

OFFICIAL

HANDBOOK



# STUDENT *For the Future* HANDBOOK *For All*

THE MEMBER'S GUIDE TO  
FFA INFORMATION  
AND INVOLVEMENT



FFA



1928





**FROM THE DESK OF THE CEO**

# Forever Blue

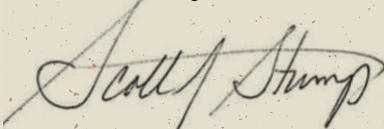
Dear FFA Members,

Welcome to the Official FFA Student Handbook! This resource will help you become familiar with the National FFA Organization and its opportunities. We can't wait for you to discover the possibilities when you learn more about FFA.

As you read this handbook, you'll begin to understand our organization's history and who we are now—and where you belong. Use your newfound knowledge to dive into the resource connections, tips and pondering thoughts spread throughout the book. Then find the more technical details about the organization in our Official FFA Manual and on FFA.org. Your experiences in FFA will be life-changing and pivotal in developing premier leadership, personal growth and career success.

So get ready to go on a journey of a lifetime and to become the next generation of leaders who will change the world.

Sincerely,

A handwritten signature in black ink that reads "Scott Stump". The signature is written in a cursive, flowing style.

**Scott Stump**

Chief Executive Officer



# OFFICIAL FFA STUDENT HANDBOOK

*The Member's Guide to FFA Information and Involvement*

Published by

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## THE FFA VISION

Growing the next generation of leaders who will change the world.

## 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 AGRICULTURAL EDUCATION MISSION

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 association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

## NATIONAL FFA ORGANIZATION

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.

Electronic text files to prepare materials for the visually impaired can be obtained by contacting an educational resource specialist with the National FFA Organization at 317-802-6060.

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FFA AT A GLANCE

# Our Mural





# Mural

In late 1989, on one of his visits to the U.S. Department of Agriculture (USDA) building in Washington, D.C., National FFA Advisor Larry D. Case stopped to admire a mural on display in a hallway. The thought came to him that FFA could benefit from a mural that portrayed the spirit and essence of FFA, so Dr. Case researched the USDA painting, located the artist in New Jersey and commissioned her to create a mural for FFA.

Karen Kreutzer Kleinschuster was the artist who had created the painting in the USDA building. She accepted Dr. Case's invitation to paint a mural that would trace the National FFA Organization's beginnings in agriculture and follow its evolution through the years.

For three months, Kleinschuster gathered information for the mural. She talked with FFA staff, read magazines and brochures, and clipped photographs of FFA members from various FFA publications. Kleinschuster said, "...all I did was think about the project and gather images. I threw my entire life into FFA." Then she started painting, and it took her another three months to paint the mural.

Kleinschuster began with the American flag. She explained, "... the American flag is one of our most powerful symbols. It has passion and dynamics. It is an appropriate symbol to represent an organization made of stable, strong, self-sufficient adults who face the future not worried, but equipped."

She placed the Earth in the center of the mural because "the globe is cradled by all of us." Below the Earth is a traditional scene showing a little girl gazing up while leaning against her Holstein cow. Of this vignette, Kleinschuster said, "Even though we become sophisticated grown-ups, inside us, we draw from that person who lies back and dreams and looks at the stars."

The 10x15-foot mural was installed at the National FFA Center in Alexandria, Va., on June 19, 1990. The fluid, illustrative style of the mural reveals the rich legacy of FFA as one scene softly dissolves into another — from two young cowboys watching their herd to people engaged in the study of biotechnology. Three words from the U.S. Constitution provide the name of

the painting: We the People. Dr. Case, the moving force behind the artwork, said, "The final mural stirs deep emotion for me. The more you study this mural, the more you discover its many themes. Everyone who sees this painting will interpret it differently. That is what makes this work of art so personal and, therefore, so exciting."

When the National FFA Center was relocated to Indiana in 1998, the mural was carefully removed from the wall of the center in Virginia and reapplied in the reception area of the new FFA Center in Indianapolis. The mural continues to greet the thousands of people who visit the National FFA Center each year, sharing the FFA message in a most delightful way.

12 POWERFUL WORDS

# FFA Motto



Learning to Do

Doing to Learn

Earning to Live

Living to Serve



Motto



*Section 1*  
**INTRODUCTION:**  
**WHAT IS**  
**FFA?**

# WHO ARE WE NOW?

## *What's in it for me?*



### WHAT AM I GOING TO GET OUT OF FFA?

Being a part of FFA opens doors in your educational experience. FFA members learn by doing, and that brings agricultural education to life. As an FFA member, you can develop personal and leadership skills that you will use for the rest of your life. You can explore different career areas and begin to prepare for the one that interests you the most. FFA unlocks the secrets to becoming your personal “best.” From academics to leadership skills to career know-how, FFA offers experiences that help you succeed in your personal and professional roles.

Membership has its privileges. FFA members participate in many activities that other students will never experience. As an FFA member, you may take charge of an activity, speak to the school board or participate in a wide variety of skill-based competitive activities known as career and leadership development events.

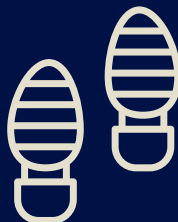
You will also have the opportunity to travel. You may participate in events close to home, or you might attend the National FFA Convention & Expo. You might travel to our nation’s capital, Washington, D.C., for a leadership conference. Who knows? You could even spend time in a foreign country.

This is just a sample of the experiences you can find by joining this active organization. As you advance in FFA, you’ll develop lasting friendships and have the chance to receive awards, earn money and much more!

**FFA has grown into a large organization that offers incredible opportunities. There are so many ways to become a better person, improve your abilities, travel the world, make money and succeed early in life!**



**LEAD** Joining FFA is a great way to learn to become a leader and refine the leadership skills you already possess. FFA can provide you with the knowledge and tools to strengthen your personal skills, help you learn to manage your time wisely, and teach you self-respect and how to gain respect from your peers and family. You might enjoy public speaking and even run for an FFA office at the chapter, state or national level. FFA will show you how to lead — an important skill that will serve you well throughout your lifetime and in everything you do.



**TRAVEL** Would you like to see other parts of the world, visit another state or just see a different part of your state? FFA can take you there! When you participate in FFA activities, you may travel to other towns and states for conference tours and events. Your FFA chapter may travel to district and state activities, national meetings, and conventions. FFA global programs allow you to explore global agriculture, develop a worldly perspective and become more culturally aware of the diversity in agriculture around the world.



**BE A PART OF THE TEAM** A successful FFA chapter is all about teamwork. Your FFA experiences as both a team member and a team leader will pay off throughout your lifetime. FFA has more than 100 individual and team competitive events. Find what you enjoy and join in! Agricultural communications, biotechnology and veterinary medicine are just a few of your choices. Read on to explore opportunities available to you.



**EARN MONEY** Once your supervised agricultural experience (SAE) is in place, you can earn money while learning about agriculture. Take time to design an SAE that is right for you. Ask your agriculture teacher to help you decide on your SAE. The possibilities are nearly endless!



**CIVIC ENGAGEMENT** Make a positive difference in your community. FFA members make their schools and towns better places to live because they care. Growing food for those less fortunate, restoring beautiful landscapes in towns, and leading farm safety clinics are examples of community involvement projects that FFA chapters conduct. You can make a positive difference in the lives of your friends and neighbors when you join FFA.



**SUCCEED** What does success mean to you? Are you planning for an exciting career? Are you hoping to earn thousands of dollars? FFA can help you make it happen and provide you with the steps you need to take. There are more than 300 unique careers in agriculture, and all you have to do is start exploring to find the right career for you. Your teacher is a great resource to help guide you on your way! When you join FFA, you will have the chance to look at yourself in many ways, and success will be yours if you plan and work hard.



**HAVE FUN!** If you like to have fun, it is going to happen in FFA: barbecues, field trips, dances, and state and national events are all options. So take the chance to try something new. Meet new friends and go places you have never been before. It's fun and exciting. You will be amazed by all you learn along the way.



**MAKE POSITIVE CHOICES** FFA members are encouraged to make healthy choices about their behavior and lifestyle so they can experience the benefits of those positive choices. This means focusing on your physical, mental and emotional health. Poor choices in these areas negatively affect your health, relationships and chances for success. As an FFA member, you will find the encouragement and support to make wise choices for yourself.



