



NATIONAL  
FFA ORGANIZATION

# National FFA Educational Resources

Updated: 08/2022

\*Online: Requires internet access; Offline: Internet access not required

\*\*Check out these [tips and tricks](#) to make National FFA educator resources more usable at a distance. Pick and choose the resources that match your distance learning needs.

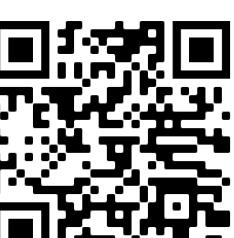
\*\*\*Directions to Educator Resources web page on FFA.org: [www.ffa.org](http://www.ffa.org) > Click on "Explore FFA" > Educator Resources (in far left column)

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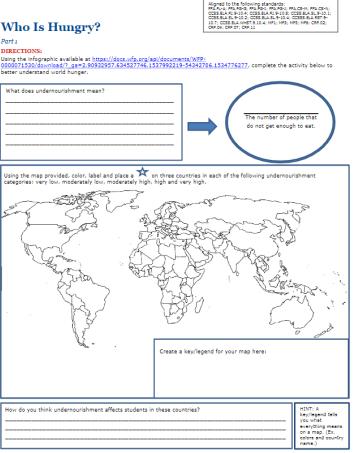
Would you like to learn about new resources as soon as they are released each month? Sign up for the Just for Owls in the Classroom monthly email! Go to FFA.org and click 'Subscribe' in the upper right hand corner. Fill out your information and select 'Just for Owls in the Classroom'.

Resource	Picture	What it is?	Online	Offline	Location
<i>Advocacy Modules and Experience Guides</i>		The Agricultural Literacy and Advocacy Model consists of four steps: plan, develop, do and reflect. These modules introduce students to the concept of advocating to four key target audiences: peers, the community, elected officials and elementary students. Each accompanying experience guides students through the planning and execution of an activity and event.	x	x	<a href="https://www.ffa.org/advocacy-experience/">https://www.ffa.org/advocacy-experience/</a>
<i>AgEd Academy</i>		Online learning modules that educates users on foundational Agricultural Education knowledge Modules in areas: <ul style="list-style-type: none"> <li>• AgEd Overview</li> <li>• FFA</li> </ul>	x		<a href="https://www.ffa.org/aged-academy/">https://www.ffa.org/aged-academy/</a>
<i>AgExplorer</i>		A platform that allows students to explore more than 250 unique careers in agriculture.  Students can take a career finder assessment, search through career profiles, and watch videos to learn about agriculture careers.  Virtual field trips to ag based companies are offered live and on demand with educator's guides.  Activities, worksheets and lessons are offered on the educator page.	x		<a href="https://agexplorer.ffa.org/">https://agexplorer.ffa.org/</a>

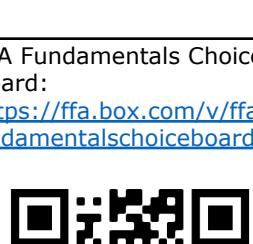
<p><b>AgExplorer Implementation Guide</b></p>  <p><b>AgExplorer Implementation Guide</b> Created: 06/2016 by the National FFA Organization</p> <p>This guide is designed to help teachers and advisors incorporate agricultural career exploration into their courses. It can be used as a complete career exploration unit, as an outline to integrate career exploration throughout an entire course or it can be used <i>à la carte</i> to match any curriculum.</p> <p><b>STANDARDS ALIGNMENT</b> All the AgExplorer lesson plans and activities contained in this guide are aligned to the following standards:</p> <p><b>AFNR Performance Elements</b> Identify opportunities and means to achieve those opportunities in each of the Agriculture, Food &amp; Natural Resources career pathways.</p> <ul style="list-style-type: none"> <li>• <b>FFAF.R-A:Action:</b> Assume responsibility and take the necessary steps to achieve the desired results, no matter what</li> <li>• <b>FFAF.R-C:Vision:</b> Visualize the future and how to get there.</li> <li>• <b>FFAF.R-E:Problem Solving:</b> Identify and solve problems using critical thinking skills.</li> <li>• <b>FFAF.R-F:Continuous Improvement:</b> Accept responsibility for learning and improving upon the skills needed for career success.</li> <li>• <b>FFAF.R-G:Professional Growth:</b> Assume responsibility for attaining and maintaining the knowledge and skills needed for career success.</li> <li>• <b>FFAF.C-M:Communication:</b> Effectively interact with others in personal and professional settings.</li> <li>• <b>FFAF.C-S:Teamwork:</b> Effectively work with others in a team setting. Analyze a situation and execute an appropriate course of action.</li> </ul> <p><b>AGS</b> Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food &amp; Natural Resources career pathways.</p> <ul style="list-style-type: none"> <li>• <b>ACG0.02</b> Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.</li> </ul> <p><b>Common Core Literacy</b></p> <ul style="list-style-type: none"> <li>• <b>CCSS.ELA-Literacy.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative effect of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).*</li> <li>• <b>CCSS.ELA-Literacy.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</li> </ul> <p><b>Common Core Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <b>CCSS.ELA-SL.9-10.1</b> Prepare for and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on other ideas and knowledge and respecting differing viewpoints and diverse ways of expressing ideas.</li> </ul> <p><b>Common Core Literacy in Science &amp; Technical Subjects:</b> Writing</p> <ul style="list-style-type: none"> <li>• <b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence from texts as well as external sources; organize, develop, and structure the writing so that it clearly presents and supports claims, with sufficient evidence, such that the audience can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> </ul> <p><b>AFNR Career Readiness</b></p> <ul style="list-style-type: none"> <li>• <b>CRF.10</b> Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge, skills, and abilities required to be more productive.</li> </ul>	<p>This implementation guide for AgExplorer includes choice boards along with various activities and worksheets. This is designed to help teachers incorporate AgExplorer into their courses. It can be used as an outline to integrate the resource throughout an entire course or it can be used <i>à la carte</i> to match any curriculum.</p>	x		<p><b>Virtual Field Trips (VFT):</b> <a href="https://agexplorer.ffa.org/virtual-field-trips">https://agexplorer.ffa.org/virtual-field-trips</a></p>  <p><b>Educator Resources:</b> <a href="https://agexplorer.ffa.org/Resources">https://agexplorer.ffa.org/Resources</a></p>  <p><a href="https://ffa.box.com/v/ageexplorerimplementationguide">https://ffa.box.com/v/ageexplorerimplementationguide</a></p> 	

