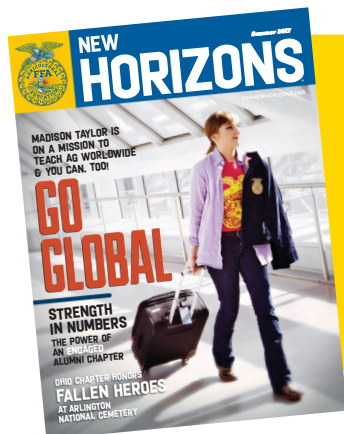




# NEW HORIZONS

## SUMMER 2017 TEACHING GUIDE



**IN THIS GUIDE, YOU WILL FIND SEVERAL ACTIVITIES THAT WILL BE OF GREAT USE AS FINAL EXAMS ARE BEING TAKEN, FINAL GRADES ARE BEING INPUTTED AND THE START OF SUMMER IS ON THE HORIZON. THIS GUIDE IS GEARED FOR USE BOTH IN AND OUT OF THE CLASSROOM UTILIZING THE SUMMER 2017 ISSUE OF FFA NEW HORIZONS. ACTIVITIES ARE OUTLINED IN THE FOLLOWING SECTIONS: DISCOVER, RECOGNIZE, EXPERIENCE AND APPLY. ADDITIONALLY, ACTIVITIES ARE ALIGNED TO THE FOLLOWING: COMMON CORE-ENGLISH STANDARDS; AGRICULTURE, FOOD AND NATURAL RESOURCES NATIONAL CONTENT STANDARDS; LIFEKNOWLEDGE CONNECTIONS; AND THE CAREER PATHWAYS. THE PURPOSE OF THE FIRST PAGE IS TO HELP TEACHERS GEAR UP FOR SUMMER WHILE HELPING STUDENTS MAINTAIN EDUCATIONAL FOCUS.**

### Summer 2017 FFA New Horizons at a Glance

Part of the FFA motto is "Living to Serve," and this issue features articles that focus on how FFA members are giving back and helping in their local communities.

### Content Within This Guide Is Aligned With the Following:

- Common Core-English
- Agriculture, Food and Natural Resources (AFNR)
- LifeKnowledge (LK) Connections
- Career Pathways—Animal Systems and Agribusiness Systems

## DISCOVER

Activities allow students to discover more about the Living to Serve platform and how it can relate to their hometowns. The "What Type of Service Is It?" (Appendix 6) activity will help students differentiate between the categories of service areas. The "What Is the Process?" (Appendix 7) activity will help students reflect on processes to develop an event, activity or hobby, similar to the process highlighted in the magazine's "Ag 101: From Farm to Food" article that explains how a crop makes it from the farm to the consumer. Also, students can discover more about their local FFA Alumni chapter or FFA chapter supporters by conducting a simple interview with an alumni member/supporter using the "Get to Know Your Alumni/Supporters" (Appendix 4) worksheet.

## RECOGNIZE

Guide students in recognizing when to say "thank you" to those who have helped the FFA chapter with community service activities. Utilizing the activity "Thank a Neighbor!" (Appendix 5), students will write a "thank you" note to three people in the community. Help students determine their community needs using the "3-2-1 What Does My Community Need?" (Appendix 1) activity sheet. Internet access is not required for these activities.

## EXPERIENCE

After students read the articles "AgItForward," Grooming Future Leaders" and "Global Horizons," have students watch the "Living to Serve" [video](#) and reflect by answering the questions on the "Exit Ticket" (Appendix 8) sheet. Internet access is required for this activity.

Video Link: <https://player.vimeo.com/video/185028271?color=ffcd00&title=0&byline=0&portrait=0>

## APPLY

The article, "Grooming Future Leaders," discusses how FFA members from an Ohio FFA chapter travel to Arlington National Cemetery each summer to help perform landscape maintenance. "The 5 Whys Worksheet: Identifying Root Causes" (Appendix 2) will aid students on how to justify and determine why a need in the community is required. The article, "How to Use AgExplorer.com," discusses how former National FFA Officer Abrah Meyer used AgExplorer to determine her career path. Using the worksheet "Career Profile" (Appendix 3), students can discover their interests and determine a career path.

## WE ARE FFA TIPS

Watch the video, "Take a Seat, Make a Friend," from SoulPancake. How can you create a welcoming environment to make a new friend and/or recruit new members? Internet access is required for this activity.