**FFA SWAG** Show off your FFA style with cool merchandise from ShopFFA. ShopFFA is the official online store for the National FFA Organization. Products such as the FFA jacket, Official Dress, clothing, accessories, gifts, chapter supplies, awards and other teaching tools can be ordered on ShopFFA.org. Profits earned from the sale of items from ShopFFA help finance National FFA. Follow



@ShopFFA\_ on Instagram and share your #FFAstyle!





## FFA: THE BIG PICTURE

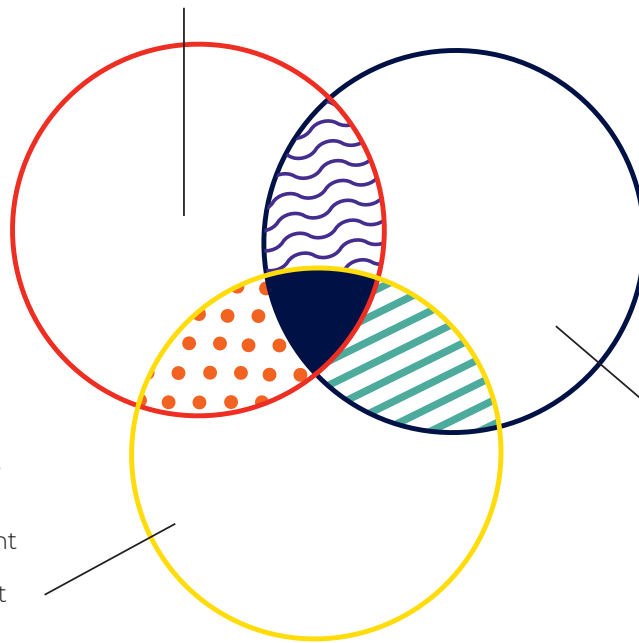
FFA is a dynamic, intracurricular student organization within agricultural education that prepares students for premier leadership, personal growth and career success. The official name of the organization is National FFA Organization, and the letters “FFA” stand for Future Farmers of America. These letters are a part of our history that will never change. FFA is for those who want to be difference makers, whether as production agriculturists, teachers, doctors, scientists, business owners or experts in other fields.

FFA is one of the three components of agricultural education, along with classroom/laboratory and supervised agricultural experience (SAE).

# The Three-Component Model

## Classroom/ Laboratory

Contextual, inquiry-based instruction and learning through an interactive classroom and laboratory.



## FFA

Premier leadership, personal growth and career success through engagement in FFA, Professional Agricultural Student Organization or National Young Farmer Educational Association programs and activities.



## SAE

Experiential, service and/or work-based learning through the implementation of a supervised agricultural experience program.



Model





### Classroom/Laboratory

When you sign up for an agriculture class, you can expect to learn from your instructor and spend some time in the classroom. But you can also expect it to be exciting and fun as you learn about the vast world of agriculture. A lot of your time will be spent outside of your classroom — working with plants in a greenhouse, experimenting in a laboratory or building something in a shop.

The big difference between agriculture class and most of your other classes is that here, you learn and do the actual hands-on work. That means you will read, write and study as you do in most classes; but in an agriculture class, you also go out and explore, work with your hands, and make things for yourself, family and friends. With hands-on learning, it's easier to remember what you learned when you do the work yourself, and you will find new things you love to do with friends in class.

### SAE

When you enroll in an agriculture class, you will start your supervised agricultural experience, known as an SAE. You will have a chance to earn cash and gain experience in areas you enjoy. An SAE is a hands-on agricultural program that you create; it can be based on anything that relates to agriculture. Would you like to work with animals at a veterinarian's office, research new agricultural science and technology, create beautiful floral arrangements, or produce and market specialty vegetables? The possibilities are endless, and since you get to choose your experience, expect to have a lot of fun. And one of the best things about an SAE? You can earn a lot of money!

### FFA

Once you have enrolled in an agriculture class, you are eligible to join FFA. It is our nation's largest student-led organization! You can travel to incredible places, learn about hundreds of different careers, and even develop leadership skills that you can put to use in your local chapter and community.

# 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 FFA mission centers on three components — premier leadership, personal growth and career success. Read on to discover how the organization came to be, what's in it for you, what each of these areas means and what skills you'll acquire through your involvement in FFA.

## FFA Value Statements Affirm a Wide Welcome to All

**“As an organization, we strive to ensure all members — no matter their background or future endeavors — can call our organization home.”**

—2021-22 National FFA Secretary Jackson Sylvester

Look around you. Your chapter, classroom, school, community is made up of a unique range of humanity. From the fellow member who wakes before dawn to tend to a herd of cattle. To the newly minted FFA member who decides to run for chapter office. To the high school graduate who plans to attend welding school or study marketing at a university. We all are different in some way, but when it comes to the power of the blue jacket we all wear, our differences become a gateway to celebrating and respecting what makes each of us one-of-a-kind.

The FFA Value Statements, passed by the national delegates at the 94th National FFA Convention and ratified by the National FFA Board of Directors, promote a more inclusive, equitable organization for all FFA members. These four statements create a foundation to ensure we open

Throughout this handbook, you will see Tips, Pondering Thoughts & Resource Connections. Use these tools to explore even more!

doors and remove barriers for every individual in agricultural education to experience premier leadership, personal growth and career success through FFA.

- 1. We respect and embrace every individual's culture and experiences.**
- 2. We welcome every individual's contribution to advance our communities and the industry of agriculture.**
- 3. We cultivate an environment that allows every individual to recognize and explore their differences.**
- 4. We create leadership opportunities for every individual to enhance their personal and professional endeavors.**

**PONDERING THOUGHT:** As you learn more about the National FFA Organization, what do you think could help make it better or grow?

## OUR HISTORY

# Rich History, Strong Traditions



### FFA Since 1928 — A Look Back at the History of the Organization

For an FFA member, attending your first chapter meeting, reading the FFA Creed for the first time and competing in your first career or leadership development events are milestones that mark your time as an active FFA member. If you can believe it, students like you have experienced similar firsts for more than 90 years! To know who we are and where we're going, it's important to understand where we've been. Read on to see how your organization, now more than 735,000 members strong, began.

### Sowing the Seeds of Success: Future Farmers of America Is Established

Seeds of a plan for a national organization for agriculture students began sprouting in 1917 when the U.S. Congress passed the Smith-Hughes Vocational Education Act. This act provided federal funds to high schools that had vocational education classes. Through

these specialized classes, organizations like Future Farmers of Virginia began to form in the 1920s. By 1926, the first National Congress of Vocational Agriculture Students gathered in Kansas City, Mo., for a national livestock judging show during the American Royal Livestock Show.

Two years later, in 1928, at the Baltimore Hotel in Kansas City, the national organization of the Future Farmers of America was formed. Eighteen states were represented by 33 official delegates who voted that dues would be set at 10 cents per member per year.

The following year, delegates at the National FFA Convention selected national blue and corn gold as the organization's colors; Carlton Patton of Arkansas was named the first Star Farmer of America; and Farm Journal magazine presented the first National Chapter Award to the Danville (Ark.) FFA Chapter.

**PONDERING THOUGHT:** As you read about FFA traditions, what traditions exist in your life? In your family? In your school?



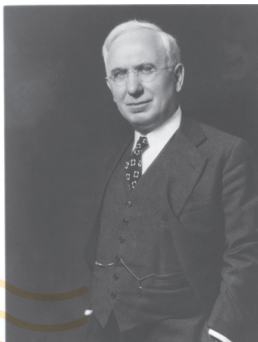
These Judging team members were also the delegates to the first National FFA Convention in 1928

# First Leaders

In the years leading up to the establishment of the Future Farmers of America, several individuals were involved in behind-the-scenes work that laid a foundation upon which FFA was built. Whether it was training vocational agriculture teachers, organizing high school vocational agriculture clubs or overseeing national livestock judging contests, these men believed agricultural education could do more than teach young farm boys about agriculture. They knew it could also teach them about leadership and life.

And when the Future Farmers of America was established in 1928, these visionary leaders did not stop working. Their fingerprints are on our FFA motto, our FFA constitution and several awards that celebrate diversity and determination through agricultural education and FFA. More than 80 years later, their legacy lives on. Learn more about seven men who impacted our organization:

## Dr. Charles Homer Lane, First National Future Farmers of America Advisor



Dr. C.H. Lane, chief of the Agricultural Education Service of the Federal Board for Vocational Education, worked to establish national judging contests for students of vocational agriculture. His efforts began in 1919, but

it was not until 1925 that the first national judging contest was held at the National Dairy Show in Indianapolis, Ind.

### Lane also:

- Helped draft the constitution for the Future Farmers of America.
- Cowrote the first Official FFA Manual.
- Was elected the first national FFA advisor, a position he held from 1928 to 1934.