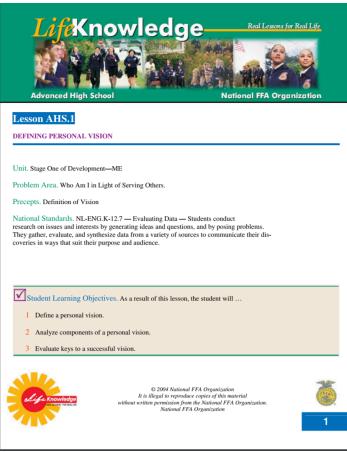
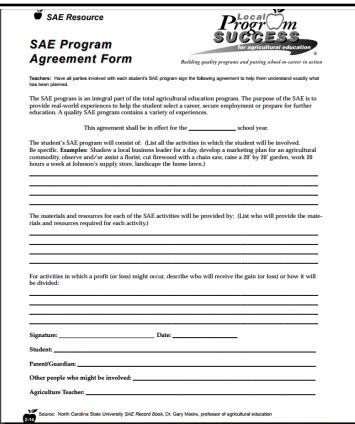
<p><b>Agriculture, Food and Natural Resources Value Chain Microsite</b></p>	 <p>The diagram illustrates the Agriculture, Food and Natural Resources Value Chain. It shows a flow from R&amp;D (Research and Development) through Pre-Production, Production, Supply Chain, End Product, Sales, Service &amp; Support, and finally Consumers. Each stage is accompanied by a brief description of its role in the industry.</p>	<p>Within the Agriculture, Food and Natural Resources Value Chain technology, personal health, sustainability and nutrition are significant drivers in an ever-expanding industry. These resources have been created to help students become further engaged in agriculture.</p>	x		<p><a href="https://www.ffa.org/value-chain/">https://www.ffa.org/value-chain/</a></p> 																														
<p><b>Bell Ringers for the Agricultural Science Classroom with accompanying Power Point for display</b></p>	<p><b>Bell Ringers for the Agricultural Science Classroom</b></p> <p><b>AGRICULTURE CAREER FOCUS AREA</b></p> <table border="1"> <thead> <tr> <th>Question</th> <th>3-Component Model Category</th> </tr> </thead> <tbody> <tr> <td>1 A farmer and his hired help were carrying grain to the barn. The farmer carried two sacks while the hired help carried one sack. The farmer carried one sack filled with grain.</td> <td>Classroom, SAC, FFA</td> </tr> <tr> <td>2 Go to AgFacts.org and complete the Career Finder.</td> <td>Classroom, SAC, FFA</td> </tr> <tr> <td>3 Visit the National FFA Organization website for more information on FFA and share out.</td> <td>Classroom, SAC, FFA</td> </tr> <tr> <td>4 How many people does one U.S. farm feed?</td> <td>Classroom</td> </tr> <tr> <td>a. 100 people b. 250 people c. 500 people d. 2500 people</td> <td></td> </tr> <tr> <td>5 Which state has the most farms?</td> <td>Classroom</td> </tr> <tr> <td>a. Missouri b. Oklahoma c. Florida d. Texas</td> <td></td> </tr> <tr> <td>6 True or False – The majority of farms in the U.S. are owned by individuals.</td> <td>Classroom</td> </tr> <tr> <td>7 Which U.S. president (pictured below) was responsible for establishing the United States Department of Agriculture (USDA)?</td> <td>Classroom</td> </tr> <tr> <td>a. Abraham Lincoln b. Thomas Jefferson c. George Washington d. Woodrow Wilson</td> <td></td> </tr> <tr> <td>8 The farm value of 500 lbs of milk (~12 gallons) is \$18.90. How much of that would belong to the farmer?</td> <td>Classroom, FFA</td> </tr> <tr> <td>a. \$5.67 b. \$9.45 c. \$18.90 d. \$37.02</td> <td></td> </tr> <tr> <td>9 Identify five careers you could have in the Agriculture Systems Career Cluster (Agriscience, Agribusiness, Ag Education Specialist, Agri-Elevator Manager, Event Manager, etc.)</td> <td>Classroom, FFA, SAC</td> </tr> <tr> <td>10 Identify ten occupations that offer agriculture-related degrees. (For example, University of Illinois, Kansas State, Texas Tech, University of Maryland, etc.)</td> <td>Classroom, FFA, SAC</td> </tr> </tbody> </table> <p><small>FFA makes a positive difference in the lives of students by developing their potential for success leadership, personal growth and career success through agricultural education.</small></p>	Question	3-Component Model Category	1 A farmer and his hired help were carrying grain to the barn. The farmer carried two sacks while the hired help carried one sack. The farmer carried one sack filled with grain.	Classroom, SAC, FFA	2 Go to AgFacts.org and complete the Career Finder.	Classroom, SAC, FFA	3 Visit the National FFA Organization website for more information on FFA and share out.	Classroom, SAC, FFA	4 How many people does one U.S. farm feed?	Classroom	a. 100 people b. 250 people c. 500 people d. 2500 people		5 Which state has the most farms?	Classroom	a. Missouri b. Oklahoma c. Florida d. Texas		6 True or False – The majority of farms in the U.S. are owned by individuals.	Classroom	7 Which U.S. president (pictured below) was responsible for establishing the United States Department of Agriculture (USDA)?	Classroom	a. Abraham Lincoln b. Thomas Jefferson c. George Washington d. Woodrow Wilson		8 The farm value of 500 lbs of milk (~12 gallons) is \$18.90. How much of that would belong to the farmer?	Classroom, FFA	a. \$5.67 b. \$9.45 c. \$18.90 d. \$37.02		9 Identify five careers you could have in the Agriculture Systems Career Cluster (Agriscience, Agribusiness, Ag Education Specialist, Agri-Elevator Manager, Event Manager, etc.)	Classroom, FFA, SAC	10 Identify ten occupations that offer agriculture-related degrees. (For example, University of Illinois, Kansas State, Texas Tech, University of Maryland, etc.)	Classroom, FFA, SAC	<p>This document serves as a resource to agricultural educators and advisors to incorporate quick ways in which to engage students at the beginning of each scheduled time block (i.e. class, FFA meetings, etc.).</p> <p>Utilize the power point slides to easily display each bell ringer question.</p>	x	x	<p><a href="https://ffa.box.com/v/bellringers">https://ffa.box.com/v/bellringers</a></p>  <p><a href="https://ffa.box.com/v/bellringerpowerpoints">https://ffa.box.com/v/bellringerpowerpoints</a></p> 
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<p><b>CDE, LDE and Agriscience Research Choice Board</b></p>	<p><b>Appendix 3: How Does This Apply?</b></p> <p><b>Instructions</b></p> <p>Select one competitive event and use the Agriculture, Food and Natural Resources Value Chain diagram to describe how the event applies to the industry.</p> <p>1. Select a National FFA competitive event from the attached options.      a. Leadership and Career Development Event      b. Leadership and Development Event      c. Leadership and Development Event      d. Leadership and Development Event</p> <p>2. Explain how the event applies to agriculture using the attached options.</p> <p>3. Explain how you identified in Question 2 to the right of the event for which that event would best prepare you. Explain only if you placed each skill above you did.</p> 	<p>Career and leadership development events (CDEs/LDEs) and agriscience research help develop college and career readiness skills. Through this resource, students will be challenged to learn about and explore different events offered by National FFA.</p>	x		<p><a href="https://ffa.box.com/v/CDE-LDE-AgriscienceChoiceboard">https://ffa.box.com/v/CDE-LDE-AgriscienceChoiceboard</a></p> 																														

