn Farm for.

Answers will vary but should include “provide hands-on education in plant and animal science and to supply nutritious foods to students within the Colonial School District.”

9. What makes the program at William Penn High School so impactful?

The farm is in an urban school district where students don’t have a lot of exposure to agriculture.

Name: _____

In 2021 ...	
How many pounds of produce were harvested at Penn Farm to be used for the school district's summer meal program?	How many meals were created from that produce for the school district's summer meal program?
17,168 pounds	141,000 meals

10. What is one of the biggest rewards of working on Penn Farm for student Makayla Counts?

Knowing that 50% of the food is served to her fellow students

11. Define the following agriculture terms and/or acronyms.

Farm to School	CSA (Community Supported Agriculture)	OSHA (Occupational Safety and Health Administration)
When a school sources their fresh foods locally from a nearby farm or they are grown on campus	Community supported agriculture is a marketing program where consumers purchase shares from a farm's produce.	Occupational Safety and Health Administration

12. Student Thomas Seay is using his time at Penn Farm for his supervised agricultural experience and his agriscience fair project. Describe what those project subjects are below:

- ❖ Supervised agricultural experience: poultry project where he raises Silver Phoenix and Polish chickens, mallard and Pekin ducks
- ❖ Agriscience fair project: growing black soldier flies to feed to the flock for treats

13. Describe in your own words the leadership opportunities the students below have received because of their time on Penn Farm.

Makayla Counts	Thomas Seay
Answers will vary.	Answers will vary.

14. How can having an experience like Thomas and Makayla have an impact on your future career goals?

Answers will vary.

Name: _____

Part 2

Directions:

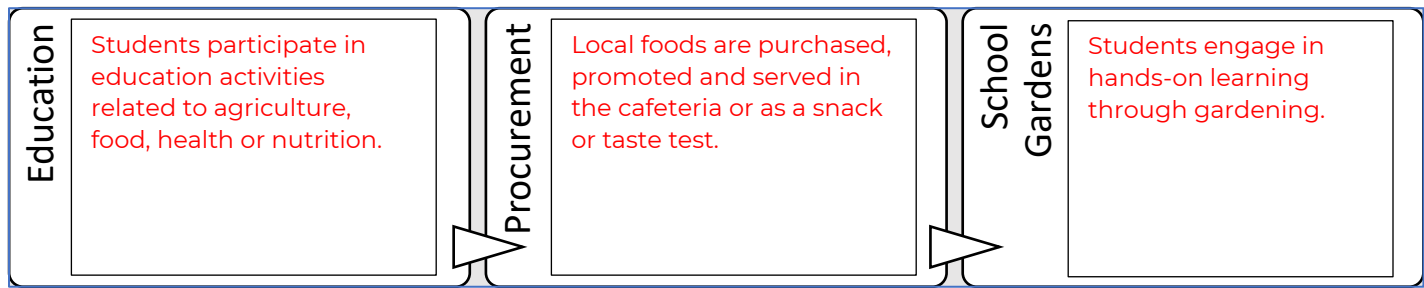
Using the links below, answer the questions to learn more about Farm to School and Community Supported Agriculture.

National Farm to School: <https://www.farmtoschool.org/about/what-is-farm-to-school>

1. Explain what farm to school means.

Farm to school enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education sites.

2. Define the three core elements of the farm-to-school program:



3. Complete the chart with the statistics at the bottom of the website. Are these numbers good or bad? Why?
Answers will vary.

Number of Schools Participating	Percentage of Schools in the US	Number of Students Engaged	Amount of Money Spent on Local Food	Number of States with Supportive Policies	Number of National Farm-to-School Network Members
67,300+	65%	42.8 million	\$1.26 billion	46	20,000+

4. Click “Get Started” and under number 4, click “Our Network.” Choose your state from the map. Below, list TWO partners with your state’s farm-to-school program (if your state only has one partner, list just that one).

Answers will vary depending on your state.

