FFA STUDENT HANDBOOK

MANHEIM FFA
ESTABLISHED AT MANHEIM CENTRAL
1938

FFA
IT'S MORE THAN
COW, PLOWS
AND SOWS!
INTRODUCTION TO AGRICULTURE SCIENCE

FARM TO FORK
1. AGRICULTURE & YOU
2. Science of Agriculture
3. New Directions In Ag
4. “Plan Your Work and Work Your Plan”
5. Aggie Friday

LEADERSHIP-Community Service
6. Personal Inventory
7. Team Building
8. TEAM BUILDING
10. Aggie Friday

SAE
11. Entrepreneurship
12. Goals-Leadership
13. SAE-Personal Plan
14. Ag Approved Practices
15. Budget/Income/Expense
16. SAE-Diary & Activities
17. SAE-Resume Building
18. Aggie Friday

FFA
19. FFA History
20. CDE & Leadership
21. Officers & Meetings
22. Student Recognition
23. TEST-Intro/Leadership/FFA

PUBLIC SPEAKING
24. Speech Writing
25. Extemporaneous Speech
26. Prepared Speech-topic
27. Prepared Speech-research
28. Speech Presentations
29. Speech Presentations

PLANT SCIENCE
30. Plant Botany & Systems
31. Plant Functions

PLANT PROPAGATION
32. Plant Propagation
33. Lab: Plant Propagation
34. Lab: Seed Propagation
35. Plant Growth
36. Inter. Pest Management

PLANT USAGES
37. Intro Garden Design Project
38. Garden Design Project
39. Garden Design Project
40. Garden Design Project
41. TEST-Plant Science

ENVIRONMENTAL SCIENCE
42. PA’s Resources
43. Environmental Agencies

WATER CONSERVATION
44. Chemistry & Careers
45. Ecosystems
46. Aggie Friday

SOIL CONSERVATION
47. PA Watersheds
48. Wetlands
49. Lab: Water Quality
50. Aquaculture
51. Aggie Friday

FORESTRY MANAGEMENT
52. Ecosystems & Careers
53. Formation & Properties
54. Conservation BMP
55. Lab: Soil Evaluation

WILDLIFE CONSERVATION
56. Test: Water & Soil
57. History & Careers
58. History & Careers
59. Ecosystems & Stages
60. Woodland Mgt.-TSI
61. Lab: Tree ID

LAND MANAGEMENT
62. PA’s Wildlife Resources
63. Management Practices
64. Ecosystems
65. Aggie Friday

ENVIRONMENTAL STEWARDSHIP
66. TEST-Wildlife/Forestry
67. Enviro. Mgt. Project
68. Enviro. Mgt. Project
69. Enviro. Mgt. Project

LIVESTOCK PRODUCTION
70. Livestock Systems
71. Beef & Dairy Mgt.
72. Sheep Management
73. Swine Management
74. Equine Management
75. Poultry Management
76. Lab: Animal Mgt.
77. Field Trip-Farm Tour
78. TEST-Livestock
79. Aggie Friday

AG PROCESSING
80. History & Careers
81. Field To Consumer
82. Safe Food Supply
83. GMO Foods
84. Lab: Food Preservation
85-87. Food Investigation

88. AG SCIENCE/FINAL-SAE Records 15% of Final Grade
89/90. Ag Appreciation Day-Gardening

Block Schedule - One Semester
The National FFA Organization

How is the FFA structured to provide opportunities for Ag-Ed students?

- Education Interactions
- History
- Goals & Beliefs
- Framework & Recognition
- Leadership
- Career Development

Index
Resources To Complete Manheim FFA Handbook

1. Classroom Discussion and videos

2. Upperclassmen FFA Member
   -see the Hall of Fame Board for a list of members

3. PA FFA Handbook (blue cover)


6. PA FFA website: www.paffa.state.pa.us


8. Manheim FFA website: www.ManheimAg.org
AGRICULTURE OPPORTUNITIES

The United States Has 24 Million Agriculture Related Jobs Producing One Trillion Dollars of Goods & Services In A Global Market

What agriculture related career are you interested in?
Agriculture Career Quiz

AGRICULTURE OPPORTUNITIES FOR YOU
The United States Has 24 Million Agriculture Related Jobs Producing One Trillion Dollars of Goods & Services To Feed, Cloth & Shelter The WORLD

Directions: Using all the letters of the alphabet below, write out an agriculture job title that begins with each letter. I gave you an example for the letter “A”.

