



Spring/Summer 2022 Teaching Guide

In this guide, you will find activities for seven articles in the spring 2022 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

Comic Strip:

Use the vocabulary words and [Appendix 8](#) to create a comic strip. Requirements for the comic strip:

- Use a minimum of six frames.
- Create a story by adding scenes to each frame. Use a minimum of eight vocabulary words throughout your story.
- Add detail and color to your comic strip.



WELL-POLISHED MACHINE

This FFA member built a high-demand car-detailing business.

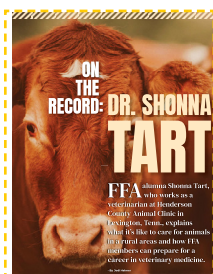
[Appendix 1: Well-Polished Machine](#)



A SUMMERTIME STAPLE

Generations of FFA members have marked their calendars for summer camp. Consider doing the same.

[Appendix 2: A Summertime Staple](#)



ON THE RECORD: DR. SHONNA TART

FFA alumna Shonna Tart, who works as a veterinarian at Henderson County Animal Clinic in Lexington, Tenn., explains what it's like to care for animals in a rural area and how FFA members can prepare for a career in veterinary medicine.

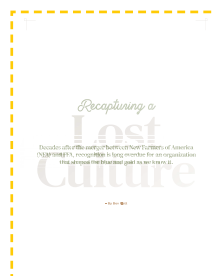
[Appendix 3: On the Record: Dr. Shonna Tart](#)



SWAPPING SURPRISES

The fun project that connected chapters across the country had an even bigger impact than anyone could have predicted.

[Appendix 4: Swapping Surprises](#)



RECAPTURING A LOST CULTURE

Decades after the merger between New Farmers of America (NFA) and FFA, recognition is long overdue for an organization that shaped the blue and gold as we know it.

[Appendix 5: Recapturing a Lost Culture](#)



LEARNING TO LEAD

Joining FFA helped Bennett Perez go from shy to self-assured and gave her the confidence to chase her dreams.

[Appendix 6: Learning to Lead](#)



BREAKING THE MOLD

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

[Appendix 7: Breaking the Mold](#)

CLICK HERE TO DOWNLOAD THE GOOGLE WORKSHEETS.





NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

WELL-POLISHED MACHINE

For his supervised agricultural experience, Boys started a car-detailing business. He never dreamed how successful it could be, and he now has a full-time business.

Bell Ringer

What is a supervised agricultural experience?

Discussion Questions

1. What is a supervised agricultural experience (SAE)?
2. How can an SAE impact your future?
3. What is car detailing?
4. What does it cost to detail a car?
5. What is the process to detail a car?

Activity

Part 1: Have students read the article "Well-Polished Machine" in the spring 2022 issue of FFA New Horizons. Have students complete the activities while reading the article.

Part 2: Using the resource <https://rallyways.com/2445/complete-professional-car-detailing-step-by-step-process/>, have students develop a list of materials that they would need for a complete car detail. Students should develop their list as if they have nothing.

Part 3: Students are now going to put themselves in the shoes of a person who runs a car-detailing business. Students will use the space provided to develop a poster that could be shared on social media, in the local newspaper and in the local community. Students should be sure to include the following: (1) the name of the business, (2) the location of the business, (3) the types of vehicles they service and (4) pictures and color. Students can also use online sources to develop their posters, such as Canva.com.

FFA Tip

Host a car-detailing fundraiser for the community.

SAE Tip

Host an SAE Shark Tank! Assign students to research an unserved or underserved need in your area and complete a draft SAE agreement and first year start-up budget. Introduce them to the National SAE Grant (link: [FFA.org/participate/grants-and-scholarships/sae-grants](https://www.ffa.org/participate/grants-and-scholarships/sae-grants)) and/or state grant opportunities.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.05, FFA PRECEPTS: FFA.PL-A; FFA.PL-F; FFA.PG-I; FFA.CS-N; FFA.CS-P, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3, COMMON CORE – MATH PRACTICES: MP.1, MP.6, COMMON CORE – WRITING: CCSS.ELA.W.9-10.4, COMMON CAREER TECHNICAL CORE: AG5, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.06, CRP.11, P.21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING, THINK CREATIVELY, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY

VOCABULARY

Detailing
Entrepreneur
Supervised agricultural experience

EXIT TICKET

What types of skills does a person need to have to start their own business? Why are each of these skills important?

CAREER FOCUS AREA

Agricultural Education
Power, Structural and Technical Systems

REFERENCES

<https://rallyways.com/2445/complete-professional-car-detailing-step-by-step-process/>

APPENDIX

Appendix 1: Well-Polished Machine

WELL-POLISHED MACHINE

THIS FFA MEMBER BUILT A HIGH-DEMAND CAR-DETAILING BUSINESS.

— By Lauren Denton



Dawson Boys

The COVID-19 pandemic taught the world the art of the pivot. For Dawson Boys, the forced change of plans made him a successful entrepreneur. When his fast-food job took a pause, the then 18-year-old junior at Stewardson-Strasburg High School in Stewardson, Ill., used his newfound free time to monetize a passion project — working on cars.

“I was born and raised in a shop,” says Boys. In addition to building his own race truck and restoring cars with his dad, “I always had an immaculate car,” he adds. “I thought, ‘People would pay money for that.’”

He tested that theory by starting a car-detailing business while also mowing lawns. In just a few months, he’d built a solid customer base and transitioned entirely to his one-person operation. “I just started grinding it out,” he says. “I worked a lot of long days.” It paid off: In the first year, DB’s Auto Detailing raked in upward of \$15,000.

“It was really just a side hustle that I never expected to blow up,” says Boys, who logged the business as a supervised agricultural experience (SAE) during his senior year. The key? “If you make a dozen people happy, you’ll make 100 people happy. They won’t stop talking about the work you do.”

Boys’ business is a case study in

word-of-mouth marketing. His first customers were people he raced with, which included a local farmer who also wanted his tractor and tillage tools cleaned. That farmer’s friends then called Boys to polish their trucks, and friends of those friends wanted pristine vehicles, too. “I eventually had to turn people away,” he says.

“Networking was so important to help kick off my business,” he adds. “You have to have people who believe in you, and that’s powerful to sell them on ideas.” That principle also bolstered his FFA experience. “I’m a big people person. The people I’ve met through FFA have helped my business tremendously.”

Now a freshman at Southern Illinois University, more than two hours from home, Boys has paused his business, except for during breaks from school. As a business finance major considering business law, he’ll likely stay close to entrepreneurship for the long haul.

“I just love being able to look at something I built, and that money in my bank account is because of me, coming to me for what I did,” he says. “A hamburger can be made the same way by anyone, but a personal service is just you — and that’s really special to me.”

For ideas and inspiration for starting your own SAE, visit SAEForAll.org.

“I’M A BIG PEOPLE PERSON. THE PEOPLE I’VE MET THROUGH FFA HAVE HELPED MY BUSINESS TREMENDOUSLY.”

— Dawson Boys

Name: _____

Appendix 1: Well-Polished Machine

Part 1

Directions:

Read the article "Well-Polished Machine" in the spring 2022 issue of *FFA New Horizons* and complete the following activities.



What motivated Boys to begin his detailing business?

In the first year, how much did his detailing business earn?

- a. \$5,000
- b. \$10,000
- c. \$15,000
- d. \$20,000



Using AgExplorer.FFA.org, identify the career pathway Boys' detailing SAE would fit into.

- a. Agribusiness Systems
- b. Agricultural Education
- c. Animal Systems
- d. Biotechnology Systems
- e. Environmental Service Systems
- f. Food Products and Processing Systems
- g. Natural Resources Systems
- h. Plant Systems
- i. Power, Structural and Technical Systems



What was so important both in starting Boys' detailing business and for its success?

N_____g

Identify three careers in the identified pathway that Boys could easily pursue with what he learned through his car-detailing SAE.

- 1. _____
- 2. _____
- 3. _____

Part 2

Directions:

Using the following resource, <https://rallyways.com/2445/complete-professional-car-detailing-step-by-step-process/>, develop a list of materials in the space below that you would need for a complete car detail. Tip: This list should be as if you are starting with nothing for the process.

Using the [Tractor Supply Co.](https://www.tractorsupply.com/) website, add a price to each item on your supply list.



You have a GMC Acadia to detail, and it will take you four hours at \$20/hour. You have \$18 in materials. How much will it cost your customer? Use this space to calculate your answer.

Total: \$ _____

\$ _____

Name: _____

Part 3

Directions:

Based on what you have learned, you have decided to start your own detailing business. Use the space below to develop a poster that could be shared on social media, in the local newspaper and in the local community. If you would like to use an online poster maker, consider a program like Canva.com. Be sure to include the following:

- (1) The name of your business.
- (2) The location of your business.
- (3) What types of vehicles you service.
- (4) Pictures and color.

If you are interested in creating a digital poster, here are some options to consider:

- Canva.com (free but requires an account)
 - Microsoft Publisher
 - Microsoft PowerPoint
 - Keynote
 - Microsoft Word
- (<https://www.goskills.com/Microsoft-Office/Articles/How-to-make-a-brochure-in-Microsoft-Word>)



NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

A SUMMERTIME STAPLE

FFA summer camps hold a lasting impact for those that have had the opportunity to attend. Forever friendships, engaging team-building activities, leadership skills and lifelong memories are just a few of the gains attendees take away when attending this wonderful FFA experience.

Bell Ringer

What is the purpose of students going to a summer camp?

Discussion Questions

1. What can be gained by attending a summer camp?
2. What types of activities take place at a summer camp?

Activity

Part 1: Have students begin by drawing what they see in their minds when they think of summer camp. Have students read the article "A Summertime Staple" in the spring 2022 issue of FFA New Horizons. Have students complete the activities while reading the article.

Part 2: Attending camp can be a great way to grow as a person. Have students follow the outlined steps to develop their own camp itinerary for premier leadership, personal growth and career success. The camp they design can be for anything they have interest in. Examples include FFA, field hockey, art, theater, etc.

Part 3: Students will then complete some debrief questions to reflect on what they have learned.

FFA Tip

Take students to attend a summer camp at your state site. Don't have a state FFA camp? Host your own field day or camp for students to grow and engage with others.

SAE Tip

Providing outdoor recreation opportunities can be great SAEs for students. Working as camp counselors, creating or maintaining camp facilities, designing and conducting activities for camps and many other options can all work.

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS05, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PG-I, FFA.CS-P, COMMON CORE - READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, COMMON CORE - WRITING: CCSS.ELA.W.9-10.4, CCSS.ELA.W.9-10.5, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.06, CRP.07, CRP.08, P21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Counselors
Impression
Synonymous

EXIT TICKET

What can you gain from attending a summer camp? How do you think this could help you in your future?

CAREER FOCUS AREA

Any

RESOURCE HIGHLIGHTS

State FFA Associations: [FFA.org/state-ffa-associations](https://www.ffa.org/state-ffa-associations)

REFERENCES

State FFA Associations: [FFA.org/state-ffa-associations](https://www.ffa.org/state-ffa-associations)

APPENDIX

Appendix 2: A Summer Staple



a summer

This photo: Annabella Leach, a member of Wagener-Salley FFA in Wagener, S.C., balances fun with team building on the high ropes course at the South Carolina FFA Camp.
Opposite: Fresh off the water, Jazen Furgison, South Carolina FFA Camp counselor, heads to the next activity.



ertime staple

Generations of FFA members have marked their calendars for summer camp. Consider doing the same.

**By Jessica Walker Boehm
Photography by Tyler Smith**

Synonymous with fun in the sun, relaxation and vacations, summer is a highly anticipated time of year for many people, but it's especially exciting for FFA members.

Throughout the summer, FFA camps are in full swing in many states, giving members the opportunities to make new friends, engage in team-building activities and hone their leadership skills — not to mention create memories likely to last a lifetime.

“FFA camps are steeped in tradition,” says Frank Saldaña, South Carolina region III and IV agricultural education coordinator. Saldaña is instrumental in organizing the annual summer camp sessions at the South Carolina FFA Center. “Many campers come with advisors who also came to camp when they were FFA members, or their parents came and now it's their turn. It's almost considered a rite of passage, and it's definitely very special.”

A Rich History

Camp Clements, the camp that sparked this summertime tradition,

was established in the late 1920s, and it's still going strong.

Located in the foothills of the Cumberland Mountains on the Caney Fork River in Van Buren County, Tenn., the camp was named for its creator, Dudley M. Clements, who first imagined the original FFA camp when he was a young agriculture teacher in 1911.