Community Supported Agriculture: <https://www.localharvest.org/csa/>

1. Explain what community supported agriculture (CSA) is.

A farmer offers a certain number of “shares” to the public, which may consist of a box of vegetables; it is sort of like a subscription or membership.

2. List two advantages of CSAs for farmers and two advantages of CSAs for consumers:

ADVANTAGES FOR FARMERS	ADVANTAGES FOR CONSUMERS
1. Answers may vary as they select from the list.	1. Answers may vary as they select from the list.
2.	2.

3. Click on “Find a Local CSA” and list TWO farms near you that offer CSAs. Have you heard of them? Would you visit them?

Answers will vary depending on your state.

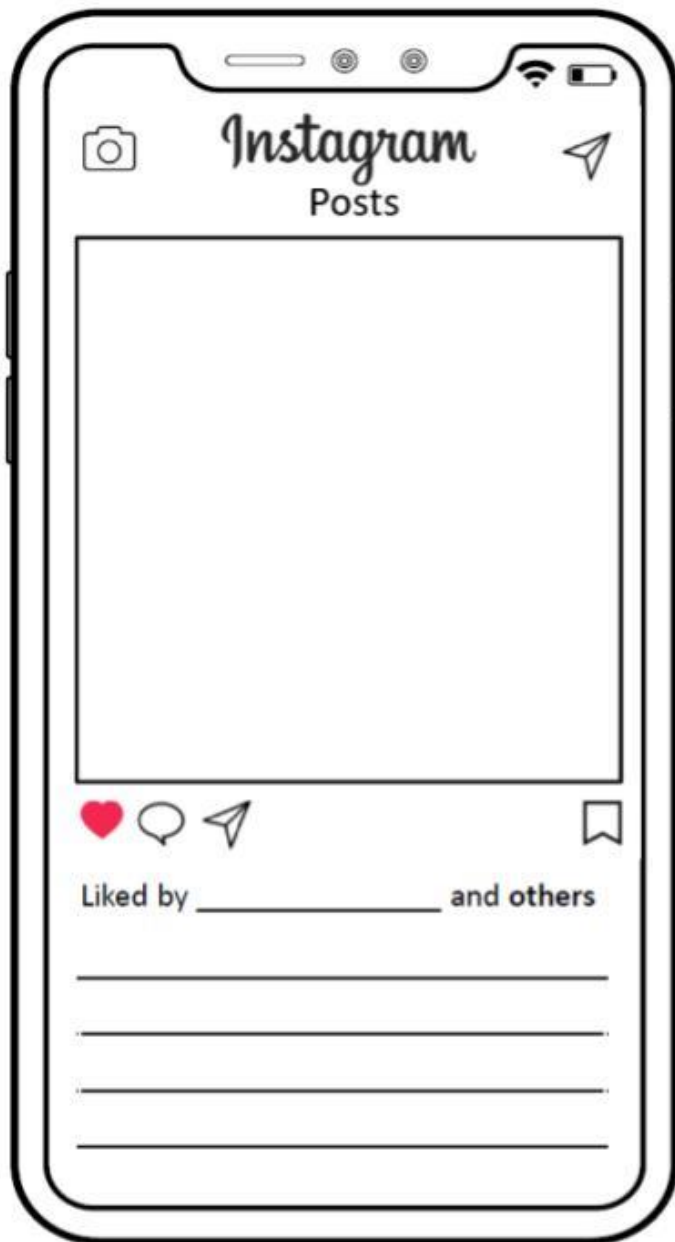
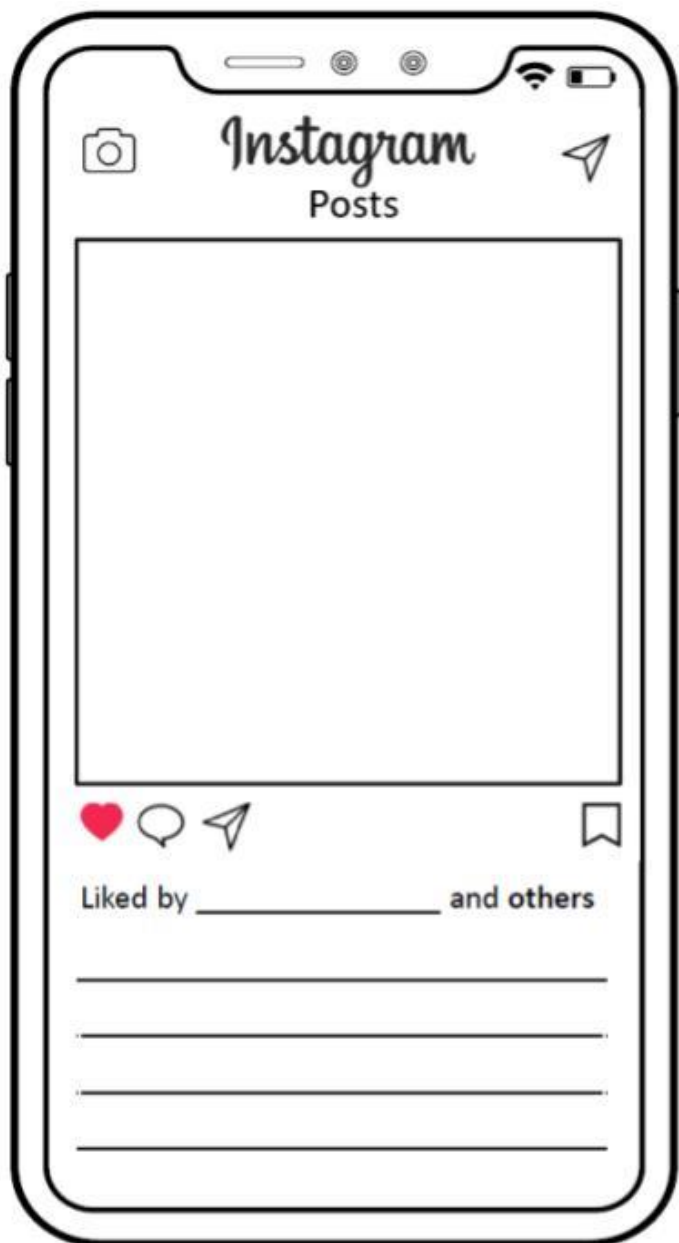
Name: _____