A ______ Agriculture Teacher
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

# Correct ________/25

Each career letter is worth 2 points
Score ________/50
The National FFA organization

What I Learned About The FFA

What I Want To Know About The FFA

K-W-L
THE National FFA Organization

FFA New Horizons Magazine Review

AFTER reading each of the following reading assignments, use a minimum of three complete sentences to SUMMARIZE what you learned about the FFA organization.

1: FIND and READ an article about a FFA member project

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2: FIND and READ an article about a FFA Chapter activity

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. FIND and READ an article about a National FFA event

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. What event or activity would you have an interest in trying? WHY?
FFA and Agricultural Education Facts

The FFA Mission
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The National FFA Organization motto is: Learning to Do; Doing to Learn; Earning to Live; Living to Serve.

in addition to production farming. FFA members, who may enter the workforce directly from high school or pursue higher degrees through technical schools and four-year universities, are preparing for careers in agricultural marketing, processing, communications, education, horticulture, production, natural resources, forestry, agribusiness and other diverse agricultural fields.

Federally Chartered
FFA was organized nationally in 1928 in Kansas City, Missouri. In 1950, Congress granted FFA a federal charter, making it an integral, intracurricular part of public agricultural instruction under the National Vocational Education Acts. FFA receives no federal funding.

Structure
FFA operates on local, state and national levels. Student members belong to chapters organized at the local school level. Agriculture educators serve as chapter advisors. Chapters are organized under state associations headed by an advisor and executive secretary, often employees of the state department of education. States conduct programs and host annual conventions. The National FFA Organization, governed by a board of directors, charters state associations; provides direction, program materials and support; and hosts the national FFA convention, which draws more than 50,000 attendees annually. The National FFA Alumni Association, with a membership of more than 40,000, assists students in the continued growth and development of active FFA programs.

Membership
- Today, there are 507,763 FFA members, aged 12-21, in 7439 chapters in all 50 states, Puerto Rico and the Virgin Islands.
- 41% of FFA members are female; women hold more than 47% of state leadership positions.
- 81% of FFA membership is Caucasian, 12% is Hispanic and 4% is African-American.
- 89% of FFA members are in grades 9-12, 7% are in grades 7-8 and 3% are high school graduates.
- 25% of FFA members live in rural farm areas, 39% live in rural nonfarm areas, 12% live in urban and suburban areas and 24% live in small towns.
- FFA chapters are in 16 of the 20 largest U.S. cities, including New York, Chicago and Philadelphia.
- The 2007 National FFA Convention was host to more than 53,000 FFA members, advisors and supporters.

Education
- More than 10,000 agriculture teachers deliver an innovative, cutting-edge and integrated curriculum to students.
- 92% of agricultural education programs offer agriscience, 71% offer advanced agriscience and biotechnology, 59% offer agricultural mechanics, 49% offer horticulture, 43% offer animal science and 24% offer environment-related courses.
- 23% of agriculture teachers have five or fewer years of teaching experience.
- The shortage of qualified agriculture teachers is the greatest challenge facing FFA and agricultural education.

Science, Business and Technology
The organization changed its name in 1988 from Future Farmers of America to the National FFA Organization to reflect its evolution in response to expanded agricultural opportunities encompassing science, business and technology.

National FFA Organization
6060 FFA Drive, P.O. Box 69860, Indianapolis, IN 46269-0860
Telephone 317-502-6060 Fax 317-502-6061
wwwffa.org
Career Preparation
The agricultural education program provides a well-rounded, practical approach to learning through three components: classroom education in agricultural topics such as plant and animal sciences, horticulture, forestry, agrimarketing, etc.; hands-on supervised agricultural experience such as starting a business or working for an established company; and FFA, which provides leadership opportunities and tests students' agricultural skills.

Programs and Activities
Local, state and national FFA programs and activities help members develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem-solving abilities and assume civic responsibilities. Degrees earned at local, state and national levels recognize members' increasing accomplishments.

Student Leadership
FFA members elect their own officers and plan and conduct activities with supervision from their chapter advisors. A team of six national officers, typically college students taking a year out of their studies, plays a key role in planning the national convention and other events, traveling more than 100,000 miles during their year of service representing FFA.