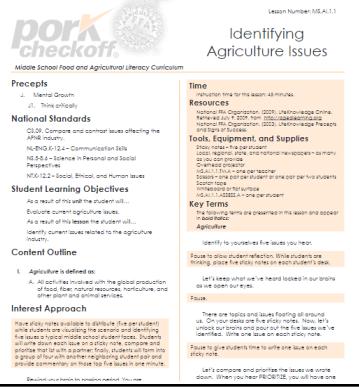
					
<p><b>CDE/LDE Classroom Resources</b></p>	<p></p> <p><b>Lesson One: Materials and Equipment</b></p> <p><small>Created: 05/2017 by the National FFA Organization</small></p> <p><b>STUDENT LEARNING OBJECTIVES:</b> After completing these activities students will...</p> <ol style="list-style-type: none"> <li>1. Identify plant materials and equipment that are commonly used in the greenhouse industry.</li> <li>2. Examine common growing media and evaluate their use in plant production.</li> <li>3. Discuss the importance of irrigation and the equipment associated with those systems.</li> </ol> <p><b>TIME REQUIRED:</b> 90 minutes</p> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. FFA Agriculture CDE Handbook 2017-2021</li> <li>2. Consider Rice Hulls as a Media Component, <a href="http://www.greenhousemag.com/article/component/">http://www.greenhousemag.com/article/component/</a></li> <li>3. Biodegradable Elite Pots, <a href="http://www.wenkewholesale.com/index.cfm/fuseaction/home.showpage/pageID/121">http://www.wenkewholesale.com/index.cfm/fuseaction/home.showpage/pageID/121</a></li> <li>4. Shry, C. L., &amp; Reiley, H. E. (2011). <i>Introductory Horticulture</i> (8th ed.). Clifton Park, NY: Cengage Learning.</li> </ol> <p><b>EQUIPMENT AND SUPPLIES NEEDED:</b></p> <ol style="list-style-type: none"> <li>1. "Materials and Equipment" PowerPoint</li> <li>2. Sheet of paper for the introduction activity and reflection activity (the same paper can be used for both).</li> <li>3. If available, the items identified in the PowerPoint (optional)</li> </ol> <p><b>PREVIOUS KNOWLEDGE RECOMMENDED FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:</b></p> <p><b>AFNR Performance Element</b></p> <ul style="list-style-type: none"> <li>• PS.01. Develop and implement crop management plan for a given production goal that factors.</li> </ul> <p><b>FFA Precept</b></p> <ul style="list-style-type: none"> <li>• FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the goal or task at hand.</li> <li>• FFA.PL-Vision: Visualize the future and how to get there.</li> <li>• FFA.CS-N: Mental Growth: Embrace cognitive and intellectual development relative to FFA.</li> <li>• FFA.CS-N: Decision Making: Analyze a situation and execute an appropriate course of action.</li> </ul> <p><b>Common Career Technical Core</b></p> <ul style="list-style-type: none"> <li>• AG-PL1 Develop and implement crop management plan for a given production goal that factors.</li> </ul> <p><b>NASDCTE</b></p> <ul style="list-style-type: none"> <li>• AGPBO.01 Produce and manage plants in both domesticated and natural environments using principles of anatomy and physiology to enhance plant production.</li> <li>• AGPBO.03 Examine and apply fundamentals of production and harvesting when producing plant management and production techniques.</li> </ul> <p><b>Common Core-Reading: Informational Text</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development, including how it emerges and is shaped and refined by specific details; provide an explanation of how the text contributes to an understanding of the topic or issue under investigation.</li> </ul> <p><b>Common Core-Science &amp; Technical Subjects</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.ES1.9-10.4 Determine the meaning of symbols, key terms, and other phrases as they are used in a specific scientific or technical context relevant to grade 9-10.</li> </ul> <p><b>Common Core-Literacy in Science &amp; Technical Subjects: Writing</b></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support a conclusion.</li> </ul>	<p><b>Un Gr an</b></p> <p>Turn-key resources to help teach the content of the CDE/LDE in the classroom at the basic level. (This is not a "how-to" win the national contest).</p> <p>Currently available:</p> <ul style="list-style-type: none"> <li>-Agriscience Fair</li> <li>-Employment Skills</li> <li>-Floriculture</li> <li>-Nursery and Landscape</li> </ul>	<p>x</p>	<p><a href="https://ffa.box.com/v/cde-declassroomresources">https://ffa.box.com/v/cde-declassroomresources</a></p>	

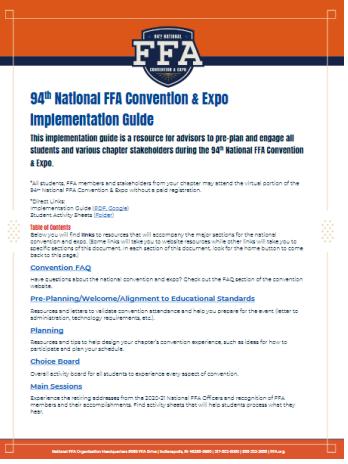
<p><i>Combating Food Insecurity Curriculum – National Turkey Federation</i></p>		<p>An engaging middle school level curriculum geared towards educating students from all backgrounds to engage in understanding world hunger and agriculture's role for finding solutions.</p>	<p>x</p>		<p><a href="https://ffa.box.com/v/combatingfoodinsecurity">https://ffa.box.com/v/combatingfoodinsecurity</a></p> 
<p><i>Educational Standards Alignment</i></p>		<p>Documents to help teachers validate their FFA activities by showing how they are aligned to national educational standards from Agriculture Food and National Resources (AFNR) to Common Core and more. Examples of activities that are aligned to educational standards are: National FFA convention attendance, 212/360 and WLC conferences, showing at county fairs, banquet planning, and chapter officer meetings, etc.</p>	<p>x</p>	<p>x</p>	<p><a href="https://ffa.box.com/v/educationalstandardsalignment">https://ffa.box.com/v/educationalstandardsalignment</a></p> 