Video Link: <https://youtu.be/HfHV4-N2LxQ>

## FFA TIPS

Enhance your chapter's Living to Serve opportunities by checking out the new Living to Serve Grants. There are different types of grants that your chapter could apply for. Opportunities range from yearlong grants to day of service mini-grants. For more information, go to [FFA.org/livingtoserve/living-to-serve-grants](https://FFA.org/livingtoserve/living-to-serve-grants).

## SAE TIPS

Page 15 of the magazine highlights members serving at Arlington National Cemetery. Did you know a member can earn their FFA degrees and win proficiency and star awards through a service-learning supervised agricultural experience (SAE)? Simply participating in a project is commendable but not enough to qualify for a service-learning SAE. Learn all of the requirements at [FFA.org/about/supervised-agricultural-experiences](https://FFA.org/about/supervised-agricultural-experiences).

### APPENDICES:

- 1 3-2-1 What Does My Community Need?
- 2 The 5 Whys Worksheet: Identifying Root Causes
- 2 KEY Determine the Root Cause: 5 Whys
- 3 Career Profile
- 4 Get to Know Your Alumni/Supporters
- 5 Thank a Neighbor!
- 6 What Type of Service Is It?
- 6 KEY What Type of Service Is It?
- 7 What Is the Process?
- 8 Exit Ticket



Appendix 1  
Aligned to the following standards:  
FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; CCSS.ELA-W.9-10.2; CCSS.ELA. W.9-10.4; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.4; CRP.04.; CRP.06.

## Activity

# Appendix 1: 3-2-1 What Does My Community Need?

*Created: Summer 2017 by the National FFA Organization*

### **DIRECTIONS:**

Think through the following statements to identify needs in your community and how you can take action.

3 things I think need improvement in my community are:

2 things I think would make my community better:



1 action I am willing to take to make my community better:



Appendix 2:  
Aligned to the following standards:  
FFA.PL-A.;FFA.PL-F.; FFA.CS-M.;FFA.CS-N.; CCSS.ELA-W.9-10.2; CCSS.ELA. W.9-10.4; CCSS.ELA.RI.9-10.4;  
CCSS.ELA.SL.9-10.4; CRP.04.; CRP.06.

