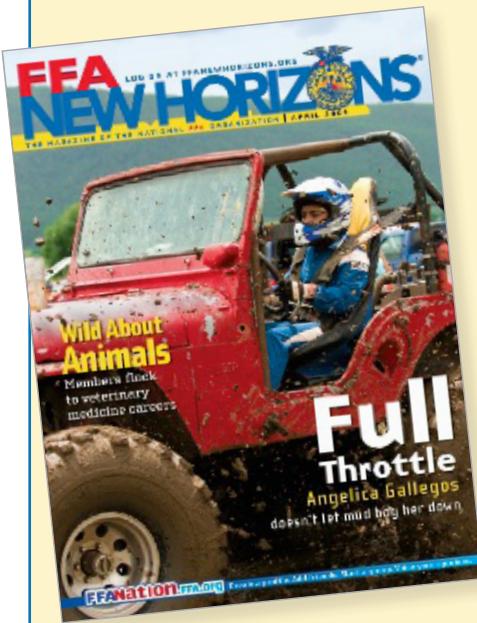


# FFA TEACHING GUIDE NEW HORIZONS



## HOW TO USE THIS GUIDE

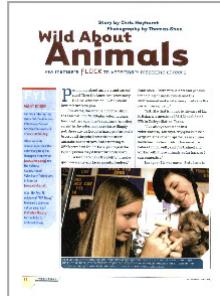


### Are you planning a field trip? Need a substitute plan?

Here are three easy ways to make *FFA New Horizons* a useful tool in your classroom:

- Have students read an article you select from the *FFA New Horizons* magazine.
- Select a responsible student from the class to facilitate the discussion questions.
- Have students work on the suggested activity for each article.

## Wild About Animals – FFA members flock to veterinary medicine careers



The career opportunities in veterinary medicine go beyond large, small or mixed practice veterinarians; these careers include academia, research, veterinary technicians and more. Pursuing a career in veterinary medicine is challenging but can lead to rewarding jobs, as it has for Liz Pritchard, a senior at A&M Consolidated High School in Texas.



## DISCUSSION QUESTIONS

Liz stated in the article: Veterinary science is both a career path and her passion.

- *What is your passion?*
- *What career options are related to your passion?*
- *Why select a career based on your passion?*



## MEETING THE STANDARDS

### National Agriculture, Food, and Natural Resources Career Cluster Content Standards:

CS.02.03.01.a: Explore various career interests/options.

CS.02.03.03.a: Identify the skills required for various career.

### National Academic Standard Grade-Level Expectation:

NL-ENG.K-12.6: Applying Knowledge

NL-ENG.K-12.8: Developing Research Skills

NL-ENG.K-12.12: Applying Language Skills

### LifeKnowledge Connections:

HS.32 Making Decisions about Career Paths



MS.28 Opportunities in Agriculture, Food and Natural Resources

MS.66 Researching Careers



## ADDITIONAL LINKS

FFA Career Explorer – [http://www.ffa.org/index.cfm?method=c\\_job.CareerSearch](http://www.ffa.org/index.cfm?method=c_job.CareerSearch)

## ACTIVITY — Wild about Animals

Provide the following directions:

- Select a career based on your passion
- Research the career area
- Craft a brochure that meets the criteria listed on this rubric

In your brochure, please include the following information:

- Career title
- Career description
- Required education
- Potential salaries
- A list of three companies/organizations for this career type
- One picture of someone performing the career duties