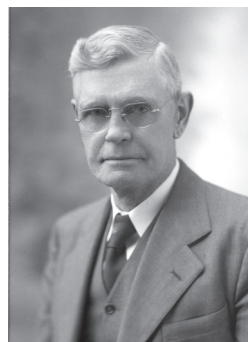
## Henry C. Groseclose, First National FFA Executive Secretary and Treasurer

Henry Groseclose was a professor of agricultural education at Virginia Polytechnic Institute in Blacksburg, Va. He started the Agricultural Boys' Club in 1922 in Buckingham, Va., and he helped start the Future Farmers of Virginia in 1926.



### Groseclose also:

- Helped write the constitution and bylaws for the Future Farmers of America.
- Was named national executive secretary and treasurer for the Future Farmers of America in 1928. He served as national executive secretary until 1930 and as national treasurer until 1941.



## Harry Oscar Sampson, Founder of the Young Farmers Organization of New Jersey

H.O. Sampson was one of the first high school agriculture educators, teaching at Waterford, Pa., from 1904 to 1906. He later was the New Jersey state supervisor and teacher-trainer for agricultural education.

**Sampson also:**

- Organized the Young Farmers Organization of New Jersey in 1923.
- Established programs in ornamental horticulture and farm training for city youth.

**J.R. Thomas, National New Farmers of America Advisor**

J.R. Thomas taught at Virginia State College. He served as national New Farmers of America (NFA) advisor and then NFA executive secretary, a position he held from 1945 to 1956.



**George Washington Owens, Co-founder of New Farmers of America**

G.W. Owens, teacher-trainer at Virginia State College in

Petersburg, Va., was instrumental in founding the NFA. He focused NFA on agricultural leadership, character, thrift, scholarship, cooperation and citizenship.

**Dr. Harvey Owen Sargent, Co-founder of New Farmers of America**

Dr. H.O. Sargent, federal agent for agricultural education at the U.S. Office of Education, worked to improve and increase the number

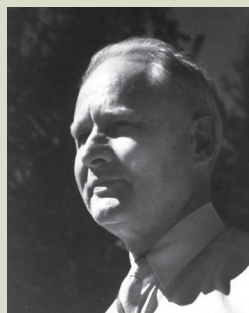
of agriculture programs available for African American students and their teachers.

**Sargent also:**

- Was a founding father of both Future Farmers of America and New Farmers of America, which was established in 1935. When Sargent began working in 1917, there were 39 programs available for African American students, with an enrollment of 1,025. By 1965, that number grew to more than 50,000 NFA members.
- Was honored in 1996 when the National FFA Organization created the H.O. Sargent Award to recognize individuals who had demonstrated a commitment to diversity, equity, and inclusion in agricultural education and to commemorate NFA.



**Erwin Milton Tiffany, Author of the FFA Creed**



E.M. Tiffany was the chief teacher in the Department of Agricultural Education at the University of Wisconsin. Tiffany wrote the FFA Creed in the summer of 1928.

*History*



OFFICIALS, JUDGES AND JUDGING TEAMS FIRST NATIONAL CONGRESS OF VOCATIONAL AGRICULTURAL STUDENTS IN CONNECTION WITH AMERICAN ROYAL LIVE STOCK SHOW, KANSAS CITY, MO., NOV. 13-20, 1926



# HISTORY OF THE FFA CREED

**“I believe in the future of farming with a faith born not of words but of deeds...”\***

E.M. Tiffany, a strong advocate of agricultural education, wanted to put into words what the Future Farmers of America stood for and believed in. In 1928 — the same year the Future Farmers of America was founded — he wrote the Creed while setting up an exhibit for the First Wisconsin State FFA Convention. “I got the idea that a statement of ideals for the FFA might fit in with the exhibit,” wrote Tiffany in a 1948 letter. Tiffany’s Creed was first printed in a 1929 issue of *Agricultural Education* magazine. In 1930, FFA members voted to adopt it as the official FFA Creed at the Third National FFA Convention.

**“I believe that to live and work on a good farm ... is pleasant as well as challenging; for I know the joys and discomforts of farm life...”\***

Tiffany’s knowledge of agriculture came from firsthand experience. Like many boys born in the late 1800s, E.M. Tiffany was raised on a farm. After high school, he left his family’s farm to attend college, graduated in 1902 with a classics degree and began work as a high school principal. His strong passion for agricultural education led him to receive a degree in agriculture and eventually pursue a master’s degree in agricultural education. By 1920, he worked at the University of Wisconsin, training vocational agriculture teachers. As Tiffany later traveled the state and met with teachers, he saw the opportunities FFA could provide for farm boys.

“One reason for the success of the Future Farmers of America is found in the name itself. Here is an organization built upon the humble task of making a living from the soil,” Tiffany

wrote. “To find inspiration in that, men must have their minds not up in the clouds, but certainly much higher than the clods.”

**“I believe that rural America can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.”\***

Time and technology have drastically changed the face of American agriculture and the demographics of the National FFA Organization from the way they were in 1928 when Tiffany wrote the FFA Creed. As the National FFA Organization has evolved, small changes have been made to the original Creed.

“I have often said that it is the organization that has made the Creed what it is, and it is the work of the members and leaders that has made the organization what it is. Without them, the Creed itself would be meaningless,” wrote Tiffany. Today, reciting the FFA Creed is a tradition for FFA members and a requirement for receiving the Greenhand FFA Degree.

The FFA Creed is the basis for the first National FFA Leadership Development Event (LDE) — the Creed Speaking LDE — for FFA members in grades seven, eight and nine.

Learning the Creed is a great way to understand the meaning and spirit of FFA and agriculture.

\* These excerpts are from E.M. Tiffany’s original FFA Creed, written in 1928.

**RESOURCE CONNECTION:**  
See page 44 for the version of the FFA Creed that we use today.



## HISTORY OF OFFICIAL DRESS

### Before the Blue Corduroy Jacket

By now, you've probably noticed students wearing blue corduroy jackets in the pictures in this handbook. Before the blue corduroy jacket was selected as Official Dress for FFA members, the FFA uniform was a dark blue shirt, blue or white trousers, blue cap and yellow tie.

### The Legacy Begins

The FFA blue corduroy jacket made its first appearance in the early 1930s. Dr. Gus Lintner, advisor of the Fredericktown FFA Chapter in Ohio, was looking for a uniform for the Fredericktown band, which was scheduled to perform at the 1933 National FFA Convention. Lintner selected a crisp blue jacket for the band. The jackets caught the attention of the official FFA delegates at the convention, and they voted to adopt it as the organization's Official Dress. The rest of the story is now history. Today, more than 80,000 blue corduroy jackets are sold to FFA members each year.

### FFA Official Dress: It Matters

FFA members have many opportunities throughout the year to show their pride in

**RESOURCE CONNECTION:**  
See page 46 for Official Dress guidelines.

the National FFA Organization by wearing their signature blue corduroy jackets. Zipping up the official jacket connects you to over 735,000 FFA members across the nation. Official Dress certainly provides the opportunity for FFA members to stand out in a crowd. At the same time, it also allows diverse members to share a commonality when participating in various FFA events and activities. Official Dress, the uniform worn by FFA members at local, state and national activities, gives the organization an identity—a sense of pride and respect. Wearing Official Dress properly is an important responsibility of all FFA members.

Whether your jacket was passed down from an older brother or sister, borrowed from your chapter or is brand-new, you can make it look its best by wearing the complete FFA Official Dress.

# Interesting Facts About the Official Jacket

## The Inside Scoop on the National Officers' Jackets

Have you ever wondered how the National FFA Officers can have jackets that fit—and with their names on them—the minute they are elected?

The day before the new national officers are announced at the national convention and expo, the manager of the national officer selection process provides Universal Lettering Company in Ohio the official and confidential list of new officers. The six new national officer jackets are then made overnight and delivered to the national convention in six specialized boxes.

## Years and Yards of Blue Corduroy: The FFA Jacket

That blue corduroy jacket, with the FFA emblem and the names of your chapter and state emblazoned across the back, links you to a legacy that is more than 80 years old.

During the Sixth National FFA Convention in 1933, members voted to adopt the blue corduroy jacket as FFA Official Dress. Today, it is the most recognizable symbol of the National FFA Organization. The official jacket has appeared in movies, met with presidents and traveled the world.

## In the Movies

The FFA blue corduroy jacket has appeared in movies such as “Napoleon Dynamite,” “Paris, Texas” and “Charlotte’s Web.”