Headquarters
The National FFA Organization is headquartered at the U.S. Department of Education as a part of agricultural, food and natural resources education in the Office of Vocational and Adult Education. The business center of the National FFA Organization is located at the National FFA Center in Indianapolis, Indiana.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer. Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. The National FFA Organization is a resource and support organization that does not select, control or supervise state associations, local chapters or individual member activities except as expressly provided for in the National FFA Organization Constitution and Bylaws.

© 2008 National FFA Organization

FFA Foundation
The National FFA Foundation, headquartered in Indianapolis, Indiana, works with business and industry, organizations and individuals to raise funds to recognize FFA achievements and to support activities at local, state and national levels. The foundation's address is P.O. Box 69860, Indianapolis, IN 46269-0860. Telephone 317-602-6050. Fax 317-602-6051.

Media Contact
Julie Adams
Jedams@ffa.org
317-802-4225

Career Exploration
• FFA members participate in hands-on work experiences, allowing them to apply knowledge learned in class.
• Collectively, FFA members earn $4 billion annually through their hands-on work experiences.
• Members participate in and learn advanced career skills in 47 national proficiency areas based on their hands-on work experiences ranging from food science and technology to agricultural communications to wildlife management to production agriculture.
• According to the student magazine readership study, 87% of our students are interested in learning about career exploration, 81% about college preparation and 81% about technology.
• Through 23 national career development events and one activity, FFA members are challenged by real-life, hands-on tests of skills that prepare them for career success.

Industry Support
• Agriculture is the nation's largest employer, with more than 21 million Americans (15% of the total U.S. workforce) working in some area of the industry. FFA prepares members for more than 300 careers in the science, business and technology of agriculture.
• In 2007, sponsors provided more than $14 million for FFA and agricultural programs, activities and scholarships.
• 1,645 students of agricultural education benefited from FFA scholarships for the 2006-2007 school year.
Intracurricular Activities of the Manheim Central Agriculture Education Program

Add lines to the circles to show the overlaps of the three circles -like the Olympic circles

Classroom & "Laboratory"

Supervised Agriculture Experience Program (SAE)

FFA & Young Farmers

Reference: Agriscience Textbook Page 49

Understanding The FFA: Education Interactions
In 1988 the name of the Future Farmers of America was restated as The National FFA Organization to better reflect the agriculture areas of interest of the 500,000 FFA members.

Reference: FFA Web Site & FFA Student Handbook

Understanding The FFA: History
FFA Dates Of Significance

1917
Who were Smith and Hughes?

1926
Founding Father of the FFA from Virginia

1928
1st National FFA President from New Jersey

1929
Official FFA Colors are

1930
Written by

1950
FFA is recognized as an __________ part of the Ag-Ed Program

1959
Land belonged to

1965
The NFA organizations symbol was a ________

1969
Today ________ of the FFA membership is females

1988
FFA stands for

1998
New National FFA Center location

2006
New National FFA Convention location

Reference: FFA Web Sites & FFA Student Handbook
Name the "Founding Fathers" of the National FFA Organization and tell what they are known for.

Who Was E.M. Tiffany?

Who Was Henry Groseclose?

Who Was Leslie Applegate?
-draw a sketch of what you think he looked like-

Understanding The FFA: History
FFA Points of Interests in the United States

Show the locations below on the United States map

- Original National FFA Convention location
- Current National FFA Convention location
- Original National FFA Headquarter
- First State to form a FFA Chapter
- Current National FFA Headquarter
- PA FFA Mid-Winter Convention
- PA FFA Activities Week
- States that have FFA Chapters

Reference: FFA Web Sites & FFA Student Handbook

Understanding The FFA: History
Today's FFA

What is the FFA Mission?
The FFA makes a positive difference in the lives of students by developing their potential for

through agriculture education.

DIRECTIONS:
1. Fill in the blanks for each FFA Mission statement
2. Add one more way that each statement could provide YOU with opportunities for success

<table>
<thead>
<tr>
<th>P</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Shaping future Manheim leaders-</td>
<td></td>
</tr>
<tr>
<td>Develop public speaking skills and ability to lead people</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Offers many reasons to stay in school and graduate-</td>
<td></td>
</tr>
<tr>
<td>Encourage self-confidence and personal initiative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Job skill development and placement opportunities-</td>
<td></td>
</tr>
<tr>
<td>Work hand in hand with ag industry leaders</td>
<td></td>
</tr>
<tr>
<td>Take part in a FFA Career Development Events</td>
<td></td>
</tr>
</tbody>
</table>

Reference: FFA Student Handbook

Understanding The FFA: Goals & Beliefs
Strategies For Student Success Through The FFA


• Develop competent and assertive______________________________.