| CONTENT                                      | OUTSTANDING   | ACCEPTABLE   | UNACCEPTABLE   | POINTS AWARDED |
|--|---|--|--|----------------|
| <b>Organization, Conciseness and Brevity</b> | <b>10 points</b> <ul style="list-style-type: none"> <li>● Well organized</li> <li>● Very Concise</li> <li>● To the point</li> </ul> | <b>5 points</b> <ul style="list-style-type: none"> <li>● Partially organized</li> <li>● Lacks clarity and conciseness</li> </ul> | <b>1 point</b> <ul style="list-style-type: none"> <li>● Unorganized</li> <li>● Lacks clarity</li> <li>● Redundant</li> </ul> |                |
| <b>Accuracy of Information</b>               | <b>10 points</b> <ul style="list-style-type: none"> <li>● Accurate Information</li> <li>● Provides details</li> </ul>               | <b>5 points</b> <ul style="list-style-type: none"> <li>● Mostly accurate information</li> <li>● Lacks details</li> </ul>         | <b>1 point</b> <ul style="list-style-type: none"> <li>● Inaccurate information</li> <li>● Uses false details</li> </ul>      |                |
| <b>Career Specifics</b>                      | <b>10 points</b> <ul style="list-style-type: none"> <li>● Includes all career specifics requested</li> </ul>                        | <b>5 points</b> <ul style="list-style-type: none"> <li>● Includes 4 of the 6 career specifics requested</li> </ul>               | <b>1 point</b> <ul style="list-style-type: none"> <li>● Includes 2 of the 6 career specifics requested</li> </ul>            |                |
| <b>TOTAL POINTS</b>                          |   |  |  | <b>/ 30</b>    |



### TEACHER TIP

### CHECK OUT THE "WHAT'S HOT" SECTION ON FUNDRAISERS

The fundraising opportunities listed on page 16 of the April issue are just a few of hundreds of ideas you can try as your next chapter fundraiser. Just remember that fundraising is about more than raising money; it's about careful planning, execution and creating a meaningful, learning experience for the students in our agricultural education programs.

Here are a few questions to assist you in planning your next fundraising event:

- Planning: What would be an ideal event that would enable several community members to donate to your program? What are some risks or obstacles involved with this event? What tasks need to be accomplished to implement this event?
- Follow-up: How did thinking about potential risks or obstacles before the event make it more successful? What are two things that you've learned that you can use in future events? How do you show appreciation to those who supported your event?

Questions provided by LifeKnowledge Online Coaching Guide – Fundraising activities

## Be a PAL – Partners In Active Learning Support Program Teaches Kids About "Going Green"



Partners in Active Learning Support (PALS) is a mentoring program that connects high school and elementary students in order to develop one-

on-one relationships, stronger social skills, trust and positive self-esteem by exploring their interests in plants, animals and the world around them. In April, PALS will release the second edition of the Activity Handbook II, which includes modules based on renewable energy, technology and recycling, as well as enhancements

made to 50 current teaching and training modules. "We believe PALS is an invaluable outreach program, and we envision FFA membership and agricultural education broadening at the high school, middle school, elementary and collegiate levels," says Damon Spight, program manager for PALS.

### DISCUSSION QUESTIONS

- What characteristics does a mentor possess?
- What similar characteristics do you possess?
- In what ways can you serve as a mentor?



## ACTIVITY — Be a PAL

Activity Sheet 2 contains an activity in which students will partner together, one serving as the mentor and one as the mentee. Follow the steps below to set up the activity:

- Have students identify a partner or assign partners.
- The students will decide which one of them will serve as the mentor and which as the mentee. Ask the mentors to raise their hands.
- Pass one copy of this activity and one blank piece of paper to each mentor.
- Ask the mentors to read the directions for this activity. Ask for questions. Begin the activity.

**Directions for Mentors:** Below you will find a lesson on recycling. It is up to you to help your mentee identify various locations around the town that are/could be good locations for recycling bins. You will notice that some of the text below is plain and some, like this, is italicized. The plain text is the information that you will read aloud to your mentee; the italicized text contains helpful tips to guide your mentee through the activity. The blank piece of paper provided by your educator is for the mentee's map of the town. Please address any questions to your agricultural educator before beginning.

Close your eyes. Pretend that you have a "bird's-eye" view of our town. Wait for about 10 seconds. Capture that image in your mind and then open your eyes. Let's draw the bird's-eye view, or in other words, a map of our town.

Give the mentees about four minutes to draw their map of the town. Be sure to remind them to locate major points of interest. Examples could include major stores, post office, city hall, schools, etc.

Nice work! Now, consider this...where can we recycle in our town? Using your marker, identify those places on your map with a big "X."

