

Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-F; FFA.CS-N; ELA.RI.9-10.2; ELA.W.9-10.4; ELA.W.9-10.5;
CRP.02; CRP.04; CRP.06

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. _____

  

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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.
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[illegible]