Eventually serving as the first state supervisor of agricultural education in Tennessee, Clements saw his dream come to life in 1927. Aside from a three-year closure from 1958 to 1961, Camp Clements has remained operational since its inception, making it the nation's oldest FFA camp.

The second oldest FFA camp is the North Carolina FFA Center at White Lake, which has been in operation since 1928 and has hosted upward of 150,000 members to date.

Many other states followed suit in the 1930s,

with FFA camps popping up across the nation, including Arkansas, Wyoming, North Dakota, New Hampshire and New Jersey. In 1941, the National FFA Camp opened in Washington, D.C.

The National FFA Camp location at the nation's capital was chosen intentionally, offering FFA members an opportunity to sightsee and explore, and it was immediately popular. During the summer of 1941, 483 boys from 49 chapters in 17 states visited the camp.

However, the excitement was short-lived as the United States entered World War II later that year, and the camp closed until 1946. After briefly reopening, the National FFA Camp closed

permanently in the 1950s. It was transformed into the National FFA Center from 1958 to 1997.

While the National FFA Camp is a thing of the past, state FFA camps continue drawing FFA members each summer, many of whom return year after year.

A Lasting Impression

Although it's not one of the state's original FFA camps, the South Carolina FFA Camp has drawn thousands of young people since 1956.

Operated by the South Carolina FFA Board of Directors, four camp sessions are held during June and July at the 36-acre South Carolina FFA Center

Below, left: Noah Key and Xzavier Cobb from Carvers Bay FFA in Hemingway, S.C., relax during free time. Below: Lily Campbell and Audrey Cutlip from WTC Kershaw County FFA in Camden S.C., enjoy team-building activities. Opposite: South Carolina FFA Camp attendees take to the water on House Creek. Opposite, inset: Abigail Lucas from Swansea FFA in Swansea, S.C., showcases her catch of the day.



**FFA camps
continue drawing
FFA members each
summer, many of
whom return year
after year.**



in the marsh of North Myrtle Beach. Each session lasts five days.

South Carolina FFA Camp attendees can expect to spend time outdoors, taking their turn on the high and low ropes courses, completing an obstacle course, and playing miniature golf and volleyball, as well as enjoying water activities such as swimming and kayaking.

“Our camp is full of energy and excitement,” Saldaña says. “By participating in the many activities and events we offer and forming teams with their peers, campers grow and enhance their leadership skills. They’re learning more about themselves, forming friendships and creating stronger bonds within their chapters, all while having fun. It’s a unique experience that’s hard to re-create — unless they come back to camp, of course.”

Grant Hall is a perfect example of a camper who couldn’t get enough, first attending the South Carolina FFA Camp when he was 7 years old with his father, who served as the Marlboro County FFA advisor. Hall continued attending camp



with his father until he could go as a camper with his own chapter, Cheraw FFA. After high school graduation, he went back to camp as a counselor, a decision he says changed his life in more ways than one.

“I would not be an ag teacher today if not for the South Carolina FFA Camp, and I probably wouldn’t have met my wife had we both not attended camp as counselors,” Hall says. “To say it’s a special place to me is a huge understatement.”

After spending three years as a counselor, Hall went on

to become an FFA advisor for Carvers Bay FFA in Hemingway, S.C., and now he brings his members to the South Carolina FFA Camp.

One of those members is Spencer Watts, the vice president of Carvers Bay FFA, who attended camp for the first time in 2021.

“I’d heard so many good things about FFA camp, and everyone was right: It was amazing,” Watts says. “I got to meet chapters from across the state while also growing closer to my chapter members. We did lots of team-building activities, so

everyone had a chance to get involved and share their ideas, and we all worked together throughout the week during different competitions and events.”

Watts enjoyed South Carolina FFA Camp so much he plans to follow in his advisor’s footsteps and become a counselor next year, helping to ensure that the magic of camp stays alive for the next generation.

“Anyone and everyone who can attend FFA camp should go,” Watts says. “There’s nothing quite like it, and I already can’t wait to go back.” •

FFA Camps Across the Country

Looking for an FFA camp in your region? We’ve compiled a list, but this is only a sampling. There are more great ones across the United States. Check with your advisor or browse your state association website to find any in your area!

1. Arizona FFA Leadership Camp at Camp Shadow Pines in Heber, Ariz.

At this five-day camp, FFA members from across Arizona form teams to compete in relay races and tackle an obstacle course while also enjoying hiking, fishing, boating and swimming. [AZFFA.org/FFA-Camp](https://azffa.org/FFA-Camp)

2. Oswegatchie FFA Camp in Croghan, N.Y.

Offering several weeklong sessions each summer, the Oswegatchie FFA Camp offers team-building activities on its high and low ropes courses, plus horseback riding, archery, kayaking, zip-lining, mountain biking and much more — all in the Adirondack Park. [Oswegatchie.org](https://oswegatchie.org)

3. Ohio FFA Camp Muskingum in Carrollton, Ohio

Ohio FFA Camp Muskingum hosts six sessions throughout the summer that include leadership workshops, swimming, canoeing, scavenger hunts and

more. The camp also offers special sessions like Camp Canopy, a camp focused on forestry and wildlife identification and education organized by the Ohio Forestry Association. [OhioFFA.org/Camp](https://ohioffa.org/Camp)

4. Wyoming FFA Leadership Camp near Lander, Wyo.

With two summer sessions, the Wyoming FFA Leadership Camp offers a balanced mix of work and play with workshops in public speaking and interviewing, as well as outdoor adventures, team competitions and a camp-wide dance. FFACamp.org

5. Camp John Hope in Fort Valley, Ga.

Central Georgia’s Camp John Hope has been a mainstay in youth recreation and education for over 80 years. In that time, its campground has been enjoyed by various organizations, including New Farmers of America (NFA) and Family, Career and Community Leaders of America (FCCLA). Activities include canoeing and kayaking, crafting, swimming, archery and rock wall climbing. Don’t be afraid to get dirty — the muddy obstacle course is a hit! CampJohnHope.com

**Opposite: (from left to right)
Danaysia Roberts, Phoenix
Sandifer and Jaylen Chisolm
from Bamberg-Ehrhardt FFA in
Bamberg, S.C., show off their
team-building winnings.
This photo: Lauren Knight, from
Swansea FFA in Swansea, S.C.,
flashes a smile after kayaking.**



Name: _____

Appendix 2: A Summertime Staple

Part 1

Directions:

Read the article "A Summertime Staple" in the spring 2022 issue of *FFA New Horizons* and complete the activities.



When you think of summer camp, what do you see in your mind? Draw a picture of your thoughts here.



According to the article, what are four outcomes of attending an FFA camp?

1. _____
2. _____
3. _____
4. _____

Which of the following is the oldest FFA camp?

- a. Camp Shadow Pines
- b. Camp Clements
- c. Oswegatchie FFA Camp
- d. Camp Couchdale

Which of the following caused the oldest FFA campgrounds to close until 1946?

- a. The Vietnam War
- b. World War I
- c. World War II
- d. The Civil War



How does the image you created above align with what you learned about FFA camps?



Using different state FFA association websites, identify the FFA camp closest to you, [FFA.org/state-ffa-associations/](https://www.ffa.org/state-ffa-associations/).

Describe the benefits, you as a student, could gain by attending a camp through an organization such as FFA.



Name: _____

Part 2

Directions:

Attending a camp can be a great way to grow as a person. Follow the steps below to develop your own camp itinerary for premier leadership, personal growth and career success.

1. Select a camp you would like to attend and assign it a name that would make others want to attend.
Tip: This can be anything of interest to you that might host a camp for students in grades 7-12. Examples include FFA, field hockey, art, theater, etc.

Camp Title: _____

2. Using the space provided, create a postcard that would serve as an advertisement for the camp.



Back



Name: _____

3. You are now going to design the itinerary for one day at the camp you selected/named in Step 1. The camp will run 8 a.m. to 9 p.m. You will block off the amount of time each activity will take and describe how that activity is meeting the needs of attendees. You will need to have activities (color coded) that get the **mind moving in blue** (Ex. Trivia game, career exploration activity), the **body moving in purple** (Ex. Sand volleyball, hiking, yoga) and the **excitement moving in green** (Ex. Team building activity, camp dance).

Time	Activity	How is this meeting the needs of attendees?
Example: 7 a.m.	Rise and Shine Yoga	Allowing attendees to wake up and focus for their day. Mental and physical health.
8 a.m.		
9 a.m.		
10 a.m.		
11 a.m.		
12 p.m.	Lunch	Lunch
1 p.m.		
2 p.m.		
3 p.m.		
4 p.m.		
5 p.m.		
6 p.m.	Dinner	Dinner
7 p.m.		
8 p.m.		
9 p.m.		

Name: _____

Part 3

Directions:

Thinking about the activities in Part 1 and Part 2, respond to the following questions.

Was planning the schedule easy or challenging? Why or why not?

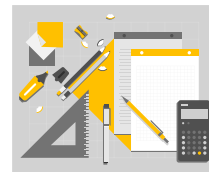


What did you learn about yourself when completing these activities?



Using AgExplorer.FFA.org, identify three careers that would use the same types of skills that you used to design your postcard and the single-day plan.

1. _____
2. _____
3. _____



Is there anything that surprised you about the careers that utilize similar skills?

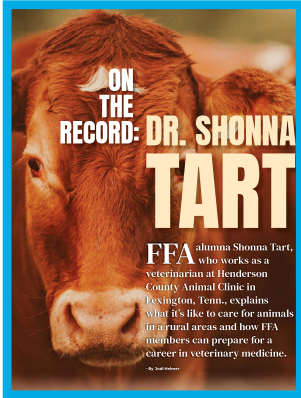
In one sentence, describe the potential impact of extracurricular/intracurricular camps on those that attend.





NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

ON THE RECORD: DR. SHONNA TART

Hear from Dr. Shonna Tart on her exciting career in the veterinary science field.

Bell Ringer

What role do veterinarians and veterinary staff play in communities across the country?

Discussion Questions

1. What are challenges faced by rural vets?
2. What are some challenges with being a large-animal vet?
3. How can you prepare for a career in veterinary science?
4. What careers exist in the field of veterinary science?

Activity

Part 1: Have students read the article "On the Record: Dr. Shonna Tart" in the spring 2022 issue of *FFA New Horizons*. Have students complete the activities as they read the article.

Part 2: When considering the veterinary science field for a career, many begin by thinking you have to be a veterinarian, but there is so much more! Included are a few of the many available careers in the realm of veterinary science. Have students select three careers of interest by highlighting their choices in green. Once they have made their selections, have student complete the included activities. Have students share why they would or would not be suited for a career in the veterinary science field.

FFA Tip

Have a local supporter of the chapter come and speak to students about the wide range of opportunities in the field of veterinary science.

SAE Tip

What placement or internship opportunities are available in your area for students to volunteer or work for veterinarians, animal shelters, pet groomers or animal boarding facilities? Do you have facilities at your school for students to run a School-Based SAE providing animal grooming or boarding?

STANDARDS ALIGNMENT

AFNR PERFORMANCE ELEMENT: CS.05, FFA PRECEPTS: FFA.PL-A, FFA.PL-C, FFA.PL-E, FFA.PG-I, FFA.CS-P, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.1, CCSS.ELA.RI.9-10.2, COMMON CORE – WRITING: CCSS.ELA.W.9-10.4, COMMON CAREER TECHNICAL CORE: AGS, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.07, CRP.10, P21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

VOCABULARY

Alumna
Monotony
Preventative
Rural
Veterinary medicine

EXIT TICKET

Describe, in two sentences, the role that individuals in the field of veterinary medicine play in their communities.

CAREER FOCUS AREA

Animal Systems

RESOURCE HIGHLIGHTS

AgExplorer, <https://AgExplorer.FFA.org>

REFERENCES

AgExplorer, <https://AgExplorer.FFA.org>

RELATABLE LINKS

Cheyenne Young – SAE – Vet Clinic ([PDE](#), [Doc](#))

Dairy Cattle Evaluation CDE, FFA.org/participate/cdes/dairy-cattle-evaluation-management

Dairy Cattle Handlers CDE, FFA.org/participate/cdes/dairy-cattle-handlers-activity

Livestock Evaluation CDE, FFA.org/participate/cdes/live-stock-evaluation

Horse Evaluation CDE, FFA.org/participate/cdes/horse-evaluation

Poultry Evaluation CDE, FFA.org/participate/poultry

Veterinary Science CDE, FFA.org/participate/cdes/veterinary-science

APPENDIX

Appendix 3:
On the Record: Dr. Shonna Tart

**ON
THE
RECORD: DR. SHONNA
TART**

FFA alumna Shonna Tart, who works as a veterinarian at Henderson County Animal Clinic in Lexington, Tenn., explains what it's like to care for animals in a rural areas and how FFA members can prepare for a career in veterinary medicine.