Part 3

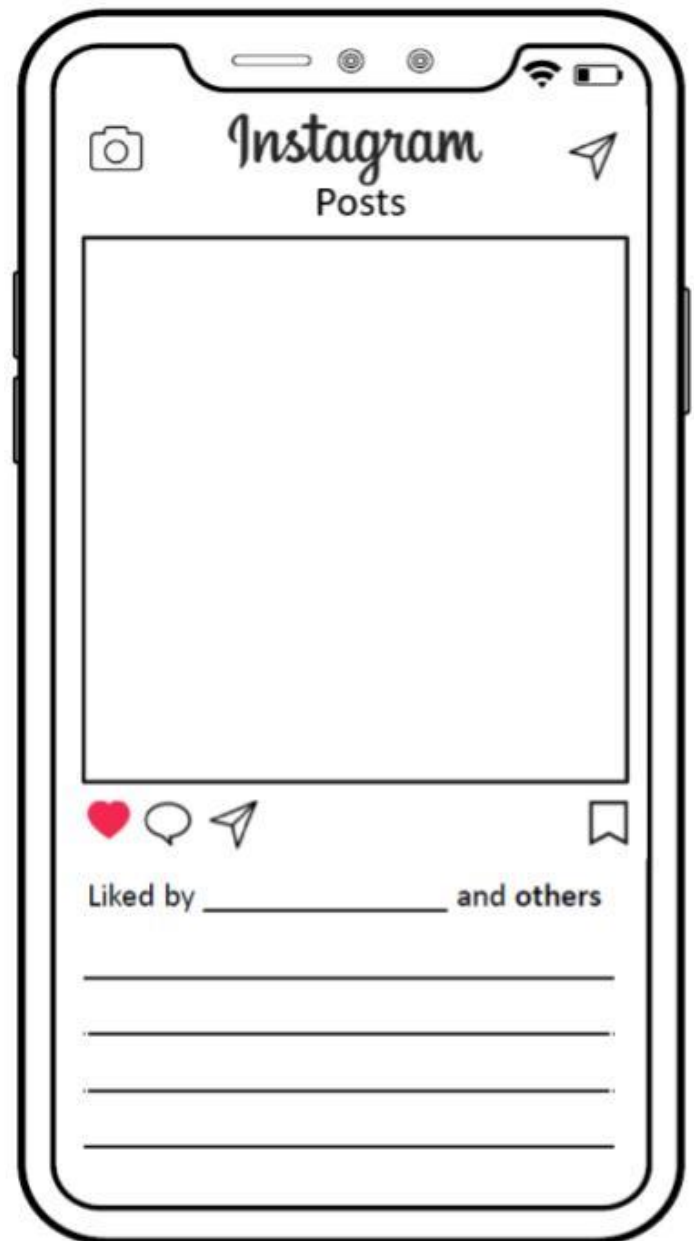
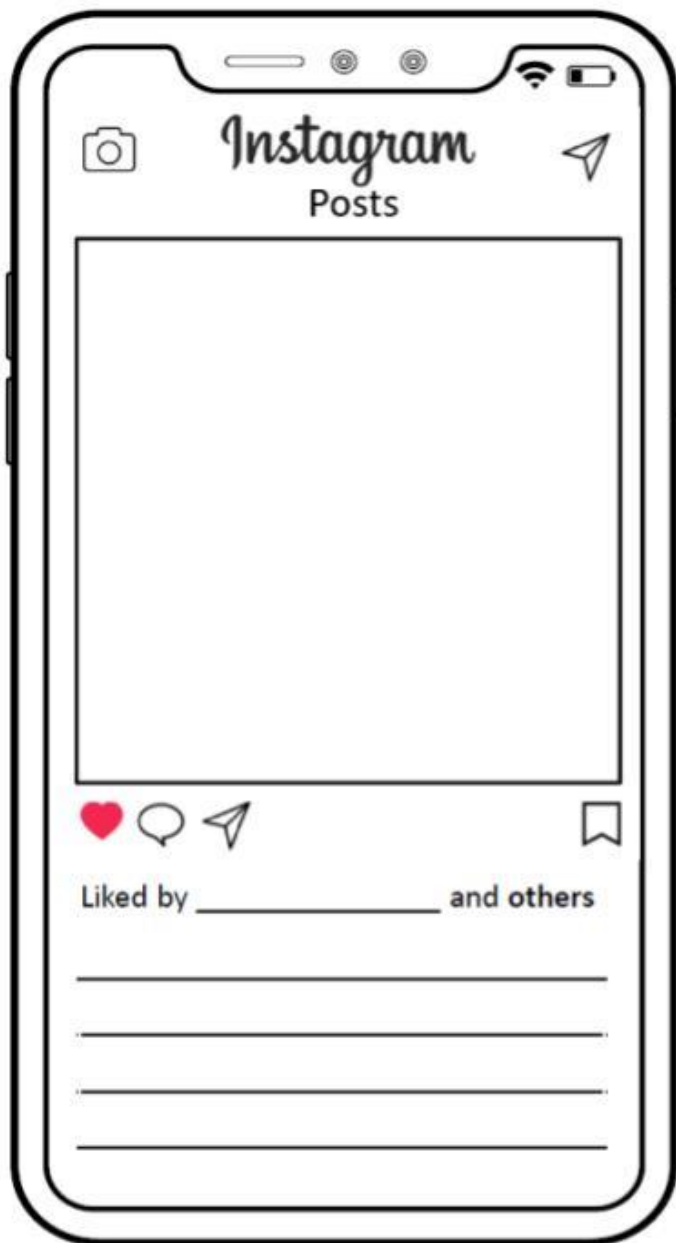
Directions:

Imagine you are the reporter of the William Penn High School FFA Chapter. Create four posts for the Penn Farm Instagram account that advertises and educates about the farm-to-school program and the CSA. Use the history of the farm, facts and quotes from the article to enhance your post content. Draw a photo and create a caption for each post, including catchy hashtags.