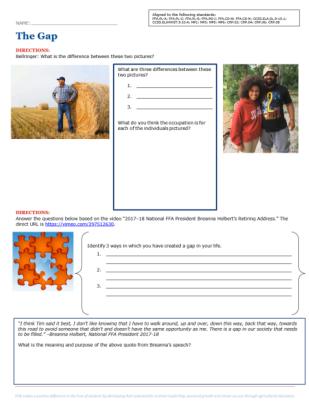
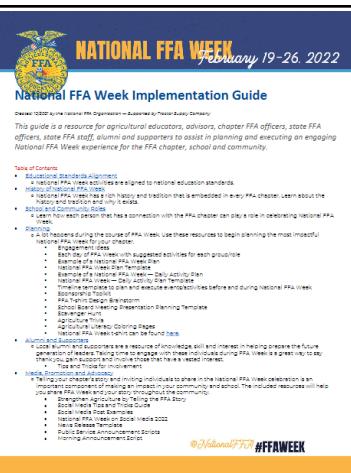
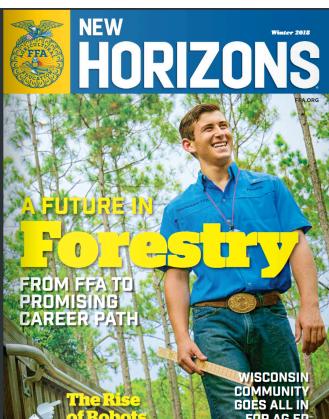
	 <p><b>National FFA Convention &amp; Expo Educational Standards</b></p> <p><i>Created: 11/2015 by the National FFA Organization</i></p> <p>This document serves as a guideline to assist advisors in planning, attending, post-trip processing and work. Standards for the National FFA Convention are standards based on the projected central theme, objectives, content and activities listed. The standard listed may not be covered during each individual portion of the National FFA Convention and Expo. These lists should serve as a guideline to validate and actualize educational resources.</p> <p><b>OVERALL STUDENT LEARNING OBJECTIVES</b></p> <p>After completing these activities students will...</p> <ol style="list-style-type: none"> <li>1. Discover and experience premier leadership, personal growth, and career success.</li> <li>2. Demonstrate and explore leadership and career skills.</li> </ol> <p><b>MAJOR ACTIVITIES CONSIDERED</b></p> <p>This is not a complete list of all National FFA Convention &amp; Expo activities. Rather a listing of the major activities during the duration of the week.</p> <ol style="list-style-type: none"> <li>1. AgriScience Fair</li> <li>2. Award Interviews</li> <li>3. Career Development Events</li> <li>4. Career Success Tours</li> <li>5. Exposition Hall (Agricultural Companies and Colleges)</li> <li>6. General Sessions</li> <li>7. Learning Workshops</li> <li>8. National Days of Service</li> <li>9. Talent/Band/Chorus</li> </ol> <p><b>THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:</b></p> <p><b>AFNR Performance Element</b></p> <ul style="list-style-type: none"> <li>• CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Natural Resources Career Cluster</li> <li>• CS.02. Evaluate the nature and scope of the Agriculture, Food &amp; Natural Resources (AFNR) in society and the economy.</li> <li>• CS.03. Examine and summarize the importance of health, safety and environmental stewardship in AFNR activities.</li> <li>• CS.04. Demonstrate stewardship of natural resources in AFNR activities.</li> <li>• CS.05. Describe career opportunities and means to achieve those opportunities in the Natural Resources career pathways.</li> <li>• CS.06. Analyze the interaction among AFNR systems in the production, processing and fuel and the sustainable use of natural resources.</li> </ul> <p><b>FFA Precept</b></p> <ul style="list-style-type: none"> <li>• FFA.PL-A-Action: Assume responsibility and take the necessary steps to achieve the FFA mission.</li> <li>• FFA.PL-C-Vision: Visualize the future and how to get there.</li> <li>• FFA.PL-E-Awareness: Understand personal vision, mission and goals.</li> <li>• FFA.PL-F-Continuous Improvement: Accept responsibility for learning and personal growth.</li> <li>• FFA.PG-I-Professional Growth: Assume responsibility for attaining and improving professional skills.</li> </ul>			
<p><b>FFA Blue 365</b></p>	 <p>FFA Blue 365 Lessons</p> <p>November 2016</p> <p>View lesson details</p> <p>Lesson Plan</p> <p>The Future of Agriculture-Critical Thinking</p> <p>The Future of Agriculture-Critical Thinking Challenge PDF</p> <p>Related Lessons</p> <ul style="list-style-type: none"> <li>• Identifying Biopesticides</li> <li>• Agriculture Starts in the Planet</li> <li>• Agriculture: Yesterday, Today, and Tomorrow</li> <li>• Agriculture: Yesterday, Today, and Tomorrow</li> <li>• Agriculture: Yesterday, Today, and Tomorrow</li> </ul> <p>Related Videos</p> <ul style="list-style-type: none"> <li>• <a href="#">Identifying Biopesticides</a></li> <li>• <a href="#">Agriculture Starts in the Planet</a></li> <li>• <a href="#">Agriculture: Yesterday, Today, and Tomorrow</a></li> <li>• <a href="#">Agriculture: Yesterday, Today, and Tomorrow</a></li> </ul> <p>Related Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Identifying Biopesticides</a></li> <li>• <a href="#">Agriculture Starts in the Planet</a></li> <li>• <a href="#">Agriculture: Yesterday, Today, and Tomorrow</a></li> </ul> <p>SAS Connections</p> <ul style="list-style-type: none"> <li>• <a href="#">SAS 100 Card: Food Products &amp; Processing</a></li> <li>• <a href="#">SAS 100 Card: Water Conservation</a></li> <li>• <a href="#">SAS 100 Card: Soil Conservation</a></li> <li>• <a href="#">SAS 100 Card: Agribusiness</a></li> <li>• <a href="#">SAS 100 Card: Environmental Services and Natural Resources</a></li> </ul> <p>Related Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Agriculture-CDE</a></li> <li>• <a href="#">Agriculture-Fair Environmental Services and Natural Resources</a></li> </ul> <p>December 2016</p> <p>View lesson details</p>	<p>FFA Blue 365 lessons are extensions from the FFA Blue 365 experience from National FFA Convention. Lessons are focused on sustainability and innovation in agriculture.</p> <p>Utilize this activity sheet for any of the FFA Blue 365 videos.</p>	<p>x</p>	<p><a href="https://www.ffa.org/blue365/">https://www.ffa.org/blue365/</a></p>  <p><a href="https://ffa.box.com/v/ffablu365activitysheet">https://ffa.box.com/v/ffablu365activitysheet</a></p>