- By Jodi Helmer

“Focus on education because it is very competitive to get into vet school. You have to put in the work.”

- SHONNA TART

Shonna Tart's love for animals led her to a career in veterinary medicine. She works for a veterinary clinic in rural Tennessee.



Q: When you applied to vet school at University of Tennessee, Knoxville, was your plan to work with large animals?

A: I went to vet school because of an interest in public health and food animal safety. All through vet school, my plan was to be a food animal veterinarian with a focus on pigs, but it's really hard to get a job strictly as a large-animal vet.

Q: What makes it hard to get a job strictly as a large-animal vet?

A: It depends on location and how much producers depend on their veterinarian. In Illinois, I worked with a lot of cattle, helping producers pull calves and going on herd visits to vaccinate or castrate cattle. [In rural Tennessee], most producers do that work themselves. If you want to work solely with large animals, you have to find an area where the vets are actually actively involved in the routine maintenance of the animals. There just aren't many who do that type of work.

Q: What are some of the challenges of working as a veterinarian in a rural area?

A: Being in a rural area, we face a lot of income challenges. Producers don't always use vets for preventive factors. We get called in for emergencies and, by that point, there is often very little we can do and the things we can do are going to cost more than the animal is worth. Instead of paying for the animal's care, producers decide to sell it.

Q: What's the best part of working in a mixed animal practice in a rural area?

A: Sometimes it's nice just to get out of the clinic. It gives you a little bit of variety and breaks up the monotony, broadening your horizons. You get to know your clients in a small town. It's more of a close-knit community than you find in a city with thousands and thousands of people.

Q: What advice do you have for FFA members interested in pursuing careers in veterinary medicine?

A: Focus on education because it is very competitive to get into vet school. You have to put in the work. Volunteer at a vet clinic or get a summer job as a kennel assistant and participate in FFA events like livestock judging and animal science classes. Those are good opportunities through which you'll learn about animals and how to read and handle an animal. Those experiences will come in handy down the road.

There's a CDE for That

Prepare your skills for a career in veterinary medicine with the veterinary science CDE. Visit FFA.org/Participate/CDEs/Veterinary-Science to learn more.

Name: _____

Appendix 3: On the Record: Dr. Shonna Tart

Part 1

Directions:

Read the article "On the Record: Dr. Shonna Tart" in the spring 2022 issue of *FFA New Horizons* and complete the following activities while you read.

Color the state where FFA alumna Shonna Tart works as a veterinarian.



What vet school did Tart attend?

- a. Auburn University
- b. Tufts University
- c. Purdue University
- d. University of Tennessee

What species of animal did Tart hope to primarily work with?

- a. Cattle
- b. Pigs
- c. Chickens
- d. Sheep/goats

Which of the following is a challenge of being a rural vet?

- a. Income challenges
- b. Veterinarians are not called for preventative care.
- c. Veterinarians are only called for emergencies.
- d. All of the above

Describe why being solely a large-animal vet can be difficult.



What are three opportunities that you could take advantage of now, in your school or community, that would prepare you for a career in the animal industry?

1. _____
2. _____
3. _____

Describe the large-animal veterinary science industry in a way that any of your friends or family could understand.

Name: _____

Part 2

Directions:

When considering the veterinary science field for a career, many begin by thinking you have to be a veterinarian, but there is so much more! Below are a few of the many available careers in the realm of veterinary science. Select three careers of interest by highlighting your choices in **green**. Once you have made your selections, complete the activities that follow.

Animal Geneticist	Veterinary Assistant	Veterinary Pathologist	Veterinary Technician
Ruminant Nutritionist	Animal Biotechnologist	Nutritional Specialist	Animal Physical Therapist

In each box, write one of the careers you selected. Use AgExplorer.FFA.org to learn more. Draw icons or emojis that visually describe the function of the career. Then identify the skills needed for the career as well as the overall impact on the animal industry. See the example below to better understand your task.

Example: Career: <u>Small-Animal Veterinarian</u>	What are three skills needed for this career? (1) <u>Detail oriented</u> (2) <u>Enjoys a different schedule each day</u> (3) <u>Ability to think critically</u>	What is the impact of this career on the animal industry? <u>Ensures the health and well-being of small animals.</u>
		

Career: _____	What are three skills needed for this career? (1) (2) (3)	What is the impact of this career on the animal industry?
---------------	--	---

Career: _____	What are three skills needed for this career? (1) (2) (3)	What is the impact of this career on the animal industry?
---------------	--	---

Career: _____	What are three skills needed for this career? (1) (2) (3)	What is the impact of this career on the animal industry?
---------------	--	---

Identify five skills you have that would benefit you in this career field. (1) (2) (3) (4) (5)	→	Would you be well suited for a career in the veterinary science field? Why or why not?
---	---	--



NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

SWAPPING SURPRISES

A fun project that connected chapters across the country had an even bigger impact than anyone could have predicted.

Bell Ringer

What is the best way to learn about other states across the U.S.?

Discussion Questions

1. What is an exchange box?
2. What benefits could come from doing a box exchange with another school?
3. What might others find interesting to learn about your state and school?

Activity

Part 1: Read the article "Swapping Surprises" in the spring 2022 issue of FFA New Horizons. Have students complete the activities as they read.

Part 2: Exchange boxes can be a great way to learn more about other states, students and industries. Have students plan an exchange box that will represent where they live. For the box, students will select three items to describe the agriculture in their area/state (Ex. Indiana is second in popcorn production), three items that represent their state (Ex. An Indy car to represent the Indianapolis 500) and three items that represent the student (Ex. Picture of his or her pet). Students will also create a tag for each item to include why the student selected the item and the significance.

Part 3: Students will use the space provided to develop a fun note to include with their box. Students will need to include (1) opening instructions, (2) background information about themselves and their group and (3) a kind greeting. Students should take the opportunity to get creative and decorate the note as well.

FFA Tip

Complete a box exchange with another school.

SAE Tip

Suggest ways FFA members can make connections in their local community and beyond through SAEs. Competitors for SAE-based awards have great opportunities to network with other FFA members and adult judges and sponsors.

VOCABULARY

Anticipation
Exchange
Understatement

EXIT TICKET

What could you learn from doing a box exchange with another school?

CAREER FOCUS AREA

Any

APPENDIX

Appendix 4: Swapping Surprises

STANDARDS ALIGNMENT

FFA PRECEPTS: FFA.P.L-A, FFA.P.L-F, FFA.C.S-N, COMMON CORE – READING: INFORMATIONAL TEXT: CCSS.ELA.RI.9-10.2, COMMON CORE – WRITING: CCSS.ELA.W.9-10.4, CCSS.ELA.W.9-10.5, AFNR CAREER READY PRACTICES: CRP.02, CRP.04, CRP.06, P21 SKILLS: CRITICAL THINKING AND PROBLEM SOLVING, FLEXIBILITY AND ADAPTABILITY, INITIATIVE AND SELF-DIRECTION, LEADERSHIP AND RESPONSIBILITY, THINK CREATIVELY

SWAPPING Surprises

A fun project that connected chapters across the country had an even bigger impact than anyone could have predicted. – By Jessica Walker Boehm



Chapters from across the country exchanged goody boxes filled with snacks and surprises.

To celebrate National FFA Week in 2021, Paris FFA Advisor Josh Bondy of Missouri got creative — and to call it successful would be a massive understatement.

Bondy, a Teacher Ambassador for National FFA, organized a goody box exchange with his fellow teacher ambassadors and their chapters. A total of 20 chapters across the country participated, and each was assigned another chapter to exchange with after completing an intake form.

“I matched chapters based on their preferences — whether they wanted to exchange boxes with a similar

chapter or one that was totally different, for example — and I provided a list of things for them to include, like a favorite local snack, chapter

T-shirts, and letters written to and from chapter officers,” says Bondy, an agriculture instructor at Paris R-II High School in Paris, Mo.

Upon receiving their boxes, FFA members were instructed to open only one piece of the box per day throughout National FFA Week, giving them something to look forward to.

That was certainly the case for Millie Chism’s students, who received a box from Bondy’s chapter. Chism, a Pine Grove FFA advisor from Pine Grove School in Ripley, Miss., says anticipation was high during the week as her members were excited to see what awaited them in their box.

“This exchange gave us a great opportunity to connect with another chapter, and it made National FFA Week even more special for us,” Chism says. “Many of my students made social media connections with [Paris FFA members], so the connection definitely didn’t stop after the week was over. That’s really cool to see.”

The Pine Grove FFA and Paris FFA connection doesn’t end there. Chism’s students added crayons to the box they sent, along with a letter explaining their significance and what to do with them — a seemingly small gesture that had a big impact.

“Crayons weren’t on the list of things to include, but I’m so glad they did,” Bondy says. “The letter explained that the students were supposed to break the crayons in half and put one piece in their FFA jacket pocket and give the other piece to another member to serve as a reminder that even if they’re broken, they’re still useful.”

A couple of months later, that broken crayon came in handy for one of Bondy’s members, Chris Ebbesmeyer, who was interviewing for a position as a Missouri FFA officer. During his interview, he pulled out the broken crayon and shared its meaning. Today, he is the vice president of the Missouri FFA.

“This is a perfect example of the power in building bonds with other FFA chapters and members, and it was the cherry on top of an awesome experience,” Bondy says.

Ready to plan your own National FFA Week celebration? Visit FFA.org/National-FFA-Week for resources.

Thank you, Tractor Supply Company, for sponsoring National FFA Week!



Learn more about the National Teacher Ambassadors for FFA program.



Paris FFA members in Missouri show off apparel from Pine Grove FFA in Mississippi.

Name: _____

Appendix 4: Swapping Surprises

Part 1

Directions:

Read the article “Swapping Surprises” in the spring 2022 issue of *FFA New Horizons* and complete the following activities as you read.



What state organized the box exchange during National FFA Week in 2021? Color and label the state below.



How many states participated? _____

Chapters were matched based upon their

p_____.

If you were to do an exchange box, would you want it to be with a group that is similar to what you are used to or different? Why?

Explain the broken crayons that were sent.



How could the “broken crayon” concept help you?

What role could an exchange box have on a student organization? This can be any group, club, team, etc.



Name: _____

Part 2

Directions:

Exchange boxes can be a great way to learn more about other states, students and industries. Today, you are going to put together an exchange box that will represent where you live. For your box, you will select three items to describe the agriculture in your area/state (Ex. Indiana is second in popcorn production), three items that represent your state (Ex. An Indy Car to represent the Indianapolis 500) and three items that represent you (Ex. Picture of your pet).

Agriculture	State	You
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

↓ ↓ ↓

Create a tag to hang on each item to explain why you included the item and the significance.	Create a tag to hang on each item to explain why you included the item and the significance.	Create a tag to hang on each item to explain why you included the item and the significance.
--	--	--

Part 3

Directions:

In the space below, develop a fun note that you would send with your box. Be sure to include (1) opening instructions, (2) background information about yourself and your group and (3) a kind greeting. Be sure to be creative and decorate your note to make it more personal!

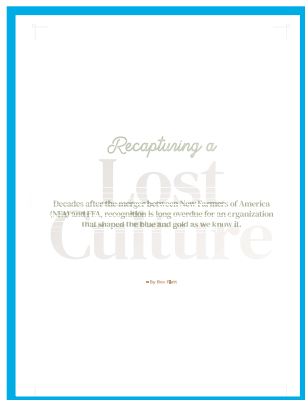






NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

RECAPTURING A LOST CULTURE

Decades after the merger between New Farmers of America (NFA) and FFA, recognition is long overdue for an organization that shaped the blue and gold as we know it.

Bell Ringer

Why do you think it is important to remember and preserve history?

Discussion Questions

1. What are ways that you can help preserve the history of your FFA chapter and/or agricultural education program, your school or a club/sports team?
2. What are some past programs/organizations within your school/community that you have learned from?
3. What are ways your chapter/school can help celebrate Black History month?