• Increases awareness of the_________________ and __________________ importance of agriculture and its contribution to our well being.

• Strengthens the______________ of agriculture students in themselves and their work.

• Promotes the intelligent choice and establishment of an agricultural______________.

• Encourages achievement in____________________________________ Programs.

• Encourages wise management of___________________, _______________ and __________________ of the community.

• Develops interpersonal skills in___________________, _______________ and _________________________.

• Builds character and promotes___________________, _______________ and _________________________.

• Promotes___________________ and __________________ attitudes among all people.

• Promotes healthy_________________.

• Encourages excellence in__________________.

Reference: FFA Student Handbook Page
OFFICIAL FFA DRESS

Using the correct colored pencils, dress the female and male mannequins to illustrate proper FFA Official dress.

Understanding The FFA: Goals and Beliefs

10
Write a five sentence CREED that would tell someone about your beliefs and thoughts.
I _______ in the _______ of _______ with a faith born not of _______ but of 
________—achievements won by the present and past _______ of agriculturists; in the 
promise of _______ days through _______ ways, even as the _______ things we now 
possess have come to us from the _______ of former _______.

I believe that to _______ and work on a good _______, or to be engaged in other 
aricultural _______, is pleasant as well as _______; for I know the _______ and 
________ of agricultural life and hold an inborn _______ for those _______ which, even 
in hours of _______, I _______ deny.

I believe in _______ from ourselves and _______ from others. I believe in my own ability 
to work _______ and think _______, with such _______ and _______ as I can 
secure, and in the ability of progressive _______ to serve our own and the public _______ 
in _______ and _______ the product of our toil.

I believe in _______ dependence on _______ and _______ power in _______; in 
the life _______ and enough honest _______ to help make it so—for others as well as 
myself; in less need for _______ and more of it when needed; in being _______ myself and 
playing _______ with those whose _______ depends upon me.

I believe that _______ _______ can and will hold true to the best _______ of our 
________ life and that I can _______ an _______ in my home and _______ which 
will stand _______ for my part in that _______ task.

Reference: FFA Student Handbook

Understanding The FFA: Goals & Beliefs
THE FFA FRAMEWORK

The Four Types of FFA Membership

<table>
<thead>
<tr>
<th>Type</th>
<th>Membership Open To Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

The Official FFA Colors


The FFA Motto


The FFA Salute


Reference: FFA Student Handbook

Understanding The FFA: Framework & Recognition

12
Can you name these logos?
The FFA Emblem was created when the FFA was formed in 1928. The FFA emblem contains five symbolic elements which represents an item or ideal that is connected to FFA members and their agriculture beliefs.

Building the FFA Emblem

Directions: Identify why each of the elements were chosen to be represented in the emblem. Use complete sentences for your answers.

The Eagle

The Cross-Section of an Ear of Corn

The Owl

The Rising Sun

The Plow

Understanding The FFA: Framework & Recognition 13
Directions: You have been asked to design a new FFA emblem. Use all the information you have learned about the FFA to create a design that represents TODAY'S FFA. Write a one paragraph, five sentence minimum, explanation of how each part of your emblem represents the FFA.

Reference: FFA Student Handbook Page

Understanding The FFA: Framework & Recognition

12 1/2
### FFA Degree Ladder

The National FFA recognizes members for their progress in leadership, agriculture education and SAE projects with a degree award system.

- **What is the name for each degree?**
- **What does the award pin look like for each degree?**
- **What are two requirements for each degree?**

*(Discovery Degree can be given to 7th and 8th grade students)*

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>Pin:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G</strong></td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>Pin:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
</tr>
</tbody>
</table>

What degree does the Lancaster County FFA award to its members on the county level? __________________ degree

<table>
<thead>
<tr>
<th>Pin:</th>
<th>Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>Pin:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong> or <strong>S</strong></td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>Pin:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
</tr>
</tbody>
</table>