### PONDERING THOUGHT:

How many times will you wear your jacket?  
What will you accomplish wearing your FFA jacket?





# THROUGH THE YEARS

## The FFA Jacket



### THE FFA JACKET

#### Jacket Costs

- The initial cost of the FFA jacket was \$5.50. In 2022, the jacket sells for \$60.
- 1964 – The one-millionth FFA jacket was sold.
- 1976 – Two million jackets had been sold.
- Today – More than 80,000 jackets are sold yearly.

#### Fabric

- The fabric is made of 100 percent American cotton.
- The raw cotton is shipped to North China, where it is woven into unfinished greige goods, dyed and finished. Once the fabric is ready to be made into jackets, it is shipped to Universal Lettering in Van Wert, Ohio, or South Vietnam. The jackets are then cut and sewn and emblems attached.
- Jackets made offshore are shipped to Universal Lettering in Van Wert, Ohio, where all jackets are lettered and embroidered.
- Since 2010, 80% of the jackets have been sewn offshore.
- It takes 1.6 yards of corduroy to make one FFA jacket, so 1.6 yards times 80,000 jackets equals 128,000 yards of fabric.

#### Jacket Color

- The color of the jacket's corduroy has ranged from shades of blue to purple through the years.

#### Jacket Labeling

- The back of the jacket should have only a large official FFA emblem, the name of the state association and the name of the local chapter, region, district, or area.
- The front of the jacket should only have:
  - a small official FFA emblem
  - the name of the individual
  - one office or honor, and
  - the year of that office or honor.



First FFA jacket worn by the Fredericktown FFA Chapter from Ohio in 1933.

#### DIFFERENCES BETWEEN THE JACKET OF TODAY AND EARLIER VERSIONS

| THEN                              | NOW  |
|-----------------------------------|--|
| Snaps                             | Zippers  |
| Embroidered emblems               | Sewn-on patch emblems  |
| Square pockets                    | Rounded pockets  |
| Hand-operated machine embroidered | Computerized sewing machine places the individual's name and office onto the front of the jacket |
| Vocational Agriculture            | Agricultural Education   |

*Other subtle differences, primarily in the way sleeves and other components are attached.*

## NATIONAL FFA BAND MEMBER JACKET



John Foltz from Ohio wore this jacket as a National FFA Band member.

- Concert bands have been a fixture at the National FFA Convention since 1947 when the first official band was selected from FFA member tryouts. But that wasn't the first band to play at convention. An FFA band from Fredericktown, Ohio, performed in Kansas City at the fifth convention in 1933.
- National FFA Band members also wore a corduroy hat with their FFA jackets.

## NATIONAL FFA OFFICER JACKET



National Officer jacket worn by Harold H. Gum 1942-43 National FFA President.

**FUN FACT:** 1942-43 National FFA President Harold H. Gum (West Virginia) entered military service. His position was filled by First Vice President Marvin Jagels (Idaho). (During World War II, three national officers were called to military service after their election at the National FFA Convention).



## SWEETHEART JACKET



- Before 1969, and most likely appearing first in the 1930s, one of the only ways a female could be involved in FFA was to be an FFA chapter sweetheart or queen.
- The sweetheart was a grassroots (basic level of an activity or organization) effort and never sanctioned by the National FFA Organization, but it was typically promoted at the state level.
- The process for selecting the FFA sweetheart/queen varied. Some chapters had FFA members vote, and in other chapters, a pageant or a talent and beauty contest were held.
- The FFA sweetheart mainly served as a hostess and helped with chapter public relations.
- The FFA sweetheart jackets were available from National FFA from 1949 to 1993.
- The white sweetheart jacket was first available from the spring 1949 FFA Supply Service Catalog and cost \$6.50 plus \$0.30 for any additional lettering. Unlike the boy's jackets, the sweetheart jackets did not have an emblem or writing on the back. Until 1964, sweetheart jackets could be purchased in national blue or white.

# Jacket



# NEW FARMERS OF AMERICA

## New Farmers of America: 1935 - 1965

Similar to the Future Farmers of America (FFA), New Farmers of America (NFA) was formed to serve Black boys enrolled in vocational agriculture classes in segregated schools. Segregated schools resulted from the Plessy v. Ferguson decision in 1896 by the U.S. Supreme Court, which upheld the constitutionality of racial segregation under the “separate but equal” doctrine. The court ruled that racial segregation overall did not violate the U.S. Constitution, just as long as the facilities for each race were of equal quality. This directly impacted public school education, allowing for the establishment of separate schools for white and black students and the premise for separate vocational agricultural student organizations, the FFA and NFA.



## Interesting Facts About New Farmers of America

Here are some facts about an organization that shared many similarities with FFA but still maintained a unique identity all its own:

- New Farmers of Virginia was started in 1927 at Virginia State University.
- Until a national organization was formed in 1935, New Farmers of America had separate state associations and established sections representing groups of state associations. The following sections were established:
  - Washington Section (Eastern Section): North Carolina, Delaware, South Carolina, Virginia, (Maryland, West Virginia, New Jersey – Later Added)
  - Almmot Section (originally called the A-L-Tex-O Section): Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, Texas
  - Sargent Section (originally called the Gulf Section): Alabama, Georgia, Florida, Tennessee, Kentucky
- NFA official colors were black and old gold. Their emblem was similar to the FFA emblem, featuring a boll of cotton instead of a cross section of corn.



National NFA Chorus Jacket

The New Farmers of Virginia, which served as the prelude to the New Farmers of America, was started at the suggestion of Dr. H.O. Sargent. Dr. Sargent served as the first federal agent for Vocational Agricultural Education - Special Groups within the U.S. Office of Education. He was placed in charge of vocational training in agriculture for the Black schools across the South. In 1927, at the suggestion of Dr. Sargent, George Washington Owens, who served as the head of the agricultural department at Virginia Normal and Industrial Institute (now Virginia State University) and teacher-trainer, wrote the constitution and bylaws for the New Farmers of Virginia, which was comprised of 18 chapters and 400 members. Owens was raised on a Kansas Livestock farm, graduating from Kansas State Agricultural College in 1899 as its first Black graduate. Dr. Booker T. Washington employed him as an assistant to Dr. George Washington Carver and head of the dairy department at Tuskegee Institute from 1899 to 1908.

In May 1927, the New Farmers of Virginia held their first state meeting and rally at Virginia State College in Petersburg, Va. At the suggestion of Dr. Sargent, other states began to develop similar chapters and were given the constitution and bylaws of the New Farmers of Virginia.

As Future Farmers of America members were meeting in Kansas City for the first time as a national organization, New Farmers of America associations



## CREED OF THE NEW FARMERS OF AMERICA

Another component the organizations shared was a Creed. Below is the official NFA Creed:

**I believe in the dignity of farm work and that I shall prosper in proportion as I learn to put knowledge and skill into the occupations of farming.**

**I believe that the farm boy who learns to produce better crops and better livestock; who learns to improve and beautify his home surroundings will find joy and success in meeting the challenging situations as they arise in his daily living.**

**I believe that rural organizations should develop their leaders from within; that the boys in the rural communities should look forward to positions of leadership in the civic, social and public life surrounding them.**

**I believe that the life of service is the life that counts; that happiness endures to mankind when it comes from having helped lift the burdens of others.**

**I believe in the practice of cooperation in agriculture; that it will aid in bringing to the man lowest down a wealth of giving as well as receiving.**

**I believe that each farm boy bears the responsibility for finding and developing his talents to the end that the life of his people may thereby be enriched so that happiness and contentment will come to all.**

were being established in many states across the South. It took almost 10 years before a national New Farmers of America organization was formed in 1935 at the Tuskegee Institute in Alabama. Ninety members representing 13 states attended the First National NFA Convention, where David Simmons of Alabama was elected the first national NFA president.

The official jackets of the two organizations were also quite similar. The main differences between the two were that the NFA corduroy jacket was black (instead of national blue) with gold accents, and the emblem on the NFA jacket featured a boll of cotton (instead of a cross section of corn).

The NFA chapter officers consisted of the following positions and their respective symbols: President (Rising Sun), Vice President (Plow), Secretary (Cotton Boll), Treasurer (Picture of Booker T. Washington), Reporter (United States flag and NFA Flag), the Advisor (Owl and picture of Dr. Sargent).

Additional NFA chapter officers could consist of the watchman, parliamentarian, historian, chaplain and song leader. These officer positions were optional.