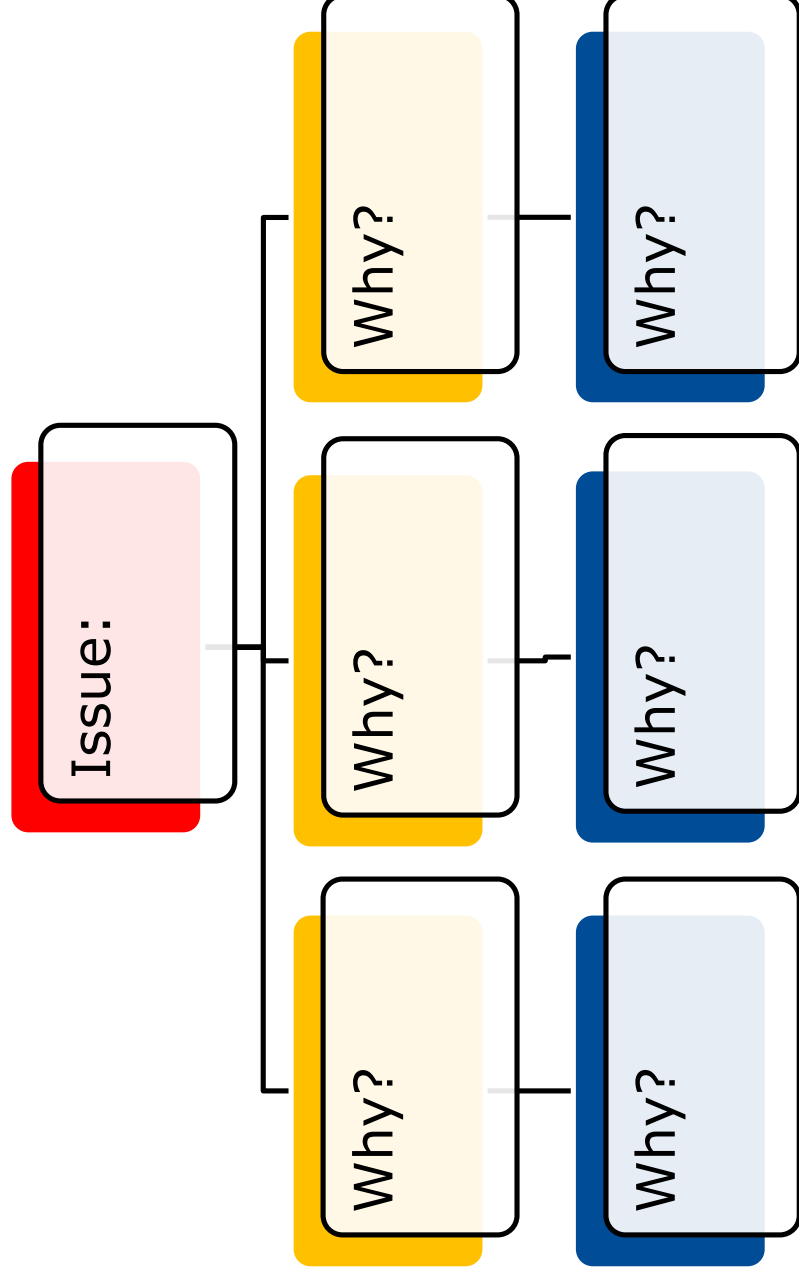
## Activity

# Appendix 2 – The 5 Whys Worksheet: Identifying Root Causes

Created: Summer 2017 by the National FFA Organization

### **DIRECTIONS:**

Complete this activity after you have read the article, “Grooming Future Leaders.” Once you have identified the root cause(s), determine how you can make an impact with your service-learning project.



## Appendix 2 KEY:

Aligned to the following standards:

FFA.PL-A.;FFA.PL-F.; FFA.CS-M.;FFA.CS-N.; CCSS.ELA-W.9-10.2; CCSS.ELA. W.9-10.4; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.4; CRP.04.; CRP.06.



**NATIONAL FFA**  
**LIVING TO SERVE**

# Appendix 2 KEY – Determine the Root Cause: 5 Whys

The 5 Whys is a technique that can be used to analyze the root cause of any issue without involving data segmentation, hypothesis testing or other advanced statistical tools.

By repeatedly asking the question “Why?” (five is a good rule of thumb), you can peel away the layers of symptoms that can lead to the root cause of a problem. Although this technique is called “5 Whys,” you may find that you need to ask the question fewer or more times than five before you find the issue related to a problem.

## Benefits of the 5 Whys

- Help identify the root cause of a problem.
- Determine the relationship between different root causes of a problem.
- One of the simplest tools; easy to complete without statistical analysis.

## When Is 5 Whys Most Useful?

- When problems involve human factors or interactions.

## How to Complete the 5 Whys

1. Write down the specific problem or issue. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
2. Ask **Why** the problem happens and write the answer down below the issue. There may be more than one response.
3. If the answer you just provided doesn't identify the root cause of the problem that you wrote down in Step 1, ask **Why** again and write that answer down.
4. Loop back to Step 3 until the team is in agreement that the problem's root cause is identified. Again, this may take fewer or more times than five Whys.

## 5 Whys Example

**Problem Statement/Issue:** You are on your way home from work and your car stops in the middle of the road.

### 1. Why did your car stop?

– The battery is dead.

**2. Why is the battery dead?**

- The alternator is not functioning.