*Understanding The FFA: Framework & Recognition*
The FFA Degree Ladder

American  Chapter  Discovery  Greenhand  Keystone  Red Rose

SAE Requirement
Project $ and/or Hours

Degree Name
Pin Medal

Level of Recognition
Chapter, County, State, National

14 1/2
<table>
<thead>
<tr>
<th><strong>FFA Office</strong></th>
<th><strong>Office Symbol</strong></th>
<th><strong>Duties</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td></td>
<td>Conduct</td>
</tr>
<tr>
<td>Vice President</td>
<td></td>
<td>Oversee committees and</td>
</tr>
<tr>
<td>Reporter</td>
<td></td>
<td>Prepare</td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td>Keep record</td>
</tr>
<tr>
<td>Treasurer</td>
<td></td>
<td>Balance the</td>
</tr>
<tr>
<td>Sentinel</td>
<td></td>
<td>Care of the</td>
</tr>
<tr>
<td>Chaplin</td>
<td></td>
<td>Leads chapter in</td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
<td>Advise</td>
</tr>
<tr>
<td>Historian</td>
<td></td>
<td>Keep a</td>
</tr>
</tbody>
</table>

**The Member's Part In Opening Ceremonies**

President: “FFA members why are we here?”
After the third tap of the gavel all members stand together and say,

“To practice ____________, honor agricultural ____________ and ____________, and to develop those qualities of ____________, which an FFA member should posses.”

All are seated with one tap of the gavel.

Reference: FFA Web Site & FFA Student Handbook

*Understanding The FFA: Leadership*
MANHEIM FFA
~Officer Duties~

ALL OFFICERS
1. Attended all monthly meetings.
2. Be a willing volunteer.
3. Show leadership by being a positive role model to younger members.
4. Exhibit personal growth by representing the Manheim FFA in the community.

PRESIDENT:
1. Preside over meetings.
2. Keep the team working together.
3. Oversee all activities.
4. Represent the chapter in public and at all official functions.
5. Prepare meeting agendas.

VICE PRESIDENT:
1. Assume the duties of the President if necessary.
2. Develop the chapter Program of Activities.
3. Coordinate all committee work.
4. Notify members of all committee meetings and work.
5. Be an active and cooperative part of the officer team.

SECRETARY:
1. Prepare and type meetings agendas with the officer team.
2. Keep minutes of all meetings.
3. Type up minutes and post on bulletin board.
4. Notify members of upcoming events.
5. Prepare mailings for upcoming events.
6. Write and mail “Thank You” notes and invitations.
7. Correspond with other organizations, County, State, and National FFA.
8. Be an active and cooperative part of the officer team.

TREASURER:
1. Receive, record and deposit FFA monies and issue receipts.
2. Present monthly treasurer’s reports at Chapter meetings.
3. Collect and pay County, State, and National FFA.
4. Assist secretary with National membership list.
5. Be an active and cooperative part of the officer team.
REPORTER:
1. Serve as Public Relations Coordinator.
2. Release news and information to the media.
3. Coordinate National FFA Week activities.
4. Serve as Chapter Photographer.
5. Publish a chapter newsletter.
6. Prepare a chapter window exhibit.
7. Be an active and cooperative part of the officer team.

SENTELINEL:
1. Serve as Children's Farm Show Tent Coordinator.
2. Maintain order at meetings.
3. Prepare the room for, and clean up after meetings.
4. Welcome guests and visitors.
5. Organize refreshments for meetings.
6. Attended Manheim Farm Show Meetings.
7. Be an active and cooperative part of the officer team.

CHAPLAIN:
1. Serve as CDE (Contest) Coordinator.
2. Offer the prayer at all chapter meetings, meal functions, and the banquet.
3. Update all FFA Contest boxes.
4. Notify members of upcoming contests.
5. Prepare materials for FFA Week at Penn State University.
6. Plan contest work sessions.
7. Be an active and cooperative part of the officer team.

HISTORIAN:
1. Maintain past and current chapter membership list.
2. Collect copies of committee reports, minutes, and newsletters.
3. Maintain chapter records in filing system.
4. Keep a chapter scrapbook.
5. Assist with pictures for the banquet slide show.
6. Be an active and cooperative part of the officer team.

STUDENT ADVISOR:
1. Serve as SAE Coordinator.
2. Supervise chapter SAE Chain Animal Projects.
3. Coordinate Baron Field/Land Lab activities.
4. Help all member locate suitable SAE Projects.
5. Notify members of upcoming SAE-Related opportunities, i.e. sales, etc.
6. Be an active and cooperative part of the officer team.

Understanding The FFA: Leadership
DESIGN A FFA T-SHIRT

The National FFA Organization will hold its annual FFA Chapter T-shirt Design Contest in the Spring.