Activity

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

Part 2: Students will use this link, <https://special.ulib.iupui.edu/special/nfa>, to complete a scavenger hunt through the New Farmers of America archives to learn more about the organization. Students will respond to the questions in Part 2 to complete the scavenger hunt.

Part 3: Students will complete a Venn diagram showing the similarities and differences of the National FFA Organization and the New Farmers of America.

Part 4: Students will answer questions in Part 4 to reflect on the article and what they have learned throughout the lesson.

FFA Tip

- A. Have members plan and host a quartet competition and/or schoolwide talent competition. Members can do research on former NFA quartet competitions and use that as their inspiration.
- B. Members can add supplemental information/facts about the NFA in the Official FFA Manuals.

SAE Tip

Creating curriculum, teaching curriculum and/or writing articles about the history of the NFA and FFA can be agricultural education or agricultural communications SAEs. Students should track their hours to document the SAE and keep a record of income if they sell their curriculum sets or articles.

STANDARDS ALIGNMENT

AFNR Performance Element: CS.05, FFA Precepts: FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N, FFA.CS-O, Common Core – Reading: Informational Text: CCSS.RI.9-10.4, Common Core-Literacy in Science & Technical Subjects: Writing: CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, Common Core – Writing: CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, Common Core – Speaking and Listening: CCSS.SL.9-10.2, CCSS.SL.9-10.4, Common Career Technical Core: AG1, AFNR Career Ready Practices: CRP.02, CRP.04, P21 Skills: Communication, Information, Communications, and Technology Literacy, Think Creatively, Leadership and Responsibility

VOCABULARY

Merger	Doctrine	Asset
Tradition	Segregation	Mandate
Associate	Implications	Inevitable
Momentum	Autonomously	Heritage
Legislation	Entrepreneurship	

EXIT TICKET

Answer the questions below:

- A. What are three things you learned today?
- B. What are two facts that you found interesting?
- C. What is one question you still have?

CAREER FOCUS AREA

Agricultural Education

REFERENCES

New Farmers of America Records, 1929-1965: <https://special.ulib.iupui.edu/special/nfa>

FFA History: [FFA.org/ffa-history](https://ffa.org/ffa-history)

NFA Emblem: <https://ffa.box.com/s/nuvxzie0xx8cbadsi-hh9uonhxyzitcwnq>

NFA Creed: <https://ffa.box.com/s/653l5n7a0d816dmkh-7kixc9yxgtly4xy>

RELATABLE LINKS

Remembering and preserving the history of the New Farmers of America: <https://www.rfdtv.com/story/43534863/remembering-and-preserving-the-history-of-the-new-farmers-of-america>

Article: AC Wharton Lives Legacy and Leadership: [FFA.org/ffa-new-horizons/ac-wharton-lives-legacy-and-leadership](https://ffa.org/ffa-new-horizons/ac-wharton-lives-legacy-and-leadership)

APPENDIX

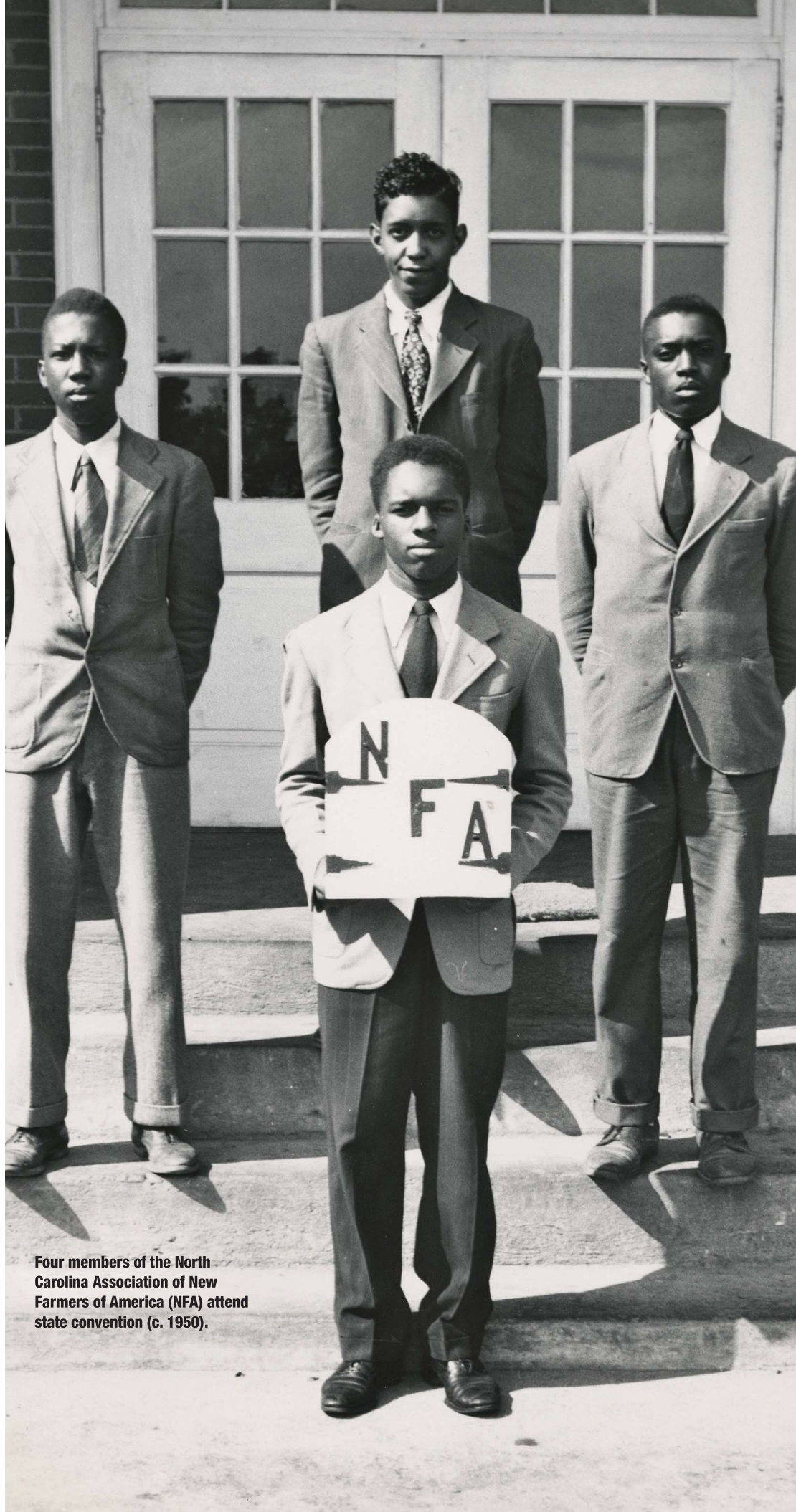
Appendix 5: Recapturing a Lost Culture

Recapturing a

Lost Culture

Decades after the merger between New Farmers of America (NFA) and FFA, recognition is long overdue for an organization that shaped the blue and gold as we know it.

– By Bev Flatt



Four members of the North Carolina Association of New Farmers of America (NFA) attend state convention (c. 1950).

“I keep records of receipts and disbursements just as Washington kept his accounts — carefully and accurately. I encourage thrift among the members and strive to build up our financial standings through savings and investments. Booker T. Washington was better able to serve his countrymen and posterity, because he was financially independent.”

While the majority of FFA members can recite the first two sentences of this quote from memory, the third is less familiar. These words have not been spoken in an official agricultural education meeting since the New Farmers of America (NFA) and the Future Farmers of America (now National FFA Organization) became one organization more than 50 years ago.

While labeled a merger in 1965, the NFA was basically absorbed by FFA. At the time, both organizations were independently successful in honing leadership skills and providing professional development opportunities for young men in agriculture. Since combining, however, the number of Black Americans who benefit from activities in FFA and agricultural education has decreased drastically. Many of the traditions, history and culture of Black agricultural education have been erased or forgotten.

With recent research by Antoine Alston, Ph.D., professor and associate dean at North Carolina Agricultural and Technical State University, and Dexter Wakefield, Ph.D., professor



Cattle judging was an important event through which NFA members learned new skills.

Browse the following resources to learn more about the experiences and memories of NFA members and advisors.



NFA Records
1929-1965



NFA Impact
on Members



NFA Merger
With FFA



Historical
Narrative



Voices of
Teachers

and associate dean of academic programs at Alcorn State University, more is known about the experiences of former NFA members.

“If you think about the age of a former NFA member or even NFA teachers today, they would be more than 75 to 80 years old,” says Alston. “Our time to learn from these early, Black agricultural leaders is running out. If we don’t capture their experiences and their memories now, it may soon be lost to history.”

Understand the History

The roots of NFA can be traced back more than 140 years to Booker T. Washington, an influential educator, author and civil rights leader.

In 1880, Washington, the son of former slaves and an advocate for black progress through education and entrepreneurship, established an agricultural class for Black boys in his one-room school in Tuskegee, Ala. Beginning in 1896, the segregation of races in educational establishments was instituted under the “separate but equal” doctrine created by Plessy v. Ferguson, a U.S. Supreme Court case in which the Court decided that racial segregation laws were constitutional as long as the facilities for each race were equal in quality. It would remain in practice by the United States for the next 70 years, and ultimately led to the creation of similar but separate organizations like NFA and FFA.

Later, passage of the Smith-Hughes Act of 1917 — barely 50 years removed from the end of slavery — provided funding to states for vocational and agricultural education. Dr. H.O. Sargent was soon appointed as the first federal agent of vocational agricultural education for special groups,



NFA National Board of Trustees in 1956



The 1952-53 National NFA Officer Team

which included Black, Hispanic and Native American citizens. He was widely accepted by Black agricultural educators, and under his leadership, Black agricultural education expanded and many Black teacher-trainers were awarded fellowships for graduate studies.

Understand the Journey

In 1927, Sargent teamed up with G.W. Owens, a teacher-trainer at Virginia State College, to draft the first constitution and bylaws for New Farmers of Virginia, an organization for Black agriculture students. That same year, 400 New Farmers of Virginia members from 18 chapters held a state rally to create more interest in the vocation of farming, encourage cooperative effort among agricultural students and develop rural leadership.

From 1927 to 1935, plans for the national NFA organization took shape and it was officially formed Aug. 4, 1935, at Tuskegee Institute in Tuskegee, Ala. From then on, an emblem comprising a plow, owl, rising sun, open boll of cotton, American eagle and the words “NFA” and “Vocational Agriculture” graced the black-and-gold jackets of NFA members across the country. Active members earned degrees as the Farm Hand, Improved Farmer, Modern Farmer and Superior Farmer, and they would compete in events such as dairy farming, farm electrification and public speaking. A quartet contest was held to develop a greater appreciation for music, including traditional Black spirituals.

NFA operated autonomously from its inception in 1935 until 1941. During this time, NFA grew to consist of 1,004 chapters in 12 states and more than 50,000 members. In 1941,

While desegregation was a milestone, the way in which it was carried out ended up hurting the Black community.



Entertainment was provided during most chapter, state and national NFA meetings.



NFA members show beef cattle at North Carolina Agricultural and Technical State University (c. 1950).



An NFA member gathers eggs as part of his poultry supervised farming practice.

the U.S. Department of Education — which didn’t employ a single Black person to represent NFA — brought NFA under its own authority, removing authority from the NFA leaders of that time. NFA leaders recognized the need to secure leadership positions in education departments to support their interests at the local, state and national levels. Over the next two decades, NFA leaders made repeated attempts to gain representation.

Meanwhile, momentum for “separate but equal” legislation began to slow. In addition to other court cases, in 1954, the Supreme Court decision in *Brown v. Board of Education* struck down the doctrine of “separate but equal” and ordered an end to school segregation. Individual states enacted desegregation legislation and, as a result, five of the 17 state NFA associations in existence at the time merged with their state FFA associations.

Understand the Losses

While desegregation was a milestone, the way in which it was carried out ended up hurting the Black community. As schools began to merge, the resulting agriculture programs couldn’t support two agriculture teachers; more often than not, Black teachers lost their jobs to white teachers. In other cases, Black teachers were demoted from being a vocational agriculture teacher to a lower category, leading to smaller salaries and reduced opportunities. Leadership positions were largely given to white individuals, leaving Black students and teachers unrepresented.