At the national level, the student officers consisted of the following officers: president,



three vice presidents (one from each NFA section), a secretary, a treasurer, and a reporter. The adult officers at the national level consisted of an administrative advisor, an advisor, three sectional advisors (one from each NFA section), an administrative executive secretary, an executive secretary and an executive treasurer.

The executive secretary of FFA, who was white, was also given the appointment of NFA administrative executive secretary by the chief of the Agricultural Education Branch of the U.S. Office of Education. The decision to go with someone who was white instead of a Black agricultural education professional decreased the Black administrative leadership of NFA.





## NFA and FFA Merger

Because the values and visions of FFA and NFA were similar, the organizations often worked together. It became a custom that the national president of each organization would speak at the other organization's national convention. When the National FFA Foundation was formed in 1944, it gave money to both organizations based on membership. And The National Future Farmer magazine carried stories about NFA activities and their national convention.

With the historic *Brown v. Board of Education* case in 1954, which was argued by future Supreme Court Justice Thurgood Marshall (the first Black Supreme Court justice), segregated public schools were declared unconstitutional. Because of this decision and the passage of the 1964 Civil Rights Act, federal officials informed the NFA Board of Trustees, the National FFA Board of Directors, and the NFA and FFA national officers that both organizations would have to be merged into one. With this action, NFA lost its name, charter, constitution, bylaws, awards, emblem, jacket, Creed, flag, banner, colors, financial assets and adult leadership. Only FFA symbols remained in usage, thus

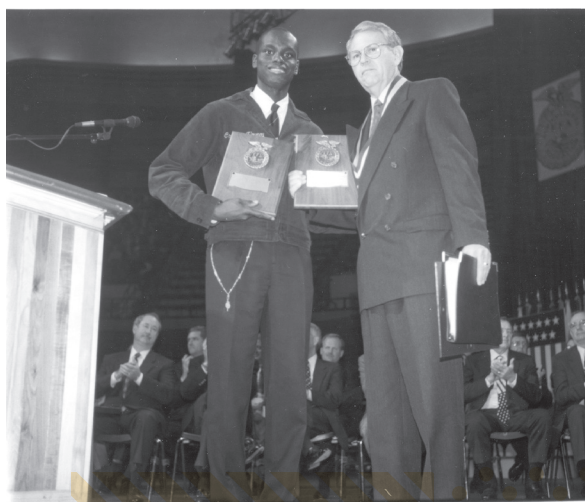
wiping away the significant contributions of an organization that had contributed significantly to America's agricultural and Black history. At its closure, the organization that started in Virginia in 1927 had grown into a national organization with more than a thousand chapters. NFA brought more than 58,000 members to FFA in 1965.

Nels Ackerson was national FFA president during the merger of the two organizations. Looking back on the historic events, in 2005, he wrote:

"The events surrounding this merger, including the decades before it and the decades since, are an example of how we should LEARN from errors and wrongs of the past; DO whatever it takes to correct them; EARN respect as well as success by treating all persons with dignity; LIVE with persistence and vigor through change, which is a necessary part of progress; and SERVE by continuing to apply those lessons to ourselves and others, helping all of us grow. Maybe that can be an additional meaning of the motto: Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

## Growing As One

To make the transition as smooth as possible for NFA members, workshops for FFA and NFA members were set up to help inform NFA members about FFA. During the merger ceremony at the 1965 National FFA Convention, National FFA President Kenneth Kennedy presented retiring National NFA President Adolphus Pinson with an FFA jacket, saying: “The exchanging of this NFA jacket for the FFA jacket by you, the last NFA



president, symbolizes the joining together of all students of vocational agriculture into one great organization. We must all work together to develop occupational competency, agricultural leadership, cooperation and citizenship.”

In 1973, when Fred McClure from Texas was named national secretary, he became the first Black FFA member elected to a national FFA office. “I knew me being elected said an interesting thing about our organization and its openness in electing and selecting leaders who demonstrated the kinds of skills and attributes that the organization sought to instill and grow in its membership,” McClure said. “FFA is driven on skills and attributes rather than race and sex.”

## Diversity = Growth

Corey Flournoy of the Chicago High School for Agricultural Sciences FFA Chapter was elected national FFA president in 1994. Not only was he the first African American to serve in this position, but he was also the first national president from an urban environment. “Attending my first National FFA Convention the year that the organization changed its name from Future Farmers of America to the National FFA Organization, I realized that the whole organization was changing its name and heritage to include students like me who did not grow up in rural America.

“Within diversity of people comes a diversity of ideas and ways of thinking,” says Flournoy. “For any FFA chapter to grow, it takes a diversity of ideas and ways of thinking. It is a great thing when you have diversity — it may not always be easy, but in the end, the organization and community grow and benefit.”



says Harry Birdwell, 1969-70 national FFA president. “Looking back, I realize that women joining the FFA has made the guys sharper, competition stiffer, and given everyone the equal opportunity to pursue their degrees through the best youth organization around today.”

Today, females represent more than 45 percent of FFA members and roughly half of state leadership positions. In 1976, Washington’s Julie Smiley became the first female national FFA officer. California’s Jan Eberly became the first female national FFA president in 1982. In 2002, Wisconsin’s Karlene Lindow became the first female FFA member to earn the prestigious American Star Farmer Award. And in 2017, California’s Breanna Holbert became the first African American woman to serve as national FFA president.

## Women Join FFA



Looking at your chapter’s judging teams, your state officer team or national award winners, it may be difficult to believe that women have not always been members of FFA. Females were not only denied membership, but during the 1933 National FFA Convention, the Massachusetts FFA Association was reprimanded for letting women join FFA chapters in their state. Fortunately for the female members actively enrolled in FFA today, the delegates changed their minds in 1969 and voted to open FFA membership to women.

“We believed that allowing women in the FFA would provide greater opportunities for everyone interested in careers in agriculture,”



**PONDERING THOUGHT:**  
What does the future of agriculture look like to you?

## Future Farmers of America Becomes National FFA Organization

As members’ needs changed and evolved with time, the Future Farmers of America adopted many new programs and activities to meet those needs. In 1971, the National FFA Alumni Association was formed to support the organization. By the early 1980s, the Future Farmers of America was recognized as more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization’s official name from Future Farmers of America to the National FFA Organization to reflect the changing demographics of its membership. These changes illustrated an increased emphasis on the business, science and technology of agriculture in addition to production farming and ranching. Another name change occurred when The National Future Farmer magazine became FFA New Horizons in 1989.





### PONDERING THOUGHT:

What can your background and skill set bring to our organization?

## National FFA Convention Locations

The First National FFA Convention was held in 1928 in Kansas City, Mo.

After 71 years in Kansas City, the national convention moved to Louisville, Ky., in 1999 for the 72nd annual convention. The national convention remained in Louisville until 2005.

In 2006, the National FFA Convention was held in Indianapolis, Ind., for the first of seven years. The convention was held in Louisville from 2013 through 2015. In 2015, the National FFA Board of Directors announced that Indianapolis would again host the national convention from 2016 to 2031.

## National FFA Archives

On March 23, 1998, during the National FFA Organization's move from Virginia to Indianapolis, one of the semitrucks made a slight detour and delivered more than 400 boxes of historical materials to the Special Collections and Archives at Indiana University-Purdue University at Indianapolis.

Check out the National FFA Archives online at <http://www.ulib.iupui.edu/special/ffa> to find:

- eArchives for digitized and born-digital records.
- Database of National FFA Award Winners, 1928-2008.
- Collection of historical images.

Be sure to stop by the archives on your next visit to Indianapolis. Special tours and exhibits are offered annually during the National FFA Convention & Expo.

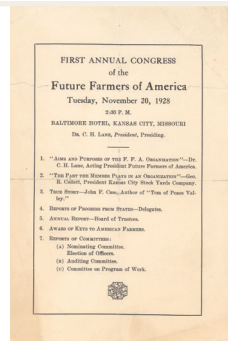


## 1917

The **Smith-Hughes National Vocational Education Act** (both Senator Hoke Smith and Representative Dudley Hughes were from Georgia) establishes vocational agriculture courses.

## 1925

Virginia Tech agricultural education teacher educators Henry C. Groseclose, Harry W. Sanders, Walter S. Newman and Edmund C. Magill organize the **Future Farmers of Virginia (FFV)** for boys in agriculture classes. The FFV serves as the model for the Future Farmers of America.



## 1928

**Future Farmers of America is established** in Kansas City, Mo.

**First National FFA Convention** is held in Kansas City, Mo: **33 delegates** from **18 states** are in attendance.

Leslie Applegate from New Jersey is elected the **first national FFA president**.

