

# FFA TEACHING GUIDE NEW HORIZONS



## HOW TO USE THIS GUIDE



Cross-curricular teaching is becoming a must-have in today's teaching world. Not only are educators expected to teach their own course content, but they are being asked to incorporate other curriculum subjects into their teaching as well. As agricultural educators, this seems almost second nature. It's hard to explain plant science without incorporating some physical science or biology into the mix. And how could you build a picnic table without using math formulas to figure out the appropriate length, width and height? Inside this edition of the FFA *New Horizons Teaching Guide* you will find another way to incorporate cross-curricular teaching into agricultural education. This exercise allows students to read the article in *FFA New Horizons* magazine, and then use the information they gained from the article to answer the questions listed in this guide. Or create your own questions. Who would have imagined it could be so quick and painless to be cross-curricular in the classroom!

## A Greater Cause – Lemoore FFA members raise puppies to become service animals

Imagine what it's like to raise a puppy that will one day become a guide dog. The pressure that comes with making sure that your puppy - your wildly playful puppy - learns its manners fast. Students at Lemoore High School in California volunteer to become "raisers" for Guide Dogs for the Blind, an organization that trains and matches Labrador retrievers to visually impaired individuals.



### DISCUSSION QUESTIONS:

- "Puppies, like tornados, are a handful. They eat your favorite books, cry when you're trying to sleep and they get into things..." Being a guide dog "raiser" has its ups and downs. How did you handle a situation that didn't go as planned?
- Did you stick with the situation? If so, how did you make that decision?
- Even though guide dog training may have its not-so-glorious moments, it's all worth it in the end. Sarah Wilson makes this comment about the guide dog graduation day, "You feel like you've really accomplished something."
- Why is it important to celebrate your accomplishments at the conclusion of a project.



### ADDITIONAL LINKS

LifeKnowledge Online Coaching Guide – View the personal growth plan:

<http://aged.learn.com/lifeknowledge>

Guide Dogs for the Blind: [www.guidedogs.com](http://www.guidedogs.com)

ffa.org – Student Page: [http://www.ffa.org/index.cfm?method=c\\_students.ShowStudentHome&CFID=898751&CFTOKEN=79199439](http://www.ffa.org/index.cfm?method=c_students.ShowStudentHome&CFID=898751&CFTOKEN=79199439)

## ACTIVITY

Along with their new dog, the “raisers” from Lemoore FFA received a puppy-raising handbook containing all the basic information for raising a puppy.

Let’s create our own handbooks, but not about raising puppies. Let’s create Leadership Handbooks that contain some basic leadership knowledge, as well as a few leadership goals that we will set for ourselves.

### WHAT WE WILL NEED:

- Five sheets of computer paper per student
- Markers, colored pencils, pen, pencil
- One sheet of colored construction paper per student
- Stapler

### INSTRUCTIONS:

- Fold one sheet of construction paper and five sheets of computer paper in half.
  - To make your cover, place the construction paper on the outside of the five sheets of computer paper.
  - Place two staples down the center of the six sheets of paper to hold your Leadership Handbook together.
- ### THINGS TO INCLUDE IN YOUR LEADERSHIP HANDBOOK:
- Definition of leadership
  - Leadership styles
  - Philosophies of leadership
  - List of leadership characteristics
  - Identify three leadership characteristics to develop and set goals for how you will develop those characteristics (each student should have their own goals)
  - Develop a servant-leadership plan (each student should have their own plan)
  - Leadership quotes
  - Records for any leadership events participated in and the major take-aways
  - Others



## TEACHER TIP

## SO MUCH COOLER ONLINE



iPhones, Facebook, MySpace – let’s face it, students can’t seem to get enough of technology, so why not embrace it? Helping students to develop an online portfolio not only engages students in their technology-driven world, but also provides them with an excellent career tool. You can utilize the four guidelines in the article and the tips below to get your students rolling with their e-portfolio.

- Make the e-portfolio a cross-departmental project by including computer, business and English teachers. Expertise will be needed in all these areas to make the project a success, so instead of becoming an expert in all of the above subject areas share the wealth. Students may also view the project with higher importance when it affects their grade in more than one class.
- Create a timeline of project events. A timeline will help break down the project into chunks and prevent those who procrastinate from waiting until the last minute to complete their e-portfolio.
- Bring back show and tell. Ask students to share some of the different ideas that they have incorporated into their e-portfolio. Some students have a knack for using technology. Allowing them to showcase some of their technology talents can be an excellent leadership experience.

Incorporating technology into the classroom will bring you great satisfaction, as you are providing your students with the skills and preparation needed to be successful in today’s workforce.



## MEETING THE STANDARDS

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

- CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped)
- CS.01.04.01.b. Explain a personal decision where integrity played a role in the decision.
- CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.