In 1964, President Lyndon Johnson signed the Civil Rights Act of 1964 into law. While the implications of this act would desegregate all schools and school-based

These long-lasting impacts are still felt today.
In 1965, more than 52,000 young men were members of the NFA. Today, just 36,000 FFA members identify as Black, which accounts for only 5% of membership.

activities, it also led, through a merger with FFA, to the end of NFA and the culture built around it. The merger was ultimately one-sided, as NFA gave up its name, charter, constitution, bylaws, awards, emblem, jacket, Creed, flag, banner, colors, financial assets and adult leadership. Meanwhile, FFA gave up nothing — not even a single seat on its board of directors.

“The events around the NFA/FFA merger were a federal mandate from the U.S. government,” says Wakefield. “There was a feeling that this merger was inevitable and not such a bad idea, but there was an expectation that Black students would be provided equal opportunities in all positions and activities. It did not happen.”

These long-lasting impacts are still felt today. In 1965, more than 52,000 young men were members of NFA. Today, just 36,000 FFA members identify as Black, which accounts for only 5% of membership.

But Alston says not all of NFA disappeared.

“While there was significant loss, there are a lot of NFA activities that still exist as a part of FFA today,” says Alston. “The challenge has been around access. It’s all about resources when it comes to being an effective organization. Decades ago,

resources were a barrier when agricultural education membership [costs] went from 5¢ in the NFA to 50¢ in FFA. Back then, it was typically not feasible for students who did not have financial resources to receive an award in the FFA.”

In his research, Alston heard from one NFA advisor who said, “We lost a lot; lost some great opportunities. [We] should have kept the vision of NFA, and we would be better off. We lost our camp; lost employment. We lost so much, [which] still impacts [us] today.”

The Black community began experiencing a decline in representation in agriculture, as some Black teachers and leaders were pushed from their positions. Black students, in turn, lacked role models in the field; those students who wanted to pursue agricultural careers were encouraged to choose other pathways.

“Today, even students who have [financial] resources [to pursue careers in agriculture] are being told to choose another career pathway,” says Alston.

Wakefield adds, “Underrepresented students are traditionally unaware of the potential of success in the agriculture field of study” because they’re encouraged to pursue other careers, instead.

Understand What Is Possible

“We must address the tough topics of our past to help our organization create an accessible and inclusive future,” says James Woodard, National FFA Advisor and chair of the National FFA Board of Directors. “FFA is made up of more than 700,000 members, each with their own unique history, heritage, interests and vision for the future. We honor and respect the differences among us that make us stronger.”

Learning what happened in 1965 may inspire members to take action and ensure the NFA culture is not lost. What could this look like? Movements start at the grassroots level with members and chapters. Perhaps members can initiate a scavenger hunt through the NFA archives. Or chapters can invite community members who were students during segregation to share their experiences or become an honorary chapter member. Maybe members will find inspiration in the former NFA talent programs and host a quartet competition. Chapters may look to supplement copies of the Official FFA Manual with additional historical material on NFA to ensure the past is not forgotten. Start small now, then think bigger.

Regardless of the actions members are inspired to take or the emotions processed, recognition of the NFA perspective is a step to reevaluate a decades-old absorption and turn it into a true merger — making FFA an organization for all. •

Understand Our Potential

For one FFA member in Tennessee, a gap in a history lesson led to a drastic shift in the way NFA history is taught at his school.

During a class lesson, Malachi Johnson raised his hand to challenge his class on why there wasn’t more information regarding the history of the New Farmers of America (NFA). The question went unanswered, and members of the Scotts Hill FFA Chapter have made it their mission to research NFA and build a more robust history lesson. Throughout the process of finding the hidden history of this organization, the chapter made a rare discovery — the jacket of a former NFA member, which now hangs proudly in their classroom.

Today, Scotts Hill FFA has a Human Resources Committee; members of the committee are conducting interviews with original members of NFA chapters. These interviews will be compiled into a documentary, allowing the voice of former NFA members to be heard by all. Follow along with these FFA members as they journey through NFA history on their chapter Facebook page.



Keep up with the Scotts Hill FFA Chapter's NFA history journey.

PRESERVING THE PAST

The National FFA Organization is helping to fund the NFA Archives project in 2022 to ensure these important perspectives are not lost.

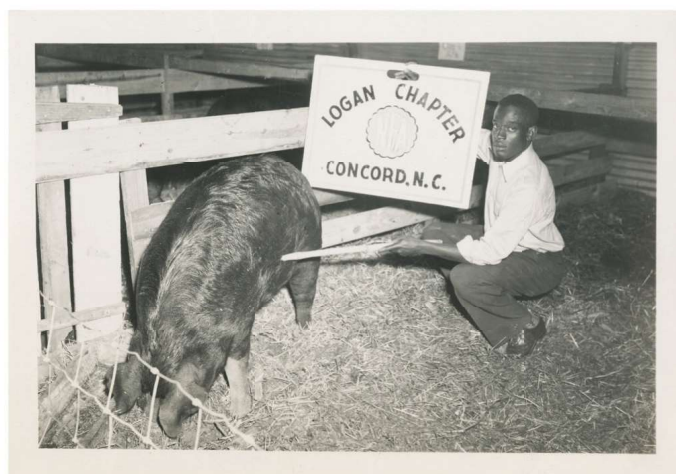
Antoine Alston, Ph.D, and Dexter Wakefield, Ph.D, are also creating an NFA pictorial to document the history of NFA through photos.



NFA members gained a wide variety of skills, including woodworking, through the organization's programming.



Texas NFA members attend the 23rd National NFA Convention in 1957 in Atlanta, Ga.



An NFA member and member of the Logan Boar Association from Concord, N.C., shows his boar as a part of his swine project in 1941.

Name: _____

Appendix 5: Recapturing a Lost Culture

Part 1

Directions:

Read the article "Recapturing a Lost Culture" in the spring 2022 issue of *FFA New Horizons* and complete the activities below.

Aligned to the following standards:
FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N,
FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6,
CCSS.WHST.9.10.2, CCSS.WHST.9.10.4,
CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4,
CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2,
CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. What did the letters "NFA" represent?

2. What year did the NFA and FFA merge?

A. 1969 B. 1970 C. 1965 D. 1964

3. At the time of the merger, both organizations were independently successful in honing _____ skills and providing professional _____ opportunities for young _____ in agriculture.

4. After the NFA and FFA merger, the number of Black Americans in FFA and agricultural education has _____ drastically.

5. More is known about the experiences of former NFA members because of recent research conducted by two professors. Who are the professors?



6. The roots of NFA can be traced back more than _____ years to whom? _____

7. Describe the background of the person NFA was traced back to, and explain what he established.

8. What four pieces of legislation, mentioned in the article, had an effect/impact on NFA? Identify them below and briefly describe them in the space provided.

a. Legislation: _____ Description: _____

b. Legislation: _____ Description: _____

c. Legislation: _____ Description: _____

d. Legislation: _____ Description: _____

Name: _____

Part 2

Directions:

Use the following link, <https://special.ulib.iupui.edu/special/nfa>, to complete a scavenger hunt through the New Farmers of America archives to learn more about the organization. Answer the following questions to complete the scavenger hunt.

1. At the time of the merger, the NFA consisted of how many chapters, how many states and how many members?

Chapters: _____

States: _____

Members: _____

2. Color in the state where the NFA started as a localized movement. In what year?



3a. Who were the two earliest proponents of an organization for African American farm youth?

4. As vocational agriculture became part of the curriculum, NFA chapters formed in local high schools. What areas did students receive training in?

5. What responsibilities did the vocational agriculture teacher have?

3b. What contributions did they make to help start the organization?

6. What were the four degrees of membership that were awarded?

7. What were other awards/contests that were available?

8. National officers for NFA originally consisted of:

9. How did former NFA members feel about the merger of the two organizations?

10. The NFA is commemorated by what award? _____

11. When was this award established, and what is its purpose?

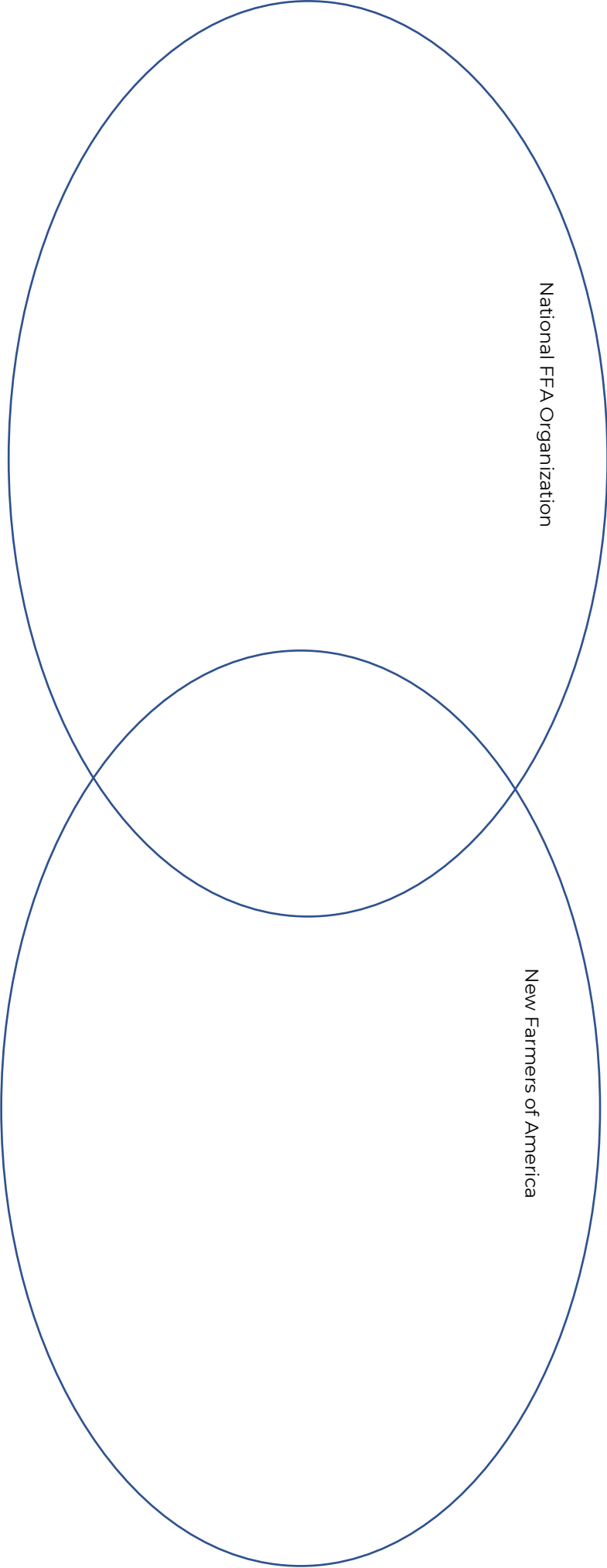
Name: _____

Part 3

Directions:

Complete the Venn diagram below to learn about the similarities and differences of the National FFA Organization and the New Farmers of America.

Identify **5** similarities and differences. Use these sites to help with your research: <https://www.ffa.org/ffa-history/>, <https://ffa.box.com/s/nuvxyzie0xx8cbadsinh9uonhzxlcwnq>, <https://ffa.box.com/s/65315n7a0d816dmkh7kixc9yxgtlv4xy>, <https://special.ulib.iupui.edu/special/nfa> and <https://exhibits.ulib.iupui.edu/sc001/exhibits/show/ffafashion/2>.



Name: _____

Part 4

Directions:

Answer the following questions to reflect on the article and what you have learned.

1. Did you know about the NFA prior to this article? Yes or No

If no ...

If yes ...

What is something new that you learned that you didn't know before?

Summarize in **two sentences** what you learned from reading the article and completing Parts 1 and 2?



2. How can you take what you have learned and apply it in your life, your school, and your agriculture classroom and/or FFA chapter?



3. Create a hashtag that summarizes the article:



NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

LEARNING TO LEAD

Joining FFA helped Bennett Perez go from shy to self-assured and gave her the confidence to chase her dreams.

Bell Ringer

1. What are your plans after high school?
2. What steps will you take to achieve those plans?

Discussion Questions

1. How can you build confidence?
 - a. How can you help others build their confidence?
2. How can confidence help you later in life?
3. Do you think being in FFA and agricultural education classes can help build your confidence? Explain your answer.

Activity

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

Part 2: Thanks to the confidence Bennett Perez built through her membership in FFA, she was able to chase her dream of living in Japan. Students should visit this website, <https://www.kids-world-travel-guide.com/japan-facts.html>, to learn about Japan and then answer the questions in Part 2.