The first sectional gathering of New Farmers of America (NFA) members is held.

## 1930

**Official FFA Creed**, written by E.M. Tiffany, is adopted.

Edward Drace from Missouri wins the **first National Public Speaking event**.

**First Official Dress uniform** is adopted: dark blue shirt, blue or white pants, blue cap and yellow tie.

Delegates **restrict FFA membership to boys only**.

**First FFA Manual** printed by The Farm Journal of Philadelphia.



## 1937

During the National FFA Convention, action is taken to **establish a national FFA camp and leadership training school** in Washington, D.C.



NATIONAL FFA CAMP

# 1920s

## 1926

The **First National Congress of Vocational Agriculture Students** assembles for a National Livestock Judging Contest at the American Royal Livestock and Horse Show in Kansas City, Mo.

## 1927

H.O. Sargent, a federal agent for agricultural education for African Americans at the U.S. Office of Education, and G.W. Owens, a teacher-trainer at Virginia State College, write the **first constitution and bylaws for the New Farmers of Virginia**, an organization for African American agriculture students. The organization holds its first state rally that same year.

## 1929

National blue and corn gold are adopted as **official FFA colors**.

Carlton Patton from Arkansas is named the **first Star Farmer of America**. This is one of the first awards created by FFA, and it was sponsored until 1949 by the Kansas City Star.

**First National Chapter Contest** is launched and sponsored by Farm Journal magazine.

At the **Second National FFA Convention** in November, **33 states** are represented by **64 delegates**.

Thirty-five state associations with approximately **1,500 chapters** and **30,000 members** are affiliated with the national organization.

## 1931

The **National FFA Radio Program** on NBC is launched.

## 1932

A charter is granted to the **Puerto Rico FFA Association**.

## 1933

**Blue corduroy jacket** is adopted as Official Dress.

A group of FFA officers and members make a pilgrimage to Washington, D.C., where they are greeted on the White House lawn by **President Franklin D. Roosevelt**.

## 1935

**NFA is founded** as a national organization at the Tuskegee Institute in Alabama.

David Simmons of Alabama is elected as the **first national NFA president**.

Active FFA membership exceeds **100,000 members**.

## 1939

28.5 acres of land is purchased near Alexandria, Va., for the **first FFA-owned national headquarters**; the land was once part of George Washington's estate.

Identical twins Albert and Arthur Lacy from Hondo, Texas, become the only members ever to share the title of Star Farmer of America.

The **H.O. Sargent Trophy Award** is created to honor H.O. Sargent's commitment to helping NFA members achieve success and leadership in agriculture.

# 1930s



## 1942

**FFA members join in the war effort.** Three former FFA members—Robert Gray from Texas, Travis Hoover from California and Melvin Jordan from Oklahoma—serve with then Lt. Col. Jimmy Doolittle and participate in the famous air raid on Tokyo.

During World War II, **delegates revise FFA membership rules** so time served in the armed forces will not count in determining a member's period of eligibility.

During the war years, **national conventions are streamlined events**, attended only by delegates and award winners. In 1942, just 217 people attend the convention.



TRAVIS HOOVER

## 1947

The **first National FFA Band** performs at the National FFA Convention.

National FFA Officers go on the first **Goodwill Tour**, visiting business and industrial firms and organizations.

## 1950

The 81st U.S. Congress passes a bill that grants a federal charter to Future Farmers of America. President Harry S. Truman signs the bill on Aug. 30, and it becomes **Public Law 81-740**.

With five chapters and 82 members, the Rhode Island FFA Association is chartered—**FFA is in all 48 states, plus then the Territory of Hawaii and Puerto Rico**.

## 1952

The **FFA Code of Ethics** is adopted.

The first issue of **The National Future Farmer** magazine is published.



## 1955

Photo of American Star Farmer Joe Moore is on the **cover of Time magazine**.

## 1957

**Former President Harry S. Truman** speaks during the National FFA Convention.

## 1958

The National Foundation for Infantile Paralysis presents NFA with a Certificate of Appreciation.

## 1944

The **Future Farmers of America Foundation** is formed in Washington, D.C., to raise money for FFA programs and activities.

**138,548 FFA members serve in the Armed Services** in World War II.

The **first National FFA Agriculture Proficiency Award** is presented for agricultural mechanics.

## 1946

Attendance at the **National FFA "Victory Convention"** is 12,500. Those in attendance honor the 260,450 FFA members who served and the 7,188 who paid the supreme sacrifice, losing their lives in the war.

## 1948

The **first FFA Chorus and National FFA Talent** program is held at the National FFA Convention.

**National FFA Supply Service** begins operation.

**Record jump in membership** from 238,269 in 1947 to 260,300 in 1948. So many members (10,000) attend the 20th National FFA Convention that a folding-cot hotel is set up in the basement of the Municipal Auditorium in Kansas City, Mo.

**First FFA Week** is celebrated during the week of George Washington's birthday.

## 1949

The **first International Exchange Program** for FFA members begins with the Young Farmers Club of Great Britain.

## 1953

The U.S. Post Office Department issues a **special 3-cent postage stamp**—the cost of mailing a first-class letter then—to celebrate the 25th anniversary of FFA. The first stamps are released in Kansas City, Mo., during the National FFA Convention.



**President Dwight D. Eisenhower** speaks at the National FFA Convention—the first U.S. president to do so—and receives an Honorary American Farmer Degree.

FFA membership reaches **363,369 members**.

## 1959

**First National FFA Center** is dedicated in Alexandria, Va., on land once part of George Washington's estate. An FFA camp had been located here earlier.

FFA holds its first **National Leadership Training Conference for state officers** in Washington, D.C. (now State Officer Summit).

# 1940s 1950s

# Timeline

## 1964

FFA sells its **one-millionth FFA jacket**.

## 1965

Due to the Civil Rights Act of 1964, which mandated the end of segregation, **NFA merges with FFA**, resulting in the end of NFA after 30 years of providing agricultural leadership development for rural Black male youth.

Delegates vote to increase FFA membership dues from 10 cents to 50 cents, allowing all members to receive the official FFA magazine **The National Future Farmer**.

## 1966

**First FFA National Agricultural Career Show** (now called the National FFA Expo) is held at the National FFA Convention to highlight educational and career opportunities in agriculture.

## 1967

Elmer J. Johnson helps develop the **FFA archives** at the National FFA Center.

## 1968

**Presidential candidate Richard M. Nixon** speaks at the National FFA Convention. Nixon is elected U.S. president the following month.

## 1970

New York's Anita Decker and New Jersey's Patricia Krowicki become the **first two female delegates to the national convention**.

## 1971

The **National FFA Alumni Association** is established. The **Building Our American Communities (BOAC)** program begins.

## 1973

**FFA Official Dress standards** are created. National FFA Secretary Fred McClure from Texas is the **first African American elected to a national FFA office**.



## 1976

Julie Smiley from Washington is elected national FFA vice president and is the **first female to hold a national FFA office**.

**Alaska becomes the last of the 50 states** to obtain a national charter.

# 1960s

# 1970s

## 1969

**FFA opens membership to females**, making it possible for them to hold office and participate in competitive events at regional and national levels.

Ken Dunagan from Arizona is named the **first American Star in Agribusiness**.

The Washington Conference (now **Washington Leadership Conference—WLC**) begins.

The delegate body of the National FFA Convention establishes **alumni class of membership** as part of the constitution.



## 1974

**President Gerald Ford** speaks at the National FFA Convention. The speech is carried live on network television.

## 1975

**Food for America** program launches.

**Jimmy Carter**, former Georgia governor and a former member of the Plains (Ga.) FFA Chapter, speaks at the National FFA Convention. Carter was elected U.S. president the following year.

**First FFA Student Handbook** is published.

## 1978

**President Jimmy Carter** speaks at the 51st National FFA Convention again, this time as a U.S. president.

The **commemorative marker** noting the site of the organization's founding is unveiled in Kansas City, Mo.

## 1979

Christe Peterson from Wisconsin wins the **first Extemporaneous Public Speaking Event**.



# Timeline

## 1980

The National FFA Foundation raises **\$1 million** in one year for the first time.

## 1982

Jan Eberly from California becomes the **first female national FFA president**.



## 1988

The Future Farmers of America **changes its name to the National FFA Organization** to reflect the growing diversity in agriculture.

**Seventh- and eighth-grade students** are permitted to become FFA members.

The **Agriscience Student Recognition Program** is introduced.

**President Ronald Reagan** speaks at the National FFA Convention via a prerecorded message.



## 1997

The **first Agri-Entrepreneurship Award** is presented.