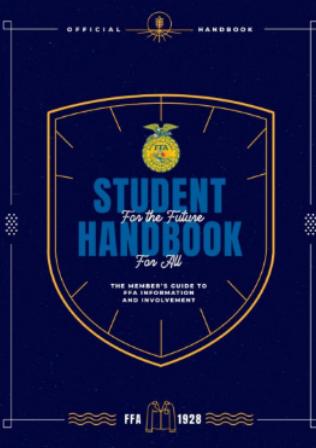
																			
<p><b>FFA Fundamentals and FFA.org Scavenger Hunt Choice Boards</b></p>	<p>NAME: _____</p> <p><b>FFA Choice Board</b></p> <p><b>DIRECTIONS:</b> Over the next six weeks you will complete at least one of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in any order you choose. There are a total of nine activities that must be completed. To earn points for each activity, you must complete the task and then write the number of points you earned for that task in each block below as you complete it. Each board is worth a total of 100 points. The maximum point value for each activity is at the bottom of each box. Use FFA.org and AgExplorer.com to complete the tasks.</p> <table border="1" data-bbox="466 535 819 833"> <thead> <tr> <th colspan="3">SIX-WEEK PLAN</th> </tr> </thead> <tbody> <tr> <td>Researcher (1 week)</td> <td>What are the purposes of the 21st and 36th Conferences?  5 points</td> <td>Write a brief summary of a recent FFA news story.  5 points</td> </tr> <tr> <td>AgExplorer (1 week)</td> <td>Watch an SAE video of your choice and write a short summary about the video.  Video name: _____  (The video can be found <a href="https://www.ffa.org/agexplorer/video-library">https://www.ffa.org/agexplorer/video-library</a>)  10 points</td> <td>Complete the AgExplorer Exploration worksheet.  (Ask your teacher for the Appendix.)  10 points</td> </tr> <tr> <td>Creates (1 week)</td> <td>Follow the steps to effective advocacy to create a one-minute speech that expresses your opinion about a hot-button issue.  (The steps can be found <a href="https://www.ffa.org/agexplorer/advocacy">https://www.ffa.org/agexplorer/advocacy</a>)  15 points</td> <td>Choose one of the following methods to answer the question: What is FFA?  • Write a short paragraph. • Draw a cartoon that summarizes FFA. • Write a song or poem that summarizes the facts.  10 points</td> </tr> <tr> <td></td> <td>Complete the Career Finder assignment. You will receive four matches that you can choose from. Select the four matches from the career you find most interesting.  (The steps can be found <a href="https://www.ffa.org/agexplorer/career-finder">https://www.ffa.org/agexplorer/career-finder</a>)  20 points</td> <td>Create a resume using the FFA Resume Generator.  (This can be accessed via your FFA.org dashboard. You must be logged in to complete.)  20 points</td> </tr> </tbody> </table>	SIX-WEEK PLAN			Researcher (1 week)	What are the purposes of the 21st and 36th Conferences?  5 points	Write a brief summary of a recent FFA news story.  5 points	AgExplorer (1 week)	Watch an SAE video of your choice and write a short summary about the video.  Video name: _____  (The video can be found <a href="https://www.ffa.org/agexplorer/video-library">https://www.ffa.org/agexplorer/video-library</a> )  10 points	Complete the AgExplorer Exploration worksheet.  (Ask your teacher for the Appendix.)  10 points	Creates (1 week)	Follow the steps to effective advocacy to create a one-minute speech that expresses your opinion about a hot-button issue.  (The steps can be found <a href="https://www.ffa.org/agexplorer/advocacy">https://www.ffa.org/agexplorer/advocacy</a> )  15 points	Choose one of the following methods to answer the question: What is FFA?  • Write a short paragraph. • Draw a cartoon that summarizes FFA. • Write a song or poem that summarizes the facts.  10 points		Complete the Career Finder assignment. You will receive four matches that you can choose from. Select the four matches from the career you find most interesting.  (The steps can be found <a href="https://www.ffa.org/agexplorer/career-finder">https://www.ffa.org/agexplorer/career-finder</a> )  20 points	Create a resume using the FFA Resume Generator.  (This can be accessed via your FFA.org dashboard. You must be logged in to complete.)  20 points	<p>The “FFA Fundamentals” choice board is designed to help students quickly learn FFA basics while exploring FFA.org. This is the perfect activity for an FFA unit or for Discovery and Greenhand FFA Degree candidates.</p> <p>The FFA choice boards facilitate student exploration across all facets of FFA.org as well as AgExplorer. There are choice boards for use during a variety of time spans (six-weeks, nine-weeks, one semester and a full year). Choose the time span that works best with your curriculum.</p>	<p>x</p>	<p>FFA Fundamentals Choice Board: <a href="https://ffa.box.com/v/ffafundamentalschoiceboard">https://ffa.box.com/v/ffafundamentalschoiceboard</a></p> <p>FFA.org Scavenger Hunt Choice Boards: <a href="https://ffa.box.com/v/ffaorgscavengerhuntchoiceboard">https://ffa.box.com/v/ffaorgscavengerhuntchoiceboard</a></p> <p></p> <p></p>
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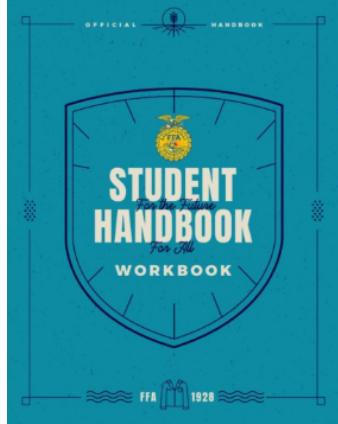
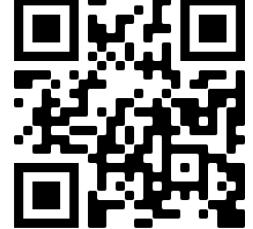
<p><i>LifeKnowledge</i></p>		<p>An online curriculum with accompanying handouts that teaches real lessons for real life. Broke into Middle School, High School and Advanced High School.</p>	<p>x</p>	<p><a href="https://ffa.box.com/v/lifeknowledge">https://ffa.box.com/v/lifeknowledge</a></p> 
<p><i>Local Program Success (LPS) Tools and Resources</i></p>		<p>Local Program Success Guide was created by teachers. Designed to enhance quality and success of ag education programs.</p> <p>Local Program Success forms are fillable forms that accompany the LPS guide.</p> <p>Ag Teacher's Manual is a guide to local program success for preservice, new and experienced agriculture instructors.</p>	<p>x</p>	<p>LPS Guide: <a href="https://ffa.box.com/v/LPSguide">https://ffa.box.com/v/LPSguide</a></p>  <p>LPS Forms: <a href="https://ffa.box.com/v/LPSforms">https://ffa.box.com/v/LPSforms</a></p>  <p>Ag Teacher's Manual: <a href="https://ffa.box.com/v/agteachersmanual">https://ffa.box.com/v/agteachersmanual</a></p>