DRAWINGS AND POSTS WILL VARY.



Name: _____



Name: _____

KEY: Appendix 6: Finding Ag in the City

Part 1

Directions:

Read the article "Finding Ag in the City" in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

- Who is Victoria Tovar?

What FFA chapter is she a member of?	Where is she originally from?	True/False: Her family was involved in agriculture.	How old was she when her family moved to the US?	What city did they move to?
Miami FFA	Venezuela	False	8 years old	Miami, Fla.

- What was Victoria Tovar's reaction to her family dog biting her when she was 7 years old?

She wanted to learn why her dog reacted the way he did.

- In fifth grade, Tovar told her counselor that she wanted to be a veterinarian. What did her counselor do for her?

Her counselor printed a list of schools that offered animal science.

- Which school was at the top of the list? Why?

William H. Turner Technical Arts High School because of its veterinary assisting program

- If she completed the program at this school, what certification could she earn to help her dream of becoming a veterinarian?

Certified Veterinary Assistant

- Using the map, locate Miami, Florida, which is identified by the star. Why do you think Miami is not a city that is typically thought to have agriculture?

Because it is so close to the beach and is very urban

- William H. Turner Technical Arts High School offers agricultural opportunities on campus for their urban population. What are those opportunities?

- ❖ On-campus greenhouse
- ❖ Farm with cattle, hogs, chickens, goats, lambs, rabbits and guinea pigs

- Where do students show livestock?

Miami-Dade County Fair and Exposition

- Describe what Tovar did to earn her FFA advisor's trust in order to show cattle?

She fed animals, moved animals around, cleaned pens (all daily) and "co-parented" a beef steer with an upperclassman.



Name: _____

10. Which of the following is NOT an environmental condition in Miami that makes raising livestock a challenge?
 - a. Hot and humid
 - b. Hot and dry
 - c. Risk of hurricanes
11. Which characteristic does Tovar say is necessary when working with animals?
 - a. Rushing
 - b. Making sudden movements
 - c. Patience
12. What breed was her first show steer?

Angus-Charolais cross

13. How much did her steer sell for in her senior year?

\$5 per pound

14. Where is Tovar now? Where does she go to college, and what is she studying?

She is a freshman at Miami Dade College and pursuing her dream of becoming a veterinarian.

15. Tovar says that, in Miami, animal agriculture is misunderstood. Fill in the blanks below to review her advice when faced with someone being negative about agriculture.
 - ❖ Keep a positive mindset.
 - ❖ Educate them.
 - ❖ Don't let them get to you.
 - ❖ Find strength in the agriculture community.