**3. Why is the alternator not functioning?**

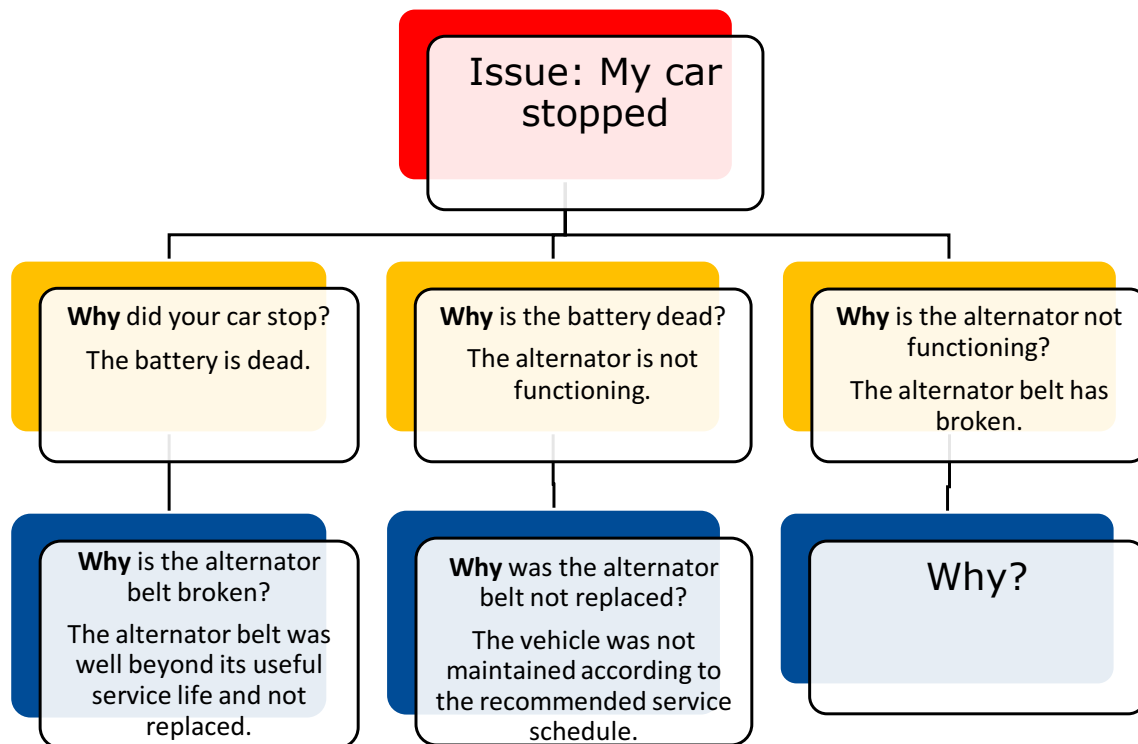
- The alternator belt has broken.

**4. Why is the alternator belt broken?**

- The alternator belt was well beyond its useful service life and not replaced.

**5. Why was the alternator belt not replaced?**

- The vehicle was not maintained according to the recommended service schedule.



As you can see in the example, the final **Why** leads to a statement (root cause) that can allow the group to take action and identify the root cause of why the car stopped.

## Career Profile

**DIRECTIONS:**

Utilize AgExplorer (located on the Explore page of My Journey at [FFA.org/AgExplorer](https://FFA.org/AgExplorer)) to research your chosen career. You will use the information to complete a social media profile for your career of choice. *For similar activities check out My Journey ([FFA.org/my-journey/student](https://FFA.org/my-journey/student)).*

<b>Cover Photo: (Setting/Location of Career)</b>	
<b>Profile Picture</b>	
<b>Name of Career:</b>	<b>Career Focus Area:</b>
<b>Friends: (Who would I work with? What careers are related?)</b>	<b>Interests/Groups: (What professional organizations are useful for me?)</b>
<b>Basic Information: (Where do I work? What companies could I work for/with?)</b>	
★ ★ ★ ★	

## Career Profile, Continued

**Schooling: (What education is needed for this career?)**

**Status Update: (Why is this career the coolest?)**

**About: (What do I do? What are my responsibilities?)**



Aligned to the following standards:  
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;  
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;  
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;  
CRP.10; CRP.11

## EXAMPLE: Career Profile

**Profile Picture**



**Cover Photo: (Setting)**



**Name of Career:** *Agriculture Science Teacher – Secondary*

**Career Focus Area:** *Agricultural Education*

**Friends: (Who would I work with? What careers are related to me?)**

*Middle School and High School Students  
 School Administration  
 Extension Agents  
 Guidance Counselors  
 Parents  
 Postsecondary Educator: College/University  
 Professor  
 Extension Faculty  
 College Recruiter  
 Agricultural Literacy and Advocacy Specialist  
 Advisor: Government/Stakeholder Relations  
 Agricultural Lobbyist*

**Interests/Groups: (What professional organizations are useful for me?)**

- *National Association of Agricultural Educators*
- *American Association for Agriculture Education*
- *National FFA Alumni Association*

**Basic Information: (Where do I work? What companies could I work with?)**

- ★ *Schools - rural, suburban or urban setting*
- ★ *Agriculture communications - journalist, advocacy*
- ★ *Agricultural education - younger students*
- ★ *Farm bureau, extension, National FFA Organization*



## EXAMPLE: Career Profile, Continued

### Schooling: (What education is needed for this career?)

*Bachelor's degree (4-year-degree) in agricultural education or other agriculturally related field plus the appropriate state teaching licensure.*