					
<i>Middle School Food and Agricultural Literacy Curriculum - Pork Checkoff</i>		This middle school curriculum includes more than 150 free lesson plans—that's a year's worth of introductory agriculture content bundled into one location. These lessons are great for building your students' agricultural literacy and awareness and their application for it.	x		<a href="https://ffa.box.com/s/2s3w6e7ft0ez8oyfc36qfpk20ifpzmen">https://ffa.box.com/s/2s3w6e7ft0ez8oyfc36qfpk20ifpzmen</a>
<i>Minecraft Education by Microsoft</i>		Minecraft: Education Edition is a game-based learning platform that builds STEM skills, unleashes creativity and engages students in collaboration and problem-solving. Click the links and check out the agriculture-based lessons to enhance learning and engagement in an E-Learning space. Note: If you are not a Microsoft school there is a \$5 fee/student.	x		<a href="https://ffa.box.com/v/MinecraftEducation">https://ffa.box.com/v/MinecraftEducation</a>
<i>National Chapter Award Resource and Recognition Guide</i>		Looking for inspiration when planning your Program of Activities and ultimately your National Chapter Award application? These guides features the National Chapter Award finalists honored during National FFA Convention & Expo. Read these unique stories of community engagement and chapter accomplishments to inspire	x		<a href="https://ffa.box.com/s/v9k423gpv63tdnc8wahgiuviav1nr5fu">https://ffa.box.com/s/v9k423gpv63tdnc8wahgiuviav1nr5fu</a>

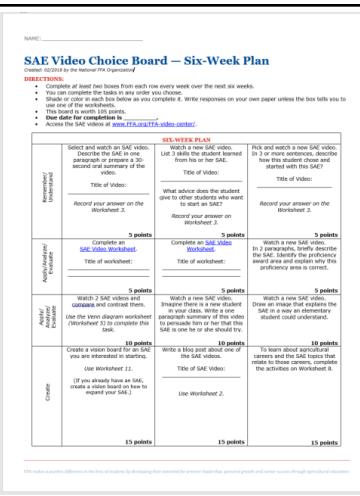
		<p>your members to better their schools and communities. Teachers and advisors can also use the guide's planning checklist to get organized.</p>		
<p><i>National FFA Convention &amp; Expo Educator's Guide</i></p>	 <p>This educators' guide is a resource for advisors who bring students to national FFA convention &amp; expo and/or have students remain at school during convention.</p> <p>Resource includes a follow-up component for use after convention.</p>		<p>x</p>	<p><a href="https://ffa.box.com/v/convntioneducatorguides">https://ffa.box.com/v/convntioneducatorguides</a></p> 

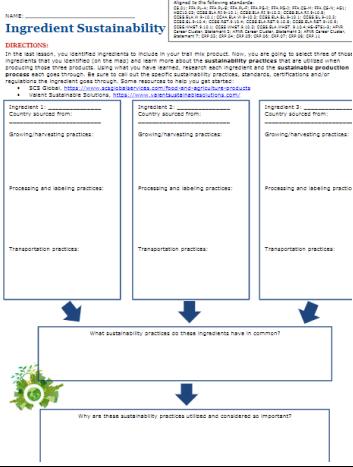
<p><i>National FFA Officer Retiring Address Lesson Plans</i></p>	 <p>These activity guides are designed to engage students in the retiring addresses from the National FFA officers.</p> <p>Each activity guide allows students to watch a retiring address, answer associated questions and walk through activities.</p>	<p>x</p>		<p><a href="https://ffa.box.com/s/aohgp8b0fe0fo34holtd9v46ptsb13q6">https://ffa.box.com/s/aohgp8b0fe0fo34holtd9v46ptsb13q6</a></p> 
<p><i>National FFA Week Implementation Guide</i></p>	 <p>This guide serves as a resource for agricultural educators, advisors, chapter FFA officers, state FFA officers, state FFA staff, alumni and supporters to assist in planning and executing National FFA Week experience for the FFA chapter, school and community.</p>	<p>x</p>	<p>x</p>	<p><a href="https://ffa.box.com/v/FFAweekimplementationguides">https://ffa.box.com/v/FFAweekimplementationguides</a></p> 
<p><i>New Horizons Teaching Guide</i></p>	 <p>A teaching resource that follows along with the content in the <i>New Horizons</i> magazine. The teaching guide is released quarterly with each new issue of the magazine.</p> <p>Also available, lessons aligned with select digital <i>New Horizons</i> articles featured on ffa.org.</p>	<p>x</p>	<p>x</p>	<p><a href="https://ffa.box.com/v/newhorizonsteachingguides">https://ffa.box.com/v/newhorizonsteachingguides</a></p>  <p>Digital lessons: <a href="https://ffa.box.com/s/0dbbakjxqly9u7eny08nrxrpcm m1tfq6">https://ffa.box.com/s/0dbbakjxqly9u7eny08nrxrpcm m1tfq6</a></p>