Name: _____

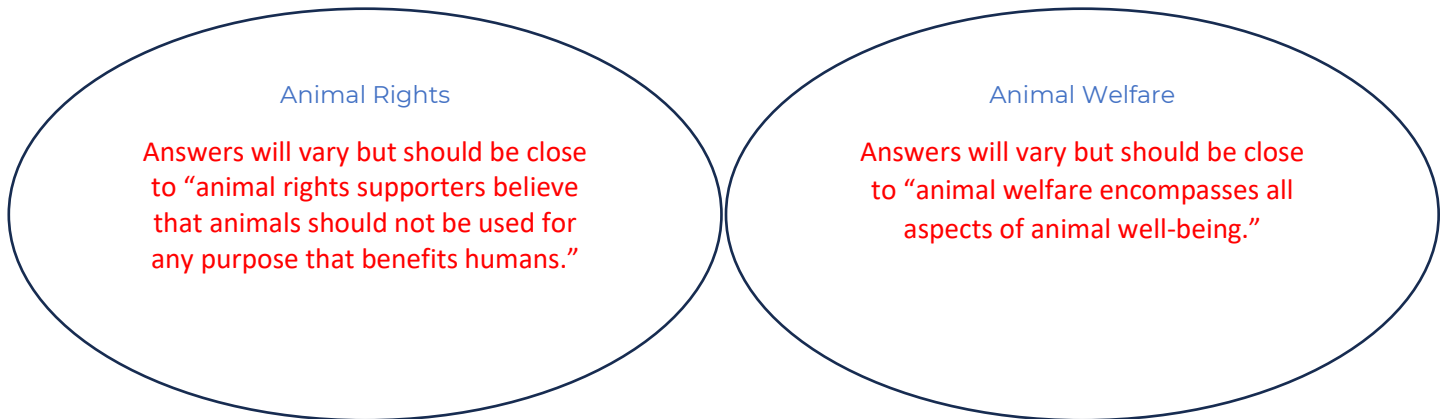
Part 2

Directions:

Watch the video linked below from Louisiana State University on animal rights versus animal welfare and complete the questions below.

Animal Rights and Animal Welfare | Issues in Ag: <https://www.youtube.com/watch?v=PydVKdeaix4>

1. In your own words, define the following:



2. What are two examples mentioned in the video that have encouraged animal rights?

- ❖ Personification of animals in movies and TV
- ❖ Social media, protests

3. How do animal welfare supporters provide a good point of view for using animals?

Encourage humane treatment and following the regulations that exist

4. At LSU, what must happen before an experiment can be conducted with animals on campus?

Every experiment must go through a thorough review process by an institutional animal care and use committee.

5. Which governmental act does LSU follow closely with their animals?

Animal Welfare Act

6. What are the Five Freedoms from the Farm Welfare Council?

Freedom 1	Freedom 2	Freedom 3	Freedom 4	Freedom 5
Freedom from ... hunger and thirst	Freedom from ... discomfort	Freedom from ... pain, injury or distress	Freedom to ... express normal behavior	Freedom from ... fear and distress

7. What do you think is a challenge animal agriculturists face from animal rights activists?

Answers will vary.

8. What is something that animal agriculture advocates can do to help animal agriculturists overcome those challenges?

Answers will vary.

Name: _____

Part 3

Directions:

Using the information that you learned from the video in Part 2 and the information on talking about animal agriculture from the article, create an informational three-panel brochure using a blank sheet of paper. This brochure should cover information that would educate someone on animal agriculture, the difference between animal rights and welfare and the positive impacts of working with animals (such as raising and showing animals).

Use the space below to brainstorm your brochure: **Answers will vary.**

Name: _____

KEY: Appendix 7: Mental Health Matters

Part 1

Directions:

Read the article “Mental Health Matters” in the fall 2023 issue of *FFA New Horizons* and answer the questions below.

1. In the chart below, write in your own words a summary of the four strategies suggested to help you deal with depression or anxiety.

KNOW YOU'RE NOT ALONE. Answers will vary.	TALK IT OUT. Answers will vary.
CALL FOR HELP. Answers will vary.	BE KIND. Answers will vary.

2. Write down three action steps you can take to apply one or more of the strategies listed in Question 1. (Example: I will make time once a month to meet with my school counselor to discuss my anxiety about my upcoming senior year.)