Part 3: The 2020 Summer Olympics, postponed until summer 2021, took place in Japan. Students should visit this website, <https://news.uga.edu/grass-in-the-olympic-stadium-uga-developed>, read the article and answer questions to learn how the University of Georgia's Tifton campus and agriculture are connected to the Olympics.

FFA Tip

Have chapter members and officers research and plan an "Ag Olympics" event. Examples of activities/events during the Ag Olympics could be egg toss, sack race, nail driving, etc.

SAE Tip

Help your students explore SAE-based awards and degrees such as the agricultural proficiency awards, FFA degrees and agriscience fair for additional avenues to allow them to gain skills and confidence.

VOCABULARY

Alumna
Rapport
Sociology

EXIT TICKET

How can you help others boost their confidence?

CAREER FOCUS AREA

Agricultural Education

RELATABLE LINKS

Article: National FFA Officers Begin 2018 by Learning About Japanese Agriculture: [FFA.org/ffa-new-horizons/national-ffa-officers-begin-2018-by-learning-about-japanese-agriculture](https://ffa-new-horizons/national-ffa-officers-begin-2018-by-learning-about-japanese-agriculture)

Article: FFA Alum Takes Ag Ed Abroad: [FFA.org/the-feed/ffa-alum-takes-ag-ed-abroad](https://ffa.org/the-feed/ffa-alum-takes-ag-ed-abroad)

REFERENCES

Japan Facts: <https://www.kids-world-travel-guide.com/japan-facts.html>

Grass in the Olympic Stadium Developed by UGA in Tifton: <https://news.uga.edu/grass-in-the-olympic-stadium-uga-developed>

APPENDIX

Appendix 6: Learning to Lead

STANDARDS ALIGNMENT

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

Learning to Lead

Joining FFA helped Bennett Perez go from shy to self-assured and gave her the confidence to chase her dreams.

— By Jessica Walker Boehm

Bennett Perez found her footing in agricultural education in an unexpected way.

Perez, a John Bowne FFA alumna from John Bowne High School in Flushing, N.Y., felt drawn to FFA because of her love of plants and animals, but her focus changed when she was recruited to join her chapter's agriculture sales team as a freshman.

"One of my advisors said he saw something in me, and even though I was terrified, I trusted him," Perez says. "The team captain and my advisor helped me practice and prepare, and I ended up placing eighth as an individual in the New York FFA Agriculture Sales Career Development Event (CDE) that year, while also helping my chapter place first as a team. I couldn't believe it. It was the biggest confidence boost of my life."

Months later, Perez and her teammates headed to the National FFA Convention & Expo, where she finished sixth as an individual in the agricultural sales CDE and solidified her spot as her chapter's sales team captain.

Perez also launched her chapter's marketing plan team, and she continued competing in CDEs until she graduated in 2014. In that time, Perez gained skills in active listening to build rapport, and she learned to match product features and benefits to a customer's needs and wants — skills that are important in any career.

"Competing in sales and marketing events taught me



leadership skills and gave me so many opportunities to get out of my comfort zone and talk to new people," she says. "I also learned a lot about myself; it turns out I'm

not as shy as I thought I was, and I enjoy being a leader and working with others to achieve a goal."

After high school,

Bennett attended the State University of New York (SUNY) at New Paltz and earned a bachelor of arts degree in sociology with a concentration in human services and a minor in Asian studies.

Her next step would have sounded shocking to a younger version of Perez, but thanks to the confidence she built in FFA, she was ready to chase her dream of living in Japan. She entered the Japan Exchange and Teaching Program as an assistant language teacher in 2018 and worked alongside Japanese English teachers in rural Japan.

Now back in the United States, Perez plans to explore career opportunities in a variety of areas and find the perfect fit; after all, she now knows the sky is the limit.

"I would not be who I am today without the experiences and adventures I had in FFA," Perez says. "Although the heart of FFA is agriculture, it's about so much more than that. When you join, you become part of a family that helps you grow and become your best self. I'm so lucky to have been part of such an incredible organization."

To connect with inspiring alumni like Perez and fellow members and FFA supporters, check out the FFA Forever Blue Network at **ForeverBlueNetwork.org**.



Interested in learning more about the agricultural sales and marketing plan CDEs? Hover your smartphone's camera over the code.

Name: _____

Appendix 6: Learning to Lead

Part 1

Directions:

Read the article "Learning to Lead" in the spring 2022 issue of *FFA New Horizons* and answer the questions below.

Aligned to the following standards:

FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N,

FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2, CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. Bennett Perez found her footing in _____ in an unexpected way.

2. From what school did she graduate? What state?

Learning to
Lead

3. In which CDE did she place eighth as an individual?

What did she say about the CDE?

4. What was another CDE she competed in?

What did she say about the CDE?

5. What did Bennett do after high school?

6. What was her plan after college? *Color in the country where she planned to live.*



7. What does she credit to FFA?

Name: _____

Part 2

Directions:

Thanks to the confidence she built in FFA, Bennett was able to chase her dream. Use this website, <https://www.kids-world-travel-guide.com/japan-facts.html>, to learn about Japan and answer the questions below.

1. Use the box below to draw the flag of Japan:



2. As of 2020, what is the population?

3. What is the capital?

4. What is the name of Japan in Japanese?



5. What is the currency in Japan?



7. What does the Japanese diet mainly consist of?

6. What are the national symbols of Japan? *Identify and draw each in the space below.*

National Symbol: _____

National Bird: _____

National Flower: _____

National Fish: _____

8. What are **two** facts about Japan's economy?

a.

b.

Name: _____

Part 3

Directions:

The 2020 Summer Olympics, postponed until 2021, took place in Japan. Read this article, <https://news.uga.edu/grass-in-the-olympic-stadium-uga-developed/>, to learn how the University of Georgia's Tifton Campus and agriculture are connected to the Olympics. Answer the questions below.

1. What grass variety was used?



2. Describe the variety.

3. What stadium at the Olympics will use this variety?

4. Describe the development of this variety of grass:

5. Describe how this variety is considered a sport-friendly grass:

Why do you think it is important to know about varieties of turfgrass?

How can you apply this knowledge in your future?





NEW HORIZONS

Spring/Summer 2022 TEACHING GUIDE



ARTICLE SUMMARY

BREAKING THE MOLD

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

Bell Ringer

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

Discussion Questions

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

Activity

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

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

FFA Tip

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

VOCABULARY

Undeterred Census
Strategic Catalyst
Advocacy

EXIT TICKET

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

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

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

RELATABLE LINKS

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

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

APPENDIX

Appendix 7: Breaking the Mold

STANDARDS ALIGNMENT

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

BREAKING THE MOLD



FFA ALUMNA DORIS MOLD PURSUED HER PASSION FOR AGRICULTURE AGAINST ALL ODDS.

— By Jodi Helmer

Doris Mold spent her childhood tagging along doing farm chores, helping her dad feed calves and milk cows on the family dairy farm. Mold loved working on the farm and hoped to operate her own farm one day, but when she told her extended family she wanted to be a farmer, they quickly interjected.

“They said, ‘You mean you want to *marry* a farmer,’” she recalls. I said, ‘No, I want to *be* a farmer.’”

Mold was undeterred.

When she joined North Branch FFA in 1976, she was the only female member of the North Branch, Minn., chapter and, despite a lack of encouragement from her FFA advisor, she became chapter president, then district president and ran for state office twice. She lost both times, but her passion for agriculture and leadership never wavered.

“It hurt at the time,” she admits. “You figure out other ways to serve and make a difference.”

Since then, Mold has found countless ways to make a mark in agriculture. She is the president of Sunrise Agricultural Associates, a consulting firm focused on strategic and business planning

and marketing for agricultural companies, including farms. She also serves as co-CEO of Annie’s Project, a nonprofit organization that empowers women in agriculture by providing educational programming and networks, particularly for women farmers and ranchers.

She balances both roles while teaching farm and agribusiness management courses for the MAST International program at the University of Minnesota, operating a dairy farm and volunteering for numerous efforts in the ag community, including farm stress programming, agricultural advocacy efforts, and FFA and 4-H programs.

Growing up with few female role models in agriculture helped Mold understand the importance of paving the way for other women in the field. In fact, she served on the expert panel that advised the U.S. Department of

Agriculture on changes to the way it collected data on the gender of farm operators in the Census of Agriculture to ensure that women were being counted.

“We saw a 27% increase in the number of women farmers. It wasn’t because we suddenly had all of these additional women farmers. It was because we finally started asking the right questions,” Mold says. “It felt really good to know that I had a hand in making sure that women were counted.”

In honor of Women’s History Month observed in March, Mold hopes the next generation of women in agriculture continue to pursue their passions and commit to supporting those coming up behind them.

“Seek out mentors; ask for help. Be a catalyst,” she says. “If you see a need, don’t be afraid of starting something new.”



“Seek out mentors; ask for help. Be a catalyst. If you see a need, don’t be afraid of starting something new.” — Doris Mold

Name: _____

Appendix 7: Breaking the Mold

Part 1

Directions:

Read the article "Breaking the Mold" in the spring 2022 issue of *FFA New Horizons* and complete the activities below.

Aligned to the following standards:

FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N, FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2, CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. Doris _____ spent her childhood tagging along doing _____ chores, helping her _____ feed _____ and milk _____ on the family _____ farm.

2. What was the reaction of Doris's family when she told them she wanted to be a farmer?

3. Doris joined the North Branch FFA in what year?

- a. 1978
- b. 1976
- c. 1977
- d. 1975

6. What did she learn from running for state office?

7. How is she active in agriculture?

4. When Doris joined the FFA, she was the only female member of her chapter.

True or False

5. Which FFA office did she NOT hold?

- a. chapter president
- b. district president
- c. chapter secretary

8. How has she helped pave the way for other women in the agriculture industry?



Name: _____

Part 2

Directions:

Part A: In honor of Women's History Month, think about the women in your life that are in the agriculture industry and/or in a leadership position. Select one to conduct a short interview with. Use the suggested questions to conduct your interview, and capture your notes the space below.

Women in Leadership and/or the Agriculture Industry Interview:

1. Name and role: _____

2. How did you come to be in this role? _____

3. What are your duties/responsibilities in this role? _____

4. Who is your role model/mentor and why? _____

5. What has been the most significant barrier in your career and why?

6. What is a leadership lesson you have learned that is unique to being a female in leadership and/or the agriculture industry? _____



Continued on next page.

Name: _____

7. What is the greatest risk you have taken as a professional? _____

8. How do you implement new ideas in your role? _____

9. What are your goals moving forward? _____

10. What advice would you give a female entering this profession/industry? _____

Part B: Next, take what you have learned during the interview and choose **one** of the following activities to complete (*use the space on the next page to complete your activity*):

- **Drawing:** Take the information you learned during the interview and put the information into a drawing.
- **Paper:** Handwrite or type a paper and include the information that you learned during the interview.
- **Social Media Posts:** Create social media posts to include the information that you learned during the interview.

Be sure to write a thank you
note to the person you chose to
interview!

What was the most interesting fact you
learned during your interview?

Name: _____

Use the below space to complete your activity from Part 2: Part B.

Name: _____

Appendix 8: Vocabulary Activity

Directions:

Comic Strip: Use the vocabulary words to create a comic strip. Requirements for the comic strip:

- Use a minimum of 6 frames.
- Create a story by adding scenes to each frame. Use a minimum of 8 vocabulary words throughout your story.
- Add detail and color to your comic strip.

Use the space below to create your comic strip.

Vocabulary words: Detailing, Entrepreneur, Supervised agricultural experience, Counselors, Impression, Synonymous, Alumna, Monotony, Preventative, Rural, Veterinary medicine, Anticipation, Exchange, Understatement, Merger, Tradition, Associate, Momentum, Legistation, Doctrine, Segregation, Implications, Autonomously, Entrepreneurship, Asset, Mandate, Inevitable, Heritage, Rapport, Sociology, Undeterred, Strategic, Advocacy, Census, Catalyst

ANSWER KEYS

Name: _____

KEY: Appendix 1: Well-Polished Machine

Part 1

Directions:

Read the article "Well-Polished Machine" in the spring 2022 issue of *FFA New Horizons* and complete the following activities.



What motivated Boys to begin his detailing business?

A passion for cars

In the first year, how much did his detailing business earn?