## 1998

The **National FFA Center in Indianapolis** is dedicated on July 20.

The **Agricultural Education National Headquarters** is dedicated in Alexandria, Va.

The **National FFA Convention is held in Kansas City, Mo.**, for the last time.

Jose Santiago from Puerto Rico is elected national FFA vice president. He is the **first member from Puerto Rico to serve as a national FFA officer**.

Public Law 81-740 is revised through the 105th Congress and replaced by **Public Law 105-225** on Aug. 12.

## 1990

The **Partners in Active Learning Support (PALS)** program launches.

National convention delegates vote to **raise the number of official voting delegates** to 475 based on proportional representation.

Delegates vote **"no" to a new FFA Creed** during the 63rd National FFA Convention.

# 1980s

# 1990s

## 1983

The **Ag Ed Network**, the organization's computerized information service, launches.

## 1984

The first FFA TV **public service announcements** air.

## 1986

The **first Agriscience Teacher of the Year Award** is presented to Steven McKay from Boonville, Calif.

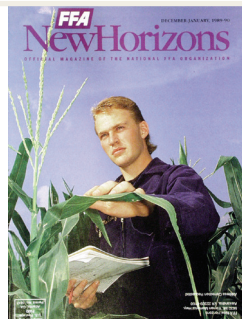
## 1987

The **first national television satellite broadcast** of the National FFA Convention airs.

**Vice President George H.W. Bush** speaks at the National FFA Convention. Bush is elected U.S. president the following year.

## 1989

The National Future Farmer magazine changes its name to **FFA New Horizons**.



## 1991

FFA chapters in the **U.S. Virgin Islands** and **Guam** and five chapters in **Micronesia** are chartered.

## 1994

Corey Flournoy from Illinois is the **first African American to be elected national FFA president**; he is also the **first national president from an urban environment**.

## 1996

**H.O. Sargent Award is reinstated**, promoting diversity among chapters.

FFA announces its decision to **move the National FFA Center** from Alexandria, Va., to Indianapolis.

FFA announces its decision to **move the National FFA Convention** from Kansas City, Mo., to Louisville, Ky., in 1999.

The official website for FFA, **FFA.org**, debuts.

## 1999

The **National FFA Convention is held in Louisville, Ky.**, for the first time, with 46,918 in attendance.

Michael Van Winkle from Arkansas wins the **first National Creed Speaking event**.

# Timeline

**2000**

The **National FFA Archives** at Indiana University-Purdue University Indianapolis (IUPUI) opens. Delegates at the National FFA Convention approve the **Discovery FFA Degree** for middle school students.

**2001**

Steven Offer from Wisconsin is named the **first American Star in Agriscience**.

Nicholas Streff from South Dakota is named the **first American Star in Agricultural Placement**.

**2003**

Javier Moreno from Puerto Rico is elected national FFA president; he becomes the **first person with a native language other than English and the first Puerto Rican** elected to this office.

**"Only Blue Will Do!"** launches. The campaign focuses on restoring the official FFA jacket colors to the true national blue and corn gold, as well as providing a superior-fitting jacket.

**"FFA Live!"** launches on RFD-TV.

**2004**

The first **live webcast of the National FFA Convention** premieres on FFA.org.

**2007**

The **FFA Merchandise Center** opens in Indianapolis.



FFA membership exceeds the half-million mark with **500,823 members** in **7,358 chapters**.

FFA New Horizons adds online feature—**FFAnewhorizons.org**.

**2008**

The FFA member networking site, **FFA Nation** (no longer available), launches.

The FFA board of directors makes the decision to **rotate the National FFA Convention** between Louisville and Indianapolis, beginning with Louisville in 2013.

**2011**

FFA celebrates **Native Americans** in FFA, agriculture and agricultural education during the 84th National FFA Convention.

**Dr. Steve A. Brown** is named national advisor/board chair.

**2012**

FFA members and supporters **pack 1,005,048 meals** during the national convention and expo's **FFA Rally to Fight Hunger**.

FFA celebrates **Latinos/ Hispanics** in FFA, agriculture and agricultural education during the national convention and expo.

## 2000s

**2002**

The 75th National FFA Convention is held in Louisville, Ky. The **time capsule from the 50th National FFA Convention is opened** to celebrate this special event. Special guest **Muhammad Ali** is recognized at Reflections to honor the growing diversity of the National FFA Organization.

Karlene Lindow from Wisconsin is named **American Star Farmer**. Lindow is the **first female** to receive this award.

**Official Dress standards** are revised.

**2005**

National FFA launches **Seeds of Hope**, a fundraising campaign to rebuild Gulf Coast states' agricultural education and FFA programs following Hurricane Katrina; \$835,699 in donations is distributed to affected programs.

The National FFA Foundation tops the **\$10 million** mark in raising money in one year for FFA programs and services.

**2006**

The **79th National FFA Convention is held in Indianapolis** for the first time, with **54,589** in attendance.

The National FFA Foundation announces its **first \$1 million contribution** from the Ford Motor Company.



**2009**

FFA celebrates **40 years of women in the organization**.

**2010**

**Dr. Larry Case** retires after 26 years as national FFA advisor.

FFA celebrates the **75th anniversary of the founding of NFA**.

Six college-age FFA members travel to Zambia for the **FFA Global Outreach: Africa** program.

**2013**

Sherene Donaldson is named **first female national FFA executive secretary**.

Ram Trucks' **"So God Made a Farmer" Super Bowl commercial** exceeds 18 million views on YouTube; the company donates **\$1 million** to FFA.

**"FFA Today" Radio Show** debuts on SiriusXM's RURAL RADIO channel.

**2014**

FFA members earn a record **3,765 American FFA Degrees**.

**Five FFA jackets are donated to Smithsonian's** National Museum of American History.

The **Give the Gift of Blue program** begins.

## 2015

FFA announces the **national convention and expo to move to Indianapolis** from 2016-24.

**First Lady Michelle Obama** gives video greetings to attendees at the national convention and expo.

The organization's official website, **FFA.org**, is **updated** to include a new look, a personalized dashboard, the resource My Journey, the FFA Resume Generator and the FFA Brand Center. **The FFA emblem is also newly refreshed** to modernize the FFA brand.

## 2016

National FFA Alumni membership jumps to **225,891 members**, up from 62,705 in 2015.

## 2018

The board of directors votes to rename the National FFA Alumni Association to **National FFA Alumni and Supporters** and change its bylaws to operational policies. The National FFA Alumni Council becomes the **National FFA Alumni and Supporters Advisory Committee**.

Platinum sponsor **John Deere commemorates 75 years of partnership** with FFA.

FFA announces that the **National FFA Convention & Expo will stay in Indianapolis** through 2031.

The 91st National FFA Convention & Expo in Indianapolis has a **record attendance of 69,944** members, advisors, supporters and guests.

## 2019

**FFA celebrates 50 years of female membership** in the organization.

**H.R. 439**, the National FFA Organization's Federal Charter Amendments Act (also known as Public Law 116-7), becomes law.

**Dr. Steve Brown retires** as National FFA advisor and National FFA Board of Directors Chair.

**Washington Leadership Conference celebrates its 50th anniversary.**

The National FFA Delegates amend and the National FFA Board of Directors ratifies the **National FFA Constitution and Bylaws**.

## 2020

Student membership hits an all-time high with **760,113 members** in **8,739 chapters**.

The **10,000th jacket is gifted** through the Give the Gift of Blue program.

The **first virtual National FFA Convention & Expo** is held due to the COVID-19 pandemic.

The **Forever Blue Network** is launched.

For the first time in 50 years, the **Washington Leadership Conference is canceled** due to the COVID-19 pandemic.

# 2010s

FFA, Discovery Education and AgCareers.com partner to create **AgExplorer**, a career website to help students explore unique careers in agriculture.

## 2017

Convention delegate recommendations to **alter Official Dress and the opening ceremony** get approval from the National FFA Board of Directors.

Breanna Holbert from California is the **first African American female to be elected national FFA president**.



Alumni membership hits an all-time high with **344,239 members** in 2,051 chapters.

The inaugural **FFA Blue Room** launches at the national convention and expo, showcasing cutting-edge technology, research and innovation in agriculture.



**President Donald Trump** speaks at the national convention and expo.

# 2020s

The National Council for Agricultural Education names **Dr. James Woodard** the board of directors chair and national FFA advisor.

The National FFA Board of Directors names **Cheryl Zimmerman** national executive secretary.

The **National FFA Foundation celebrates its 75th anniversary**.