		<p>Need help searching for specific lessons in the <i>New Horizons</i> teaching guide? Use this index to help!</p>		<p>New Horizons Teaching Guide Index:  <a href="https://ffa.box.com/s/y1ss57nkrk9gthd7stdk5b4bewj4yvrl">https://ffa.box.com/s/y1ss57nkrk9gthd7stdk5b4bewj4yvrl</a></p> 
<p><i>Official FFA Student Handbook, Workbook, and posters</i></p>		<p>The Official FFA Student Handbook (17<sup>th</sup> ed.) is available in both English and Spanish. An advisor's guide, complete with lesson plans and videos are available online.</p> <ul style="list-style-type: none"> <li>• Spanish version available online</li> </ul> <p>The Official Student Handbook Workbook allows students to engage further with content in the handbook by answering questions as they work through each part.</p>	<p>x</p>	<p>Electronic version link coming soon!</p> <p>To purchase:  <a href="https://shopffa.org/cat/126/MANUALS-and-HANDBOOKS/">https://shopffa.org/cat/126/MANUALS-and-HANDBOOKS/</a></p> 

																
Packaged Resources by Pathway Documents	 <p><b>Agribusiness Systems Career Focus Area Resources</b> National FFA provides free resources for teachers that are in alignment with the identified career focus areas. This document will provide a comprehensive list of all resources available in a pathway.</p> <p><b>Agribusiness Systems Career Focus Area Educational Resources</b></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Description</th> <th>Image</th> </tr> </thead> <tbody> <tr> <td>#SpeakAg Dialogue - What is the most effective method to communicate agricultural products and agriculture trade?</td> <td>Through this #SpeakAg Dialogue, students will learn how to effectively communicate agricultural products and agriculture trade.</td> <td></td> </tr> <tr> <td>#SpeakAg Dialogue - Who do agricultural products with the FFA?</td> <td>Through this #SpeakAg Dialogue, students will learn the importance of trade.</td> <td></td> </tr> <tr> <td>AFNR Value Chain</td> <td>Within the Agriculture, Food and Natural Resources Value Chain, technology, personal health, and environmental factors are significant drivers in an ever-expanding global market. These resources have been created to highlight the complexity of the value chain in agriculture.</td> <td></td> </tr> </tbody> </table>	Title	Description	Image	#SpeakAg Dialogue - What is the most effective method to communicate agricultural products and agriculture trade?	Through this #SpeakAg Dialogue, students will learn how to effectively communicate agricultural products and agriculture trade.		#SpeakAg Dialogue - Who do agricultural products with the FFA?	Through this #SpeakAg Dialogue, students will learn the importance of trade.		AFNR Value Chain	Within the Agriculture, Food and Natural Resources Value Chain, technology, personal health, and environmental factors are significant drivers in an ever-expanding global market. These resources have been created to highlight the complexity of the value chain in agriculture.		National FFA provides free resources for teachers that are in alignment with the identified career focus areas. These documents will provide a comprehensive list of all resources available in each pathway.		<a href="https://ffa.box.com/s/ssfpvurh46y34ewnbts6zh6jot8xhhg">https://ffa.box.com/s/ssfpvurh46y34ewnbts6zh6jot8xhhg</a> 
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SAE for All Website	<h3>THE SAE FOR ALL PROGRAM</h3> <p>SAE opportunities are truly endless and entirely based on exploring passions and career interests. Students will start with a Foundational SAE, then expand to include one or more Immersion SAEs.</p> 	This site provides information on SAE opportunities based on exploring passions and career interests. Students start with a Foundational SAE and then expand to include one or more Immersion SAEs. Find activity guides and more that make it easy for all students to have an SAE.  *E-learning modules are available on the Educator and Student pages.	x	<a href="https://saeforall.org/">https://saeforall.org/</a> 												
SAE Idea Cards		PDF versions of SAE cards divided by career focus areas (similar to Agriculture Food and Natural	x	<a href="https://ffa.box.com/v/saeideacards">https://ffa.box.com/v/saeideacards</a>												

	 <p>Create a 10-minute presentation about careers in agribusiness for other FFA members.</p> <p>Is this right for me?</p> <ul style="list-style-type: none"> <li>» Would I enjoy working with this project?</li> <li>» Do I currently have, or have access to, needed resources for this project?</li> </ul> <p>Where could I take this project?</p> <ul style="list-style-type: none"> <li>» Take inventory of and categorize all agriculture-related businesses in the community.</li> <li>» Create hands-on classroom activities.</li> <li>» Work as an intern for the local agriculture department.</li> </ul> <p>Future Careers (visit AgExplorer.com):</p> <ul style="list-style-type: none"> <li>Agriculture Science Teacher</li> <li>Agricultural Literacy and Advocacy Specialist</li> <li>Agriculture Journalist</li> </ul> <p>AGRICULTURAL COMMUNICATION AND EDUCATION</p>	<p>Resource (AFNR) pathways).</p> <p>The purpose of the SAE Idea Cards is to assist students with developing ideas for SAEs. There are 360 SAE ideas in nine different focus areas that can be downloaded or used online.</p>		 <p>Spanish Version:  <a href="https://ffa.box.com/v/SpanishSAEideacards">https://ffa.box.com/v/SpanishSAEideacards</a></p> 
<p><i>SAE Videos with Lesson Plans</i></p>	 <p>Share Download</p>	<p>Videos highlighting diverse SAE projects from across the United States. (All videos are approximately two minutes in length).</p> <p>Many of the SAE videos have an accompanying lesson plan.</p> <p>Utilize this activity sheet for any of the SAE videos.</p>	<p>x</p>	<p><a href="https://www.ffa.org/ffa-video-center/">https://www.ffa.org/ffa-video-center/</a></p>  <p><a href="https://ffa.box.com/v/SAEvideolessons">https://ffa.box.com/v/SAEvideolessons</a></p> 