The goal of the contest is to identify outstanding chapter T-shirt designs that could be included in the National FFA catalog. To our delight, T-shirt designs are submitted from across the country.

The chapters of each of the winning shirt designs will be given 50 percent of the profits for the first year's sales. This is a great way to raise money for your chapter.
FFA: WHAT IS IN IT FOR ME??
Now and after high school...

You are to design, compose and print a brochure for the FFA CDE you have been assigned. Two page word document in landscape orientation using two columns. (Hamburger fold)
Paste clip art into text boxes so you can move them easier. NO Power Points will be accepted.
This assignment is due on the FFA Unit Test day and will be 10% of the test score.

Primary Resources:
1. National FFA Student Handbook-starting on page 80
   -page headers show CDE’s in alphabetical order
The entire handbook is 493 pages so DO NOT hit print! You may print SOME pages that relate to your specific CDE
4. Google other FFA State Association websites

Information To Be Included In Your CDE Brochure

I. Purpose/Objective of CDE
   o What are the career preparation purposes/objectives in having students learn the career related materials in this CDE?
     (IN YOUR OWN WORDS from National FFA CDE website)

   o What are THREE KEY vocabulary words and their definitions related to the purpose/objective. What words might you hear “On the Job”?

II. Overview of CDE Competition Areas
   o What skills must you demonstrated?

   o What items/objects related to this career area must you identified or use?

   o What is required of the team activities (if there is one)?

   o What s career specific skills do the scorecards measure?

III. Career Relevance to CDE
   o Find ONE advertisement for a career related to this CDE

   o Locate TWO companies in the Lancaster County that relate to this CDE

   o Include THREE pictures and add the job title of worker in the agriculture industry associated with this CDE
Agricultural Communications
Agricultural Issues Forum
Agricultural Technology and Mechanical Systems
Agricultural Sales
Agronomy
Dairy Cattle Management and Evaluation
Dairy Cattle Handling
Environmental and Natural Resources: Wildlife (PA FFA)
Environmental and Natural Resources: Aquatics (PA FFA)
Farm Business Management
Floriculture
Food Science and Technology
Forestry
Horse Evaluation
Job Interview
Livestock Evaluation
Land Evaluation (PA FFA)
Marketing Plan
Meats Evaluation and Technology
Milk Quality and Products
Nursery/Landscape
Poultry Evaluation
Safe Tractor Driving (PA FFA)
Small Gas Engines (PA FFA)
Veterinary Science Skills
MISS DRISKILL’S ULTIMATE FFA JENGA

The name JENGA was derived from a Swahili word meaning “to build.” The concept of this activity is to create a knowledge based game that will “build” student’s ability to recall information about the FFA program and history. It should be used as review for a quiz or test, as preparation for a Quiz Bowl competition or to preview student’s knowledge of the FFA.

Creating the Game:

**Materials**-
- JENGA box for each group of students- play will be the same as regular JENGA
- Set of fine point, multi-colored Sharpie markers
- Prizes for winning team members
  - FFA stuff works well...i.e. stickers, pencils/pens, pins, T-shirts from ffa.org etc.

**Building the Game**-
1. Gather materials and “Block Questions and Answers” sheet
2. On each block, use the sharpies to write the number and question on one side of the block, be sure to leave the other side of the block blank! Be creative! A variation of this is to simply put the question number and refer to the sheet when playing. Both options are shown below.

3. When all of the blocks have been completed, restack them in their box and prepare for play! Be sure to mix them up before stacking for play.

---

**Rules of Play:**

1. Players must sit team member A-team member B- team member A- team member B
2. Blocks must be stacked in the tower question side down (blank side up)
3. Game order is determined by rock paper scissors between the team captains
4. Only one hand may be used to remove blocks
5. Once a block has been touched it must be the one removed
6. The tower should never be touched except in play
7. Blocks may never be removed from the top of the tower
8. The person who draws the block must answer the question asked of the block- if they cannot answer, their team has the opportunity to answer for them
9. If a team cannot answer, the opposing team has the opportunity to steal the block
10. Correct answers earn the team a block, incorrect answers mean the block is lost
11. Whichever team is responsible for the tumbling of the tower loses 3 blocks
12. The team with the most blocks at the end of the game wins

---

1
How is the FFA structured to provide opportunities for Ag-Ed students?