*Be sure to help the students identify where recycling occurs in town.*

*NOTE: Based on your community, you may or may not have places to recycle. If there are no recycling locations available, have the students identify two places where they think recycling bins can be located.*

Remember that recycling can occur in many places. Some examples of these places include:

- Parks
- Golf Course
- City Streets
- Ball Parks/Sports Complexes
- Fairgrounds
- Schools
- Large Department Stores

Are there other places in our town that you think recycling containers should go? On your map, identify at least two new places you think we should have recycling containers.

*Give the students two minutes to complete this, and again, be prepared to offer suggestions or ideas. Remember you can refer back to the list of potential places that you have provided for the mentee above.*

Awesome! Now we know where to go to recycle the materials we use in our own homes.



## MEETING THE STANDARDS

### National Agriculture, Food, and Natural Resources Career Cluster Content Standards:

- ESS.04.02.06.c: Survey and evaluate local recycling programs and procedures.  
CS.01.02.03.b: Perform the steps/strategies to successfully coach/mentor others.

### National Academic Standard Grade-Level Expectation:

- NA-VA.9-12.6: Making Connections Between Visual Arts and Other Disciplines

### LifeKnowledge Connections:

- Lesson AHS 39: Becoming a Mentor to Others



## ADDITIONAL LINKS

PALS – [http://www.ffa.org/index.cfm?method=c\\_programs.PALS](http://www.ffa.org/index.cfm?method=c_programs.PALS)

FFA Unlimited (purchase PALS cd) – <http://www.ffaunlimited.org/palscdrom.html>

Campbell's Soup – [www.helpgrowyoursoup.com](http://www.helpgrowyoursoup.com)

FFA New Horizons – [www.ffanewhorizons.org](http://www.ffanewhorizons.org)

# Living to Serve – Washington Leadership Conference is a Life-changing experience



The National FFA Organization's annual Washington Leadership Conference takes place over seven weeks in June and July. FFA members explore our nation's capitol while making friends from across the country and learning to become strong leaders. The conference teaches students how to gather the resources and people they need to make a Living to Serve Plan a reality.

## ACTIVITY

Below are steps to accessing some great activities and lessons on service:

- Create a FREE account on the Team Ag Ed Learning Center: [www.agedlearning.org](http://www.agedlearning.org), click on Classroom Tools > Teaching Resources > Living to Serve Instructional Materials > Needs Exploration Guides
- Select one of the seven Needs Exploration Guides
- Utilize the discussion questions and facilitate the activity



## DISCUSSION QUESTIONS

Imagine for a moment that a natural disaster has occurred in your town and nearly everything is destroyed. Hundreds of people from neighboring towns and cities have arrived to clear out the debris and help the town get back on its feet.

- *How would it make you feel to have these individuals lend a hand or provide support to you?*
- *How does it make you feel to help others?*
- *What are some ways we can serve and help others in our school/community?*



## MEETING THE STANDARDS

### National Agriculture, Food, and Natural Resources Career Cluster Content Standards:

CS.01.04.06.a: Describe the benefits of serving others.

CS.01.04.06.b: Develop personal goals that include service to others.

### National Academic Standard Grade-Level Expectation:

NL-ENG.K-12.4: Communication Skills

### LifeKnowledge Connections:

HS. 103 Developing a Service-Leadership Attitude

HS.104 Opportunities to Serve Others

HS.108 A Lifetime of Service to Others



## ADDITIONAL LINKS

Living to Serve - [http://www.ffa.org/index.cfm?method=c\\_aged.ltsgrants](http://www.ffa.org/index.cfm?method=c_aged.ltsgrants)

Million Hour Challenge [http://www.ffa.org/index.cfm?method=c\\_aged.MillionHour](http://www.ffa.org/index.cfm?method=c_aged.MillionHour)

Youth Service America – [www.ysa.org](http://www.ysa.org)

Cooperation for Community Service Clearinghouse – [www.servicelearning.org](http://www.servicelearning.org)

Points of Light – [www.pointsoflight.org](http://www.pointsoflight.org)

Youth as Resources a program of United Way – [www.liveunited.org](http://www.liveunited.org) to locate the YAR program in your state