<p><i>SAE Video Choice Boards</i></p>	 <p>The worksheet is titled "SAE Video Choice Board – Six-Week Plan" and includes the following sections:</p> <ul style="list-style-type: none"> <li><b>NAME:</b> _____</li> <li><b>SAE Video Choice Board – Six-Week Plan</b> Created: 02/2019 by the National FFA Organization</li> <li><b>INSTRUCTIONS:</b> Complete at least two boxes from each row every week over the next six weeks.       <ul style="list-style-type: none"> <li>Watch a new SAE video.</li> <li>Shade or color in each box below as you complete it. Write responses on your own paper unless the box tells you to.</li> <li>Use the back of the page for any extra work.</li> <li>This board is worth 105 points.</li> <li>Due dates are listed on the back of the board.</li> <li>Access the SAE videos at <a href="http://www.ffa.org/ffa-video-center/">www.ffa.org/ffa-video-center/</a></li> </ul> </li> <li><b>SIX-WEEK PLAN:</b> <table border="1"> <tr> <td>Select and watch an SAE video. Describe the SAE in one paragraph. Then, write a second and summary of the SAE.</td> <td>Record your answer on the Worksheet 3.</td> <td>5 points</td> <td>Pick and watch a new SAE video. List 3 skills the student learned from the video. Then, record how the student started with this SAE!</td> <td>Title of Video:</td> <td>5 points</td> </tr> <tr> <td>Complete an SAE Video Worksheet.</td> <td>Title of worksheet:</td> <td>5 points</td> <td>Watch a new SAE video. Complete the SAE Worksheet. Record your answer on the Worksheet 3.</td> <td>Title of Video:</td> <td>5 points</td> </tr> <tr> <td>Watch 2 SAE videos and answer the questions. Use the given diagram worksheet (Worksheet 5) to complete this row.</td> <td>10 points</td> <td>Watch a new SAE video. Present the SAE to your class. Write a one-page paper explaining why this SAE is important to him/her. Use his/her own words to persuade him or her that this SAE is one he or she should consider.</td> <td>10 points</td> <td>Watch a new SAE video. Write a blog post about one of the SAEs. Explain how the SAE relates to these careers. Complete the worksheet 8.</td> <td>10 points</td> </tr> <tr> <td>Create a vision board for an SAE. Use Worksheet 11. (If you already have a SAE, create a vision board to help you expand your SAE.)</td> <td>15 points</td> <td>Title of SAE Video:</td> <td>15 points</td> <td>Use Worksheet 2.</td> <td>15 points</td> </tr> </table> </li> </ul> <p>At the bottom of the page, it says: "This document is a trademark of the National FFA Organization. It is not affiliated with any state FFA association. © 2019 National FFA Organization. All rights reserved. National FFA Organization, FFA, and the FFA logo are registered trademarks of the National FFA Organization."</p>	Select and watch an SAE video. Describe the SAE in one paragraph. Then, write a second and summary of the SAE.	Record your answer on the Worksheet 3.	5 points	Pick and watch a new SAE video. List 3 skills the student learned from the video. Then, record how the student started with this SAE!	Title of Video:	5 points	Complete an SAE Video Worksheet.	Title of worksheet:	5 points	Watch a new SAE video. Complete the SAE Worksheet. Record your answer on the Worksheet 3.	Title of Video:	5 points	Watch 2 SAE videos and answer the questions. Use the given diagram worksheet (Worksheet 5) to complete this row.	10 points	Watch a new SAE video. Present the SAE to your class. Write a one-page paper explaining why this SAE is important to him/her. Use his/her own words to persuade him or her that this SAE is one he or she should consider.	10 points	Watch a new SAE video. Write a blog post about one of the SAEs. Explain how the SAE relates to these careers. Complete the worksheet 8.	10 points	Create a vision board for an SAE. Use Worksheet 11. (If you already have a SAE, create a vision board to help you expand your SAE.)	15 points	Title of SAE Video:	15 points	Use Worksheet 2.	15 points	<p>This document serves as a resource to incorporate SAE videos into the classroom. These videos allow students to learn about and develop/enhance their SAE projects. There are a series of choice boards available: six-week, nine-week, quarter, first-half of the semester and second-half of the semester. Choose the format that best suits your classroom.</p>	<p>x</p>	<p><a href="https://ffa.box.com/v/SAEvideoactivitysheet">https://ffa.box.com/v/SAEvideoactivitysheet</a></p> 
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<h3>Spanish Resources</h3>		<p>We are excited to bring you our newly translated Spanish resources. Thanks to funding from the U.S. Department of Agriculture, we have translated 15 educational resources, including lessons on the Official FFA Student Handbook and SAE videos; a current events activity sheet; SAE idea cards; and more.</p>	x	x	<a href="https://ffa.box.com/v/Spanishresources">https://ffa.box.com/v/Spanishresources</a> 
<h3>Sustainability in Agriculture – Valent USA</h3>		<p>Valent USA is a leader in sustainable solutions for a changing world, and maintaining the ability to continue feeding the growing population requires sustainability. Through this lesson series, students will have the opportunity to learn about the importance of sustainability throughout the Agriculture, Food and Natural Resources Value Chain.</p>	x		<a href="https://ffa.box.com/v/sustainabilityinagriculture">https://ffa.box.com/v/sustainabilityinagriculture</a> 
<h3>The FFA Resume Generator</h3>		<p>Interactive resource that walks students step-by-step through creating a professional resume. The resume can be exported in various formats (Word, PDF, Plain Text, Open Office XML, and OpenDocument Format).</p>	x		<a href="https://resumegenerator.ffa.org/">https://resumegenerator.ffa.org/</a> 

<p><i><b>U.S. Poultry and Egg Curriculum</b></i></p>	 <p><b>NAME: _____</b></p> <p><b>Vertical Integration Video Sheet</b></p> <p><b>DIRECTIONS:</b> While watching the "Ag Minute: Vertical Integration" video (<a href="https://youtu.be/9y0tHb0Cq7s">https://youtu.be/9y0tHb0Cq7s</a>), answer the questions below.</p> <p><b>What is vertical integration?</b></p> <p><b>What are 3 small town business owner fears from depression? Do during the Great Depression that had a major impact on the poultry and egg industry?</b></p> <p><b>Why is vertical integration positive for the consumer?</b></p> <p><b>Why is vertical integration positive for the producer?</b></p> <p><b>FFA makes a positive difference in the lives of students by developing their potential for personal leadership, personal growth and career success through agricultural education</b></p>	<p>The National FFA Organization and U.S. Poultry and Egg Association lesson plan series provides educators with a comprehensive curriculum resource to teach students about the commercial poultry and egg industry. Additionally, lessons are infused with FFA and SAE activities to easily integrate into any agricultural education program.</p> <p>In addition to the lessons we have also developed a companion guide that your students can use to teach elementary students in your community about the poultry and egg industry.</p>	<p>x</p>		<p><a href="https://ffa.box.com/v/usppoultryandegg">https://ffa.box.com/v/usppoultryandegg</a></p> 
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