ACTION STEP 1 Answers will vary.	ACTION STEP 2 Answers will vary.	ACTION STEP 3 Answers will vary.
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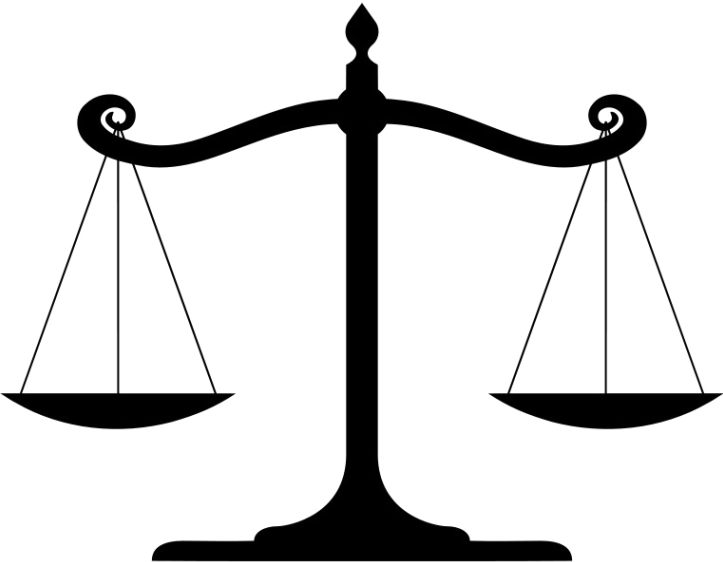
Name: _____

Part 2

Directions:

How we handle the negative thoughts or feelings we have can have a major impact on us in many ways. It is important to balance those negative thoughts or feelings with the positive ones. Think about a situation that has happened or will happen soon that is giving you anxiety or causing depression. On the left, list the negative thoughts and feelings about that situation. On the right, list the positive thoughts and feelings about that situation.

Describe the situation at hand: Answers will vary.	
NEGATIVE THOUGHTS/FEELINGS Answers will vary.	POSITIVE THOUGHTS/FEELINGS Answers will vary.
List the actions steps you can complete to overcome this situation: Answers will vary.	



Name: _____

KEY: Appendix 8: FFA New Horizons Vocabulary BINGO

Directions:

Teacher: Outline for students the conditions for winning this game of BINGO (vertical, horizontal, blackout, etc.). Hand out a copy of "Appendix 8: FFA New Horizons Vocabulary BINGO" to each student for the BINGO game. Randomly select definitions from the list to read (do not read the actual words, just the definition) and students will mark them off. Verify any winners as they come up.

Definition	Vocabulary Word
Distress or uneasiness of mind caused by fear of danger or misfortune; a state of apprehension and psychic tension occurring in some forms of mental disorder	Anxiety
A distinguishing feature or quality	Characteristic
A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage	Community
A system by which people purchase a share from a local farm and periodically receive vegetables and other agricultural products throughout the farming season	Community Supported Agriculture (CSA)
Something that is to be expressed through some medium, as speech, writing or any of various arts	Content
A condition of general emotional dejection and withdrawal; sadness greater and more prolonged than that warranted by any objective reason	Depression
A variety of activities conducted by child nutrition program operators that connect children with the source of their food, improve health and education outcomes, promote equity in the food system and inspire youth toward careers in agriculture *https://www.fns.usda.gov/f2s/im-new-farm-school	Farm to School
An economic and social condition of ready access by all members of a household to nutritionally adequate and safe food	Food Security
Something granted, as a privilege or right, a sum of money or a tract of land	Grant
The science and art of cultivating plants	Horticulture
Between or among nations; involving two or more nations	International
Of or pertaining to the relations between persons; existing or occurring between persons	Interpersonal
A formal meeting in which one or more persons question, consult or evaluate another person	Interview
A point, matter or dispute; the decision of which is of special or public importance	Issue
A place or position suitable or appropriate for a particular person or thing	Niche
Occupational Safety and Health Administration *https://www.osha.gov/	OSHA
A mental view or prospect	Perspective
A person who produces; who created economic value, or produces goods or services	Producer
An act of helpful activity	Service
Of, relating to or designating a city or town; characteristic of or accustomed to cities	Urban
A person who practices veterinary medicine or surgery	Veterinarian
A person who offers to perform a service or other undertaking	Volunteer

*All definitions are from <https://www.dictionary.com/> except where otherwise noted.