### Status Update: (Why is your career the coolest?)

*I get to work with the future agriculturalists every day!*

### About: (What do I do? What are my responsibilities?)

- ★ *I teach students about all aspects of agriculture (animals, plants, mechanics, etc.).*
- ★ *I am an advisor for FFA, which is the largest youth organization in the world.*
- ★ *I get to inspire and develop future leaders every day.*
- ★ *I create lesson plans and supervise the school lab and student SAEs. I stay informed about agriculture and agricultural literacy.*

Aligned to the following standards:  
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;  
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;  
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;  
CRP.10; CRP.11

## Appendix 4 – Get to Know Your Alumni/Supporters

*Created: 04/2017 by the National FFA Organization*

**DIRECTIONS:**

Contact a local FFA Alumni member or supporter for a short interview.

1. Why did you decide to become a member of the FFA Alumni/a local chapter volunteer?



2. Who got you involved in FFA/FFA Alumni?



3. What benefits do you see for students to join FFA?



4. What is your favorite memory as an alumni member/local chapter volunteer?



5. Are you an official National FFA Alumni Association member? If so, when did you become an alumni member? If you are a former FFA student member, when were you a student member?





**Appendix 5 KEY:**

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.;  
FFA.PG-K.; FFA.CS-M.; FFA.CS-N.; CCSS.ELA-W.9-10.2;  
CCSS.ELA.W.9-10.4; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-  
10.4; CRP.04.; CRP.06.

## Activity

# Appendix 5 – Thank a Neighbor!

*Created: Summer 2017 by the National FFA Organization*

**DIRECTIONS:**

Read the article, "Dude. Be. Nice," in the Summer 2017 issue of *FFA New Horizons*. Just like the FFA members in the article started a campaign to help spread kindness in their community, you can easily do the same by writing a simple thank you note to a friend, neighbor, supporter of your FFA chapter, etc. Use the templates below to write a simple thank you note to three people. Once completed, cut out the notes and deliver them to the recipients.

**THANK YOU**

NAME: \_\_\_\_\_

*THANK YOU*

*THANK YOU*



Appendix 6:  
Aligned to the following standards:  
FFA.PL-F.;FFA.CS-N.; CCSS.ELA.RI.9-10.4;CRP.06., MP1; MP2

## Activity

### Appendix 6 – What Type of Service Is It?

*Created: Summer 2017 by the National FFA Organization*

#### **DIRECTIONS:**

Decide if each scenario is Community Service (CS), Experiential Learning (EL) or Service-Learning (SL).

Scenario	Type
1. A chapter organized a weekend neighborhood cleanup. The FFA members spent a day helping homeowners rake and bag leaves, in addition to other house maintenance activities.	
2. In response to a newspaper article about the challenges of homebound community members receiving nutritious, fresh food, a horticulture class took action. They worked with a local food pantry and grew hydroponic crops to make monthly food deliveries to homebound neighbors.	
3. As part of their animal science class, students visited and shadowed large and small animal veterinarians in the community. The students also volunteered at the local zoo and animal shelters. Students kept a journal about their experiences and shared it with the class.	
4. Students in a natural resources class were concerned about energy consumption, so they did an energy audit of their school. They discovered numerous ways in which their school could save money and reduce its carbon footprint. The students developed a plan and worked with local energy groups and the school board to implement the changes they identified as being beneficial.	
5. Students raised money for leukemia in partnership with the local Italian restaurant and the Leukemia Society. The program was called "Pennies for Pasta." Each homeroom had a representative who collected and counted the change. The collection took place over a week. Students raised over \$7,000.	
6. Students raised plants from seed during the school year and seasonal crops such as poinsettias for the holidays. They sold plants throughout the school year and on two weekends at the end of the year. Students learned how to market the items produced to minimize losses, along with other business concepts.	
7. While interviewing community members, students learned that emergency responders in their town needed a more effective and efficient way to identify possible concerns and hazards (overhead electrical wires, animals, chemicals, etc.) at a farm emergency scene. The students conducted surveys of potential concerns and hazards with local farmers and created maps of the farms to share with first responders.	

NAME: \_\_\_\_\_

## COMMONLY CONFUSED TERMS

### Definitions

#### Service-Learning:

A method of teaching and learning that challenges students to identify, research and implement solutions to real needs in their school or community as part of their curriculum.