- a. \$5,000
- b. \$10,000
- c. **\$15,000**
- d. \$20,000



Using AgExplorer.FFA.org, identify the career pathway Boys' detailing SAE would fit into. **Answers "a" or "i" will work.**

- a. **Agribusiness Systems**
- b. Agricultural Education
- c. Animal Systems
- d. Biotechnology Systems
- e. Environmental Service Systems
- f. Food Products and Processing Systems
- g. Natural Resources Systems
- h. Plant Systems
- i. **Power, Structural and Technical Systems**



What was so important both in starting Boys' detailing business and for its success?

Networking

Part 2

Directions:

Using the following resource, <https://rallyways.com/2445/complete-professional-car-detailing-step-by-step-process/>, develop a list of materials in the space below that you would need for a complete car detail. Tip: This list should be as if you are starting with nothing for the process.

Answers may vary.

- (1) Two buckets
- (2) Two big thick micro-fiber towels
- (3) Car clay
- (4) Dish soap
- (5) Xenon or powerful LED lamp
- (6) Orbital buffer
- (7) Polish
- (8) Buffing pads
- (9) Wax or synthetic paint sealant
- (10) Vacuum
- (11) Car shampoo
- (12) Trim protectant
- (13) Fabric treatment
- (14) Leather treatment
- (15) Stain guard
- (16) Tire shine/synthetic sealer
- (17) Window treatment sealant

Identify three careers in the identified pathway that Boys could easily pursue with what he learned through his car detailing SAE.

Answers will vary.

1. _____
2. _____
3. _____

Using the [Tractor Supply Co.](https://www.tractorsupply.com/) website, add a price to each item on your supply list.



You have a GMC Acadia to detail, and it will take you four hours at \$20/hour. You have \$18 in materials. How much will it cost your customer? Use this space to calculate your answer.

Total: \$ **Answers will vary.**

\$ **98.00**

Name: _____

Part 3

Directions:

Based on what you have learned, you have decided to start your own detailing business. Use the space below to develop a poster that could be shared on social media, in the local newspaper and in the local community. If you would like to use an online poster maker, consider a program like Canva.com. Be sure to include the following:

- (1) The name of your business.
- (2) The location of your business.
- (3) What types of vehicles you service.
- (4) Pictures and color.

If you are interested in creating a digital poster, here are some options to consider:

- Canva.com (free but requires an account)
- Microsoft Publisher
- Microsoft PowerPoint
- Keynote
- Microsoft Word
(<https://www.goskills.com/Microsoft-Office/Articles/How-to-make-a-brochure-in-Microsoft-Word>)

Name: _____

Aligned to the following standards:

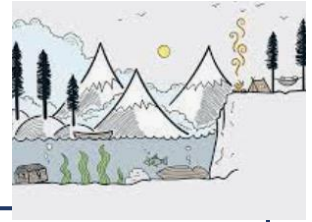
FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-P; CS.05; AG5; CCSS.ELA.RI.9-10.2; CCSS.ELA.W.9-10.4; CCSS.ELA.W.9-10.5; CRP.02; CRP.04; CRP.06; CRP.07; CRP.08

KEY: Appendix 2: A Summertime Staple

Part 1

Directions:

Read the article "A Summertime Staple" in the spring 2022 issue of *FFA New Horizons* and complete the activities.



When you think of a summer camp, what do you see in your mind? Draw a picture of your thoughts here.

Answers will vary.

According to the article, what are four outcomes of attending an FFA camp?

1. Make new friends.
2. Engage in team-building activities.
3. Hone leadership skills.
4. Create lifetime memories.

Which of the following is the oldest FFA camp?

- a. Camp Shadow Pines
- b. **Camp Clements**
- c. Oswegatchie FFA Camp
- d. Camp Couchdale

Which of the following caused the oldest FFA campgrounds to close until 1946?

- a. The Vietnam War
- b. World War I
- c. **World War II**
- d. The Civil War

How does the image you created above align with what you learned about FFA camps?

Answers will vary.



Using different state FFA association websites, identify the FFA camp closest to you. Answers will vary.

Describe the benefits, you as a student, could gain by attending a camp through an organization such as FFA. Answers will vary.



Name: _____

Part 2

Directions:

Attending a camp can be a great way to grow as a person. Follow the steps below to develop your own camp itinerary for premier leadership, personal growth and career success.

1. Select a camp you would like to attend and assign it a name that would make others want to attend.
Tip: This can be anything of interest to you that might host a camp for students in grades 7-12. Examples include FFA, field hockey, art, theater, etc. **Answers will vary.**

Camp Title: _____

2. Using the space provided, create a postcard that would serve as an advertisement for the camp.



Back



Name: _____

3. You are now going to design the itinerary for one day at the camp you selected/named in Step 1. The camp will run 8 a.m. to 9 p.m. You will block off the amount of time each activity will take and describe how that activity is meeting the needs of the attendees. You will need to have activities (color coded) that get the **mind moving in blue** (Ex. Trivia game, career exploration activity), the **body moving in purple** (ex. Sand volleyball, hiking, yoga) and the **excitement moving in green** (ex. Team building activity, camp dance).

Answers will vary.

<u>Time</u>	<u>Activity</u>	<u>How is this activity meeting the needs of attendees?</u>
<u>Example:</u> 7 a.m.	Rise and Shine Yoga	Allowing attendees to wake up and focus for their day. Mental and physical health.
8 a.m.		
9 a.m.		
10 a.m.		
11 a.m.		
12 p.m.	Lunch	Lunch
1 p.m.		
2 p.m.		
3 p.m.		
4 p.m.		
5 p.m.		
6 p.m.	Dinner	Dinner
7 p.m.		
8 p.m.		
9 p.m.		

Name: _____

Part 3

Directions:

Thinking about the activities in Part 1 and Part 2, respond to the following questions.

Was planning the schedule easy or challenging? Why or why not?

Answers will vary.



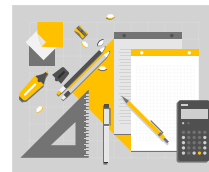
What did you learn about yourself when completing these activities?

Answers will vary.



Using AgExplorer.FFA.org, identify three careers that would use the same types of skills that you used to design your postcard and the single-day plan. Answers will vary.

1. _____
2. _____
3. _____



Is there anything that surprised you about the careers that utilize similar skills?

Answers will vary.

In one sentence, describe the potential impact of extracurricular/intracurricular camps on those that attend.

Answers will vary.



Name: _____

KEY: Appendix 3: On the Record: Dr. Shonna Tart

Part 1

Directions:

Read the article "On the Record: Dr. Shonna Tart" in the spring 2022 issue of *FFA New Horizons* and complete the following activities while you read.

Color the state where FFA alumna Shonna Tart works as a veterinarian.



What vet school did Tart attend?

- Auburn University
- Tufts University
- Purdue University
- University of Tennessee**

What species of animal did Tart hope to primarily work with?

- Cattle
- Pigs**
- Chickens
- Sheep/goats



Which of the following is a challenge of being a rural vet?

- Income challenges
- Veterinarians are not called for preventative care.
- Veterinarians are only called for emergencies.
- All of the above**



Describe why being solely a large-animal vet can be difficult. **Answers will vary.**
Example: You need to be located in an area that requires preventative care; otherwise producers sell their animals, not needing a veterinarian.





What are three opportunities that you could take advantage of now, in your school or community, that would prepare you for a career in the animal industry?

Answers will vary.

- Take animal science/agriculture courses.
- Volunteer or work at a veterinary clinic.
- Be a part of activities that support your goal of being a vet (Example: livestock judging).

Describe the large-animal veterinary science industry in a way that any of your friends or family could understand.

Answers will vary.

Name: _____

Part 2

Directions:

When considering the veterinary science field for a career, many begin by thinking you have to be a veterinarian, but there is so much more! Below are a few of the many available careers in the realm of veterinary science. Select three careers of interest by highlighting your choices in **green**. Once you have made your selections, complete the activities that follow.

Animal Geneticist	Veterinary Assistant	Veterinary Pathologist	Veterinary Technician
Ruminant Nutritionist	Animal Biotechnologist	Nutritional Specialist	Animal Physical Therapist

In each box, write one of the careers you selected. Use AgExplorer.FFA.org to learn more. Draw out icons or emojis that would visually describe the function of the career. Then identify the skills needed for the career as well as the overall impact on the animal industry. See the example below to better understand your task. **Answers will vary.**

Example: Career: <u>Small-Animal Veterinarian</u>  +  = 	What are three skills needed for this career? (1) <u>Detail oriented</u> (2) <u>Enjoys a different schedule each day</u> (3) <u>Ability to think critically</u>	What is the impact of this career on the animal industry? <u>Ensures the health and well-being of small animals</u>
---	---	---

Career: _____	What are three skills needed for this career? (1) _____ (2) _____ (3) _____	What is the impact of this career on the animal industry?
---------------	---	--

Career: _____	What are three skills needed for this career? (1) _____ (2) _____ (3) _____	What is the impact of this career on the animal industry?
---------------	---	--

Career: _____	What are three skills needed for this career? (1) _____ (2) _____ (3) _____	What is the impact of this career on the animal industry?
---------------	---	--

Identify five skills you have that would benefit you in this career field. Answers will vary. (1) _____ (2) _____ (3) _____ (4) _____ (5) _____	Would you be well suited for a career in the veterinary science field? Why or why not? Answers will vary.
---	--

Name: _____

KEY: Appendix 4: Swapping Surprises

Part 1

Directions:

Read the article “Swapping Surprises” in the spring 2022 issue of *FFA New Horizons* and complete the following activities as you read.



What state organized the box exchange during National FFA Week in 2021? Color and label the state below.



Missouri

How many states participated? 20

Chapters were matched based upon their

preferences.

If you were to do an exchange box, would you want it to be with a group that is similar to what you are used to or different? Why?

Answers will vary.

Explain the broken crayons that were sent.
They served as a reminder that even if you are broken, you are still useful.



How could the “broken crayon” concept help you? Answers will vary.



What role could an exchange box have on a student organization? This can be any group, club, team, etc.

Name: _____

Part 2

Directions:

Exchange boxes can be a great way to learn more about other states, students and industries. Today, you are going to put together an exchange box that will represent where you live. For your box, you will select three items to describe the agriculture in your area/state (Ex. Indiana is second in popcorn production), three items that represent your state (Ex. An Indy Car to represent the Indianapolis 500) and three items that represent you (Ex. Picture of your pet).

Answers will vary.

Agriculture	State	You
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

↓ ↓ ↓

Create a tag to hang on each item to explain why you included the item and the significance.	Create a tag to hang on each item to explain why you included the item and the significance.	Create a tag to hang on each item to explain why you included the item and the significance.
--	--	--

Part 3

Directions:

In the space below, develop a fun note that you would send with your box. Be sure to include (1) opening instructions, (2) background information about yourself and your group and (3) a kind greeting. Be sure to be creative and decorate your note to make it more personal! **Answers will vary.**

What impact do you think sending an exchange box like this could have on you and your peers? *Answers will vary.*



Name: _____

Aligned to the following standards:
FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I,
FFA.CS-N, FFA.CS-O, CCSS.RI.9-10.4,
CCSS.WHST.9.10.6, CCSS.WHST.9.10.2,
CCSS.WHST.9.10.4, CCSS.WHST.9.10.6,
CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2,
CCSS.SL.9-10.4, AGI, CRP.02, CRP.04, CS.05

KEY: Appendix 5: Recapturing a Lost Culture

Part 1

Directions:

Read the article "Recapturing a Lost Culture" in the spring 2022 issue of *FFA New Horizons* and complete the activities below.

1. What did the letters "NFA" represent?

New Farmers of America

2. What year did the NFA and FFA merge?

A. 1969 B. 1970 C. 1965 D. 1964

3. At the time of the merger, both organizations were independently successful in honing leadership skills and providing professional development opportunities for young men in agriculture.

4. After the NFA and FFA merger, the number of Black Americans in FFA and agricultural education has decreased drastically.

5. More is known about the experiences of former NFA members because of recent research conducted by two professors. Who are the professors?

Dr. Antoine Alston and Dr. Dexter Wakefield



6. The roots of NFA can be traced back more than 140 years to whom? Booker T. Washington

7. Describe the background of the person NFA was traced back to, and explain what he established.

He was an influential educator, author and civil rights leader. He was the son of former slaves and an advocate for black progress through education and entrepreneurship, and he established an agriculture class for African American boys in his one-room school.

