

Name: _____

Aligned to the following standards: CS.01; CS.05; FFA.PLA; FFA.PLC; FFA.PL.F;
FFA.PG.I; FFA.CS.N; CCSS.ELA.RI.9-10.1; CCSS.ELA.RI.9-10.4; MP2; MP6;
CCSS.ELA.W.9-10.2; AG1; AG5; CRP.02; CRP.06; CRP.08; AGC08.01; AGC09.02;

Appendix 5: Wired for Growth

Part 1

Directions:

Read the article “Wired for Growth” in the spring/summer 2024 issue of *FFA New Horizons* and answer the questions below.

1. What sparked Evan Vander Stoep’s interest in reviving the fodder greenhouse system at Milwaukie High School?

2. How did Evan’s advisor, Kathy Mayfield, initially perceive his efforts to fix the greenhouse system?

3. How many pounds of fodder do the animals at the North Clackamas FFA Chapter eat per day? How many pounds per week would that be?

4. Describe the controlled-environment agriculture fodder system introduced by Mayfield. What was its primary goal?

5. What were the benefits of switching from the initial flood-and-drain system to the mister system? How did the chapter discover this and make the decision to switch?

6. Who helped to support Evan’s efforts to revive the fodder system?



Name: _____

7. Describe Evan's process of fixing up and tweaking the system's designs.

8. What kinds of skills did he have to learn and use throughout the process of reviving the fodder production system?

9. How did Evan experiment with seed soaking, and what significant findings did he discover regarding the impact of water temperature on seed soaking?

10. What is Evan doing now? What parallels does he draw to his work on reviving the fodder system?



I have a creative side; I like to come up with new ideas and design custom components. I want to put those passions to use to continue down the ag path; it's something I'm interested in and passionate about.

—Evan Vander Stoep



Name:

Part 2

Directions:

Evan Vander Stoep saw a need and a potential project in his school's agriculture program and took action. There are endless opportunities for growth in our schools and communities. Now it's your turn. Using this activity sheet, identify a potential project based on a need in your school's agriculture program or FFA chapter and make a plan for how you could tackle that challenge.

Project Title:	
Description of Need/Opportunity (Scope): <i>(four or five sentences)</i>	
Project Outcomes: <i>(List at least three specific outcomes for your project (i.e., What will it look like when you're done?).</i>	
1.	
2.	
3.	
Materials and/or Skills Needed: <i>(List at least five specific things.)</i>	Project Supporters: <i>(Think of at least two individuals who can support your efforts. List their names and how they can help.)</i>
1.	1.
2.	
3.	2.
4.	
5.	

Name: _____

SMART Goal 1

(Write a goal for the project using the SMART formula.)

SMART Goals: Specific, Measurable, Attainable, Relevant, Time-Bound

SMART Goal 2

(Write a goal for the project using the SMART formula.)

SMART Goals: Specific, Measurable, Attainable, Relevant, Time-Bound

Timeline:

(Brainstorm at least three specific milestones for your project.)

1.

2.

3.

Questions:

(List at least three specific questions you have about this project that you can ask your agriculture teacher.)

1.

2.

3.

1. Why did you choose this project? What is your interest in it?

2. How will completing this project help you with your future goals?