#### Community Service:

An activity that engages people in addressing the needs of their schools and communities.

#### Experiential Learning:

A teaching strategy that enhances curriculum by engaging students in direct experiences and focused reflection in order to increase knowledge and develop skills.

*Adapted from KIDS Consortium, What is it? Game.*



Appendix 6 KEY:  
Aligned to the following standards:  
FFA.PL-F.;FFA.CS-N.; CCSS.ELA.RI.9-10.4;CRP.06., MP1; MP2

## Activity

### KEY – What Type of Service Is It?

*Created: Summer 2017 by the National FFA Organization*

#### **DIRECTIONS:**

Decide if each scenario is Community Service (CS), Experiential Learning (EL) or Service-Learning (SL).

Scenarios	Type
1. A chapter organized a weekend neighborhood cleanup. The FFA members spent a day helping homeowners rake and bag leaves, in addition to other house maintenance activities.	<b>CS</b>
2. In response to a newspaper article about the challenges of homebound community members receiving nutritious, fresh food, a horticulture class took action. They worked with a local food pantry and grew hydroponic crops to make monthly food deliveries to homebound neighbors.	<b>SL</b>
3. As part of their animal science class, students visited and shadowed large and small animal veterinarians in the community. The students also volunteered at the local zoo and animal shelters. Students kept a journal about their experiences and shared it with the class.	<b>EL</b>
4. Students in a natural resources class were concerned about energy consumption, so they did an energy audit of their school. They discovered numerous ways in which their school could save money and reduce its carbon footprint. The students developed a plan and worked with local energy groups and the school board to implement the changes they identified as being beneficial.	<b>SL</b>
5. Students raised money for leukemia in partnership with the local Italian restaurant and the Leukemia Society. The program was called "Pennies for Pasta." Each homeroom had a representative who collected and counted the change. The collection took place over a week. Students raised over \$7,000.	<b>CS</b>
6. Students raised plants from seed during the school year and seasonal crops such as poinsettias for the holidays. They sold plants throughout the school year and on two weekends at the end of the year. Students learned how to market the items produced to minimize losses, along with other business concepts.	<b>EL</b>
7. While interviewing community members, students learned that emergency responders in their town needed a more effective and efficient way to identify possible concerns and hazards (overhead electrical wires, animals, chemicals, etc.) at a farm emergency scene. The students conducted surveys of potential concerns and hazards with local farmers and created maps of the farms to share with first responders.	<b>SL</b>





Appendix 7:  
Aligned to the following standards:  
FFA.PL-D.; FFA.PL-E.; FFA.CS-N.; CCSS.ELA-W.9-10.1;  
CCSS.W.9-10.4;CCSS.SL.9-10.4; MP2; AG1; AG5; CS.01.;  
CS.05.;

## Activity

# Appendix 7 – What Is the Process?

Created: Summer 2017 by the National FFA Organization

### DIRECTIONS:

Read the article, "Ag 101: From Farm to Food," in the Summer 2017 issue of *FFA New Horizons*. Just as in the Ag 101 article, there is a process for everything. Complete the following questions to think through a process for your favorite event, activity or hobby.

What is your favorite event, hobby or activity?

Describe this event, hobby or activity:

Describe the process (from start to finish) of this event, hobby or activity:

What must happen for you to be successful at this event, hobby or activity?

NAME: \_\_\_\_\_

Appendix 8:  
Aligned to the following standards:  
FFA.PL-C.; FFA.PL-F.; FFA.CS-M.; CCSS.ELA-W.9-10.2;  
CCSS.ELA.W.9-10.4; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.4; CRP.04.; CRP.06.

## Appendix 8 – KEY – Exit Ticket

Created: 04/2017 by the National FFA Organization

### DIRECTIONS:

After students read the articles, “#AgItForward,” “Grooming Future Leaders” and “Global Horizons,” have students watch the “Living to Serve” video and reflect by answering the questions on the “Exit Ticket” sheet. *Internet access is required for this activity.*

1. Identify four project ideas highlighted in the video:

Possible answers: Starting a community garden, hosting water safety workshops, mentoring younger students, teaching farm safety, collaborating with your community, enhancing local landmarks.

2. What is the quote by Martin Luther King Jr. that was highlighted in the video?

*“Everybody can be great because everybody can serve.”*

3. How can you apply what you have learned in today’s lesson to your school and/or community?

Answers will vary.