### National Academic Standard Grade-Level Expectation:

- NL-ENG.K-12.6. Applying Knowledge
- NL-ENG.K-12.11. Participating in Society

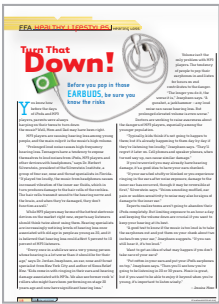
### LifeKnowledge Connections:

- HS.5 Leadership Styles
- HS.6 Philosophies of Leadership
- HS.7 Using Your Community as a Laboratory for Learning



## Turn That Down!

Before you pop in those earbuds, be sure you know the risks.



too loudly. Dr. Jordan Joesphson states, "Music is great, but if you want to be able to enjoy it beyond when you're young, it's important to listen wisely."

Remember those days, before iPods and MP3 players, when parents were always harping on their teens to turn down the music? Well, Mom and Dad may have been right. Doctors are working to raise awareness about the dangers of listening to music



### MEETING THE STANDARDS

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

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

#### National Academic Standard Grade-Level Expectation:

NL-ENG.K-12.2 Reading for Understanding

NL-ENG.K-12.6 Applying Knowledge

#### LifeKnowledge Connections:

HS.93 Effective Listening Skills



### CHECK YOUR UNDERSTANDING

Dr. Herbert Silverstein is president of which of the following:

- a. Ear, Nose and Throat Institute
- b. Florida Specialists Institute
- c. Silverstein Institute
- d. Dr. Silverstein Institute

Hair cells transmit sound to which of the following:

- a. hearing nerve and brain
- b. inner ear
- c. cochlea
- d. outer ear

Which doctor wrote the book *Sinus Relief Now*?

- a. Dr. Seuss
- b. Dr. Silverstein
- c. Dr. Jones
- d. Dr. Josephson

A good test to know if the music is too loud is to:

- a. turn it up until one of your parents starts telling you to turn it down
- b. put your cell phone volume on high, then call your cell phone, and if you can't hear it ring then it's too loud
- c. take out your ear phones and place them 10 feet away to see if you can still hear the music
- d. take out your ear phones and place them on your cheek about two inches from your ear to see if you can still hear the music



# The Water Way – Johnson County FFA members process fish and learn hydroponics at the school’s Alternative Farming Center

The Johnson County FFA Chapter in Mountain City, Tenn. is moving mountains in the world of geothermal technologies. Their triple-crop system, consisting of fish, water-garden plants and hanging baskets, has drawn visitors from 38 states and 18 foreign countries. “A lot of people, even the students here, have no idea how high-tech we are,” says Emily Sajdak, one of three chapter vice presidents.



## ACTIVITY

Scavenger Hunt: Opportunities in FFA

- Log on and navigate to [www.ffa.org](http://www.ffa.org). Record one item that is rotating in the news feed at the bottom of the page.
- Click on “Join FFA” in the center of the homepage. List two benefits of being an FFA member.
- Click “For Members” in the left navigation bar. List two places in which you will find out more information about other agricultural education students.
- Under “For Members”, what is the name of the link in the left navigation bar that helps you to identify potential career opportunities?
- Go to the above link and check out your career field of interest. Enter the information you discover here: \_\_\_\_\_
- Click on “award programs” in the left navigation bar, then select “career development events” and scroll to the bottom of the page. CDEs are opportunities for growth in leadership, technical knowledge and career preparation. Select two CDEs that you are interested in and set a goal to participate in those CDEs during the upcoming year. List that goal here: \_\_\_\_\_
- In that same area, click on “Supervised Agricultural Experience” in the top navigation bar then click on “SAE Grants” and write down any grants that are available in your SAE area here: \_\_\_\_\_
- Record any other leadership or growth opportunities that you see on [www.ffa.org](http://www.ffa.org) here: \_\_\_\_\_



## ADDITIONAL LINKS

Check out the following links for more opportunities in FFA:  
[www.ffa.org](http://www.ffa.org)  
<http://www.ffa.org/newhorizons.org/>



## DISCUSSION QUESTIONS

- Emily Sajdak comments, “A lot of people, even the students here, have no idea how high-tech we are.” How does this comment relate to the students’ ability to acknowledge the opportunities that surround them?
- It doesn’t take leading-edge technology or state-of-the-art equipment to create an abundance of opportunities. Opportunities surround each of us every day; we just have to learn how to seek out or identify those opportunities that are present. Jot down a list of at least three opportunities available to you that are related to premier leadership, personal growth or career success.



## MEETING THE STANDARDS

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

- CS.01.05.02.a. Identify civic leadership role opportunities.
- CS.03.01.01.a. Use basic technical and business writing skills.

### National Academic Standard Grade-Level Expectation:

- NL-ENG.K-12.8. Developing Research Skills
- NL-ENG.K-12.11. Participating in Society
- NT.K-12.1. Basic Operations and Concepts

### LifeKnowledge Connections:

- MS.13 Trying New Ideas
- HS.104 Opportunities to Serve Others
- HS.120 Opportunities for Discovery in Organizations
- AHS.50 Developing Innovative SAEs