National FFA Foundation receives a record of more than **\$23.4 million** in support of FFA.

The **estate of Emmaline S. Eichelberger donates more than \$2.5 million** to the National FFA Organization, the largest single unrestricted donation in the organization's history.

## 2021

**FFA celebrates 50 years of alumni membership.**

National FFA Board of Directors grants the U.S. Virgin Islands a new charter.

National delegates pass and the National FFA Board of Directors ratify the FFA Value Statements.

Vice President Kamala Harris gives videotaped greetings at the 94th National FFA Convention & Expo.




<https://ffa.pub/history>

**ALASKA**



**NORTH POLE**





*Section 2*  
**PREMIER  
LEADERSHIP**

## THE BASICS

# Our Structure

Similar to the U.S. government, the National FFA Organization has three significant levels to its structure—local, state and national. All three levels work together to provide FFA members with opportunities to experience **premier leadership**, personal growth and career success.

### LOCAL FFA CHAPTER:

*It all starts here.*

As an FFA member, you are probably most familiar with the heart of the organization—the local FFA chapter. The chapter is where everything starts; it is where members like you first become interested in FFA, start your supervised agricultural experience and learn about ways to get involved. FFA chapters can be chartered in any public school with an agricultural education program. Each chapter has an **advisor** (an **agricultural education teacher**), a **chapter officer team** and a **chapter advisory committee** in addition to the **school administration**.

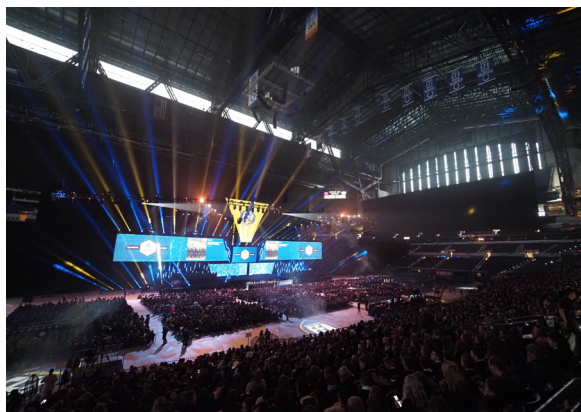
Depending on the state, local FFA chapters may be located in a section, district, area or region within the state. This structure is often for the purpose of organizing career and leadership development events before the state finals. Some states have officer teams for their sections, districts, areas or regions.

**TIP:** Check out your state FFA association's webpage for more information.

### STATE FFA ASSOCIATION:

*Part of something bigger.*

The state FFA association comprises all of that state's local FFA chapters. Most state FFA associations receive funding through **state departments of education** but may be located in universities or departments of agriculture. State operations can be coordinated by **state FFA staff** (executive secretaries or coordinators). Each state FFA association functions within the constitution of the National FFA Organization, but they also create individual career and leadership development programs for their members. State FFA associations are responsible for hosting state activities and competitive events and the state FFA convention, where issues concerning that state's FFA association are voted on by delegates representing local chapters.



## NATIONAL FFA ORGANIZATION:

### *Making it all possible.*

With over 735,000 FFA members in thousands of chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands, the National FFA Organization, has a strong presence as the largest student-led organization in the nation. The **National FFA Board of Directors** and the **National FFA Officer Team** work together on policy, long-range strategy and fiscal oversight for the organization, and national staff implements their recommendations.

The National FFA Center in Indianapolis, Ind., houses the staff of the National FFA Organization. Before being moved to Indianapolis, the National FFA Center was located in Alexandria, Va., on land that George Washington once owned. The original 28.5 acres were purchased in 1939 for \$8,500 as a site for a leadership training school and an FFA camp for FFA members visiting nearby Washington, D.C. A wooden barracks building and

a dining hall were built for the campers in 1941, but by 1950, those buildings were being used by the FFA Supply Service and later The National Future Farmer magazine. The National FFA Center building was constructed on the Alexandria property in 1958, and the FFA Supply Service and magazine staff moved into the new building.

In 1996, the National FFA Organization announced its decision to move the National FFA Center from Virginia to Indiana—and just two years later, the National FFA Center opened in Indianapolis. During the building's dedication on July 20, 1998, state FFA officers deposited soil from every state and the former National FFA Center in Alexandria at the base of the new center's flagpole, signifying unity of purpose.

The staff at the National FFA Center is focused on engaging students, supporting advisors and telling our story by growing leaders, building communities and strengthening agriculture.





## FFA SALUTE

The Pledge of Allegiance is the official salute of the National FFA Organization. To properly recite the salute, face the United States flag, place your right hand over the left part of your chest and, holding your hand there, repeat the following pledge:

“ I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

**TIP:** Notice there are only three commas in the FFA salute, indicating where you should take a pause.



## FFA MISSION

The National FFA Organization looks to its mission as it develops programs and creates opportunities for FFA members.

“ 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.”

As you move forward in your FFA career, look for ways you can develop premier leadership, personal growth and career success by participating in career and leadership development events, attending camps and conferences, taking part in chapter activities and working on your supervised agricultural experience.

## FFA MOTTO

**Learning to Do,  
Doing to Learn,  
Earning to Live,  
Living to Serve**

Each time FFA members repeat these 12 words, their meaning becomes new, fresh and inspiring. Can you believe that this motto dates from the early 1900s? It was written by Layton S. Hawkins, a pioneer in vocational education who began teaching in 1904. He started working in the agriculture department at a New York state high school, became the New York state director of vocational education and was later asked to head the Federal Board for Vocational Education. He was responsible for hiring the men who helped form the Future Farmers of America. One of those men was C.H. Lane, who recommended Hawkins' work as the official FFA motto.

## FFA COLORS

National Blue  
For the blue field of our nation's flag

Corn Gold  
For the golden fields of ripened corn



## FFA EMBLEM

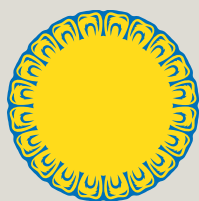
The history of the FFA emblem goes back to 1926, when Henry Groseclose was working on the constitution and bylaws for the Future Farmers of Virginia. He was inspired by drawings of an owl perched on a spade that he found in materials from a Danish agriculture organization. Working with R.W. Cline, then a graduate student at Virginia Polytechnic Institute, Groseclose made some substitutions and additions to the drawings, resulting in an emblem very similar to the one used by the National FFA Organization today.

The five symbols that make up the FFA emblem represent five individual aspects of the National FFA Organization. Together with the words “agricultural education” and the letters “FFA,” they tell the story of the organization’s history, mission and vision.

### Cross Section of an Ear of Corn Represents “Unity”

Whether you live in Maine, Hawaii, Alaska, U.S. Virgin Islands or one of the states in between, corn is grown somewhere in your state.

Corn signifies unity and it has historically served as the foundation crop of American agriculture. It is appropriate then that the cross section of an ear of corn be used as the foundation of the FFA emblem.



### Rising Sun Signifies “Progress”

Just as the industry of agriculture has developed new technologies and evolved to meet the next generation of consumer demands, the National FFA Organization has continued to evolve as it looks to the future to meet FFA



members’ needs. The rising sun signifies progress and holds the promise that tomorrow will bring a new day, shining with opportunity.

### Plow Signifies “Labor and Tillage of the Soil”

The National FFA Organization is founded in agriculture, the backbone of our country. The plow signifies labor and tillage of the soil and the historic foundation of our country’s strength.



### Eagle Symbolizes “Freedom”



The eagle is a national symbol that reminds all FFA members of our freedom and our ability to explore new horizons for the future of agriculture.

### Owl Represents “Knowledge”

Long recognized as a symbol of wisdom and knowledge, the owl symbolizes the knowledge required to be successful in the industry of agriculture.



### Agricultural Education and FFA



The words “Agricultural Education” and the letters “FFA” are emblazoned in the center of the emblem to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters “FFA” are protected by trademark registration in the U.S. Patent Office and by Public Law 116-7, 116th Congress.

**PONDERING THOUGHT:**  
How can you apply the FFA mission and motto to your life?

# FFA Creed



A creed is a statement of belief. The FFA Creed is one of the longest-standing parts of the organization. Erwin Milton “E.M.” Tiffany of Wisconsin wrote the original FFA Creed. Delegates adopted it at the Third National FFA Convention in 1930. The Creed was revised in 1965 and 1990; however, the basic values and beliefs are intact and remain a solid foundation for the organization’s principles. Today, we continue to use this third version of the FFA Creed.



**PONDERING THOUGHT:**  
What would be your personal creed?

I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