8. What four pieces of legislation, mentioned in the article, had an effect/impact on NFA? Identify them below and briefly describe them in the space provided.

a. Legislation: Plessy v. Ferguson Description: Separate but equal. A U.S. Supreme Court case in which the Court decided that racial segregation laws were constitutional as long as the facilities for each race were equal in quality. It ultimately led to the creation of similar but separate organizations like NFA and FFA.

b. Legislation: Smith-Hughes Act 1917 Description: It provided funding to states for vocational and agricultural education.

c. Legislation: Brown v. Board 1954 Description: This legislation struck down the doctrine of "separate but equal" and ordered an end to school segregation.

d. Legislation: Civil Rights Act of 1964 Description: The implications of this act would desegregate all schools and school-based activities. It also led, through a merger with FFA, to the end of the NFA and the culture built around it.

Name: _____

Part 2

Directions:

Use the following link, <https://special.ulib.iupui.edu/special/nfa>, to complete a scavenger hunt through the New Farmers of America archives to learn more about the organization. Answer the following questions to complete the scavenger hunt.

1. At the time of the merger, the NFA consisted of how many chapters, how many states and how many members?

Chapters: 1,004

States: 12

Members: 50,000

4. As vocational agriculture became part of the curriculum, NFA chapters formed in local high schools. What areas did students receive training in?

Traditional farming, farm mechanics, livestock care and innovations in farm technology.

6. What were the four degrees of membership that were awarded?

Farm Hand

Improved Farmer

Modern Farmer

Superior Farmer

9. How did former NFA members feel about the merger of the two organizations? Former NFA members felt their organization had been absorbed rather than merged. Many saw the merger as detrimental.

2. Color in the state where the NFA started as a localized movement. In what year? 1927



5. What responsibilities did the vocational agriculture teacher have? The teacher acted as friend and mentor visiting his students' homes and families encouraging hard work and educational success. The teacher played a vital role in the community as a recognized leader and worked to make sure the students were community leaders too.

7. What were other awards/contests that were available?

Honorary Superior Farmer Degree, placement in judging contests, a quiz contest, talent competitions and a quartet contest

10. The NFA is commemorated by what award? H.O. Sargent Award

3a. Who were the two earliest proponents of an organization for African American farm youth?

H.O. Sargent and G.W. Owens

3b. What contributions did they make to help start the organization? Owens wrote the constitution for the New Farmers of Virginia and helped lay the foundation for what would become a national organization. Sargent lobbied within the Department of Education to officially create an organization in segregated schools.

8. National officers for NFA originally consisted of:

President, three vice presidents and a secretary

Later, delegates added the office of treasurer and reporter to the list of student officers.

11. When was this award established, and what is its purpose? It was started in 1995 and honors the NFA and its place in history. The purpose is to recognize student success in achieving and promoting diversity in agricultural education and the FFA.

Name: _____

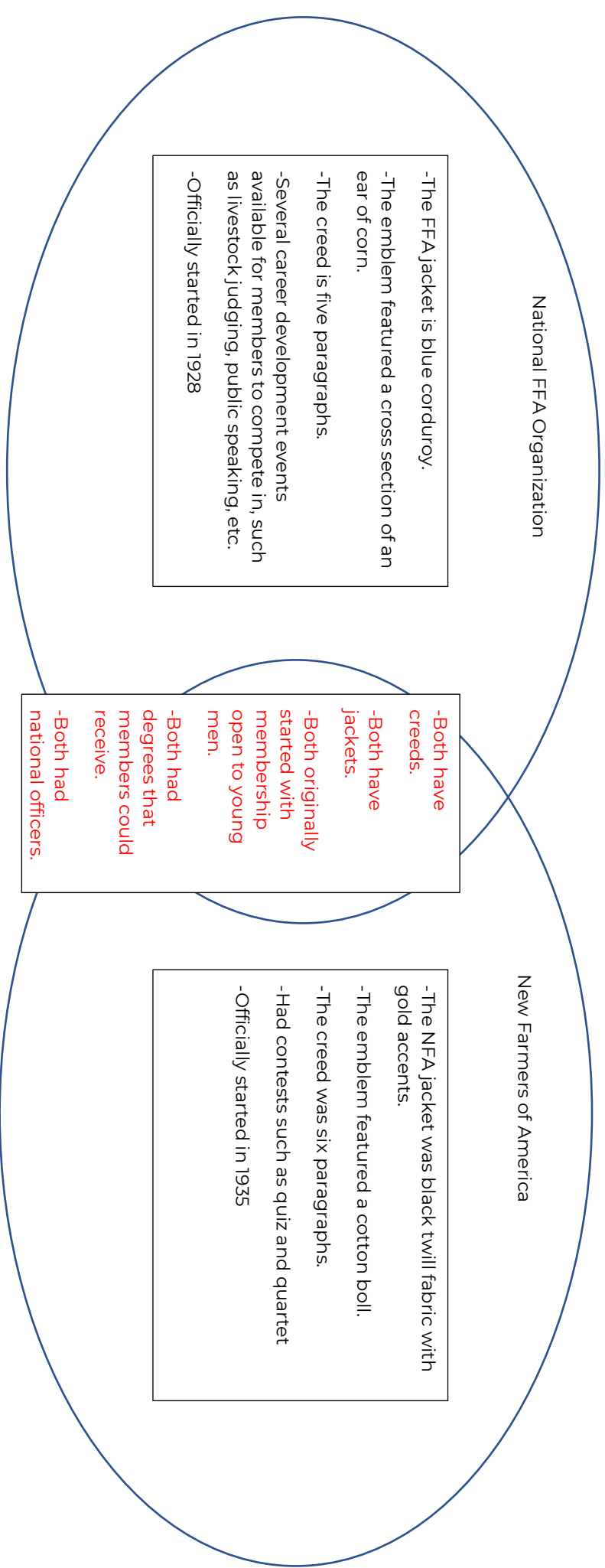
Part 3

Directions:

Complete the Venn diagram below to learn about the similarities and differences of the National FFA Organization and the New Farmers of America.

Identify **5** similarities and differences. Use these sites to help with your research: <https://www.ffa.org/ffa-history/>, <https://ffa.box.com/s/nvxyzie0xx8cbadsinh9uonhzticwnq>, <https://ffa.box.com/s/65315n7a0d816dmkh7kixc9yxgtlv4xy>, <https://special.ulib.iupui.edu/special/nfa> and <https://exhibits.ulib.iupui.edu/sc001/exhibits/show/ffafashion/2>.

Answers will vary; see below for possible answers.



Name: _____

KEY: Appendix 6: Learning to Lead

Part 1

Directions:

Read the article "Learning to Lead" in the spring 2022 issue of *FFA New Horizons* and answer the questions below.

Aligned to the following standards:

FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N, FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2, CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. Bennett Perez found her footing in agricultural education in an unexpected way.

2. From what school did she graduate? What state?

John Browne High School – Flushing, NY

Learning to
Lead

3. in which CDE did she place eighth as an individual?

Agricultural Sales Career Development Event

What did she say about the CDE?

It was the biggest confidence boost of her life.

4. What was another CDE she competed in? Marketing Plan Career Development Event

What did she say about the CDE? It taught her leadership skills and gave her opportunities to get out of her comfort zone and talk to new people. She also learned a lot about herself.

5. What did Bennett do after high school?

She attended the State University of New York (SUNY) at New Paltz and earned a Bachelor of Arts degree in sociology with a concentration in human services and a minor in Asian studies.

6. What was her plan after college? *Color in the country where she planned to live.*

Thanks to the confidence she built in FFA, she was ready to chase her dream of living in Japan. She entered the Japan Exchange and Teaching Program as an assistant language teacher in 2018 and worked alongside Japanese English teachers in rural Japan.



7. What does she credit to FFA?

She said she would not be who she is today without the experiences and adventures she had in FFA. When you join you become part of a family that helps you grow and become your best self. She said she is lucky to have been part of such an incredible organization.

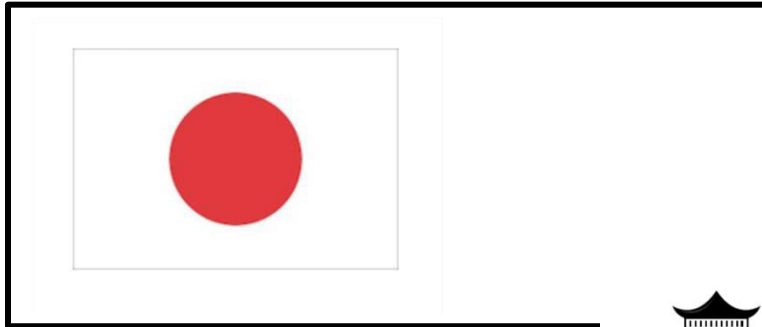
Name: _____

Part 2

Directions:

Thanks to the confidence she built in FFA, Bennett was able to chase her dream. Use this website, <https://www.kids-world-travel-guide.com/japan-facts.html>, to learn about Japan and answer the questions below.

1. Use the box below to draw the flag of Japan:



2. As of 2020, what is the population?

126.5 million people

3. What is the capital?

Tokyo

4. What is the name of Japan in Japanese?

Nihon or Nippon



5. What is the currency in Japan?

Yen



6. What are the national symbols of Japan? *Identify and draw each in the space below.*

National Symbol: Red sun disk

National Bird: Green pheasant

National Flower: Cherry blossom and chrysanthemum

National Fish: Japanese koi fish

7. What does the Japanese diet mainly consist of?

Rice, fish, soy products and vegetables

8. What are **two** facts about Japan's economy?

a. Japan is the third largest economy after US and China.

b. Japan is the world's largest importer of oil, coal and liquefied natural gas. (Japan has no natural energy resources). Japan's main export products are motor vehicles, electronics, robotics and mobile games.

Name: _____

Part 3

Directions:

The 2020 Summer Olympics, postponed until 2021, took place in Japan. Read this article, <https://news.uga.edu/grass-in-the-olympic-stadium-uga-developed/>, to learn how the University of Georgia's Tifton Campus and agriculture are connected to the Olympics. Answer the questions below.

1. What grass variety was used?

TifSport Bermudagrass



2. Describe the variety. Dense, medium-to fine-textured grass bred to withstand the high traffic sports fields while tolerating herbicides

3. What stadium at the Olympics will use this variety? Japan National Stadium

5. Describe how this variety is considered a sport-friendly grass:

It has a thick root system that's right at the top of the field for sports where your cleats are interacting within that top inch of soil. TifGrand is also incredibly shade tolerant, which is good for the stadium in Japan. It is dense and a very dark green in color.

4. Describe the development of this variety of grass:

Researchers spend anywhere from five to ten years to develop a grass. They go through different steps while researching and developing. The steps include trying to kill all the turfgrasses, not fertilizing them enough, and using a traffic machine (a tool that mimics the natural wear and tear from people playing and walking on the grass in a short amount of time). At the end of the process, the five or 10 grasses left standing are then tested throughout the state and then the Southeast and beyond.

This process helps weed out the weaker turf varieties.

Why do you think it is important to know about varieties of turfgrass?

Answers will vary.

How can you apply this knowledge in your future?

Answers will vary.



Name: _____

KEY: Appendix 7: Breaking the Mold

Part 1

Directions:

Read the article "Breaking the Mold" in the spring 2022 issue of *FFA New Horizons* and complete the activities below.

Aligned to the following standards:
FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F,
FFA.PG-H, FFA.PG-I., FFA.CS-N,
FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6,
CCSS.WHST.9.10.2, CCSS.WHST.9.10.4,
CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4,
CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2,
CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. Doris Mold spent her childhood tagging along doing farm chores, helping her dad feed calves and milk cows on the family dairy farm.

2. What was the reaction of Doris's family when she told them she wanted to be a farmer? They said, "You mean you want to marry a farmer."

3. Doris joined the North Branch FFA in what year?

- a. 1978
- b. 1976**
- c. 1977
- d. 1975

6. What did she learn from running for state office?

Her passion for agriculture and leadership never wavered. She said you need to figure out other ways to serve and make a difference.

7. How is she active in agriculture?

She is president of Sunrise Agricultural Associates and serves as co-CEO of Annie's Project.

4. When Doris joined the FFA, she was the only female member of her chapter.

True or False

5. Which FFA office did she NOT hold?

- a. chapter president
- b. district president
- c. chapter secretary**



8. How has she helped pave the way for other women in the agriculture industry?

She served on the expert panel that advised the U.S. Department of Agriculture (USDA) on changes to the way it collected data on the gender of farm operators in the Census of Agriculture to ensure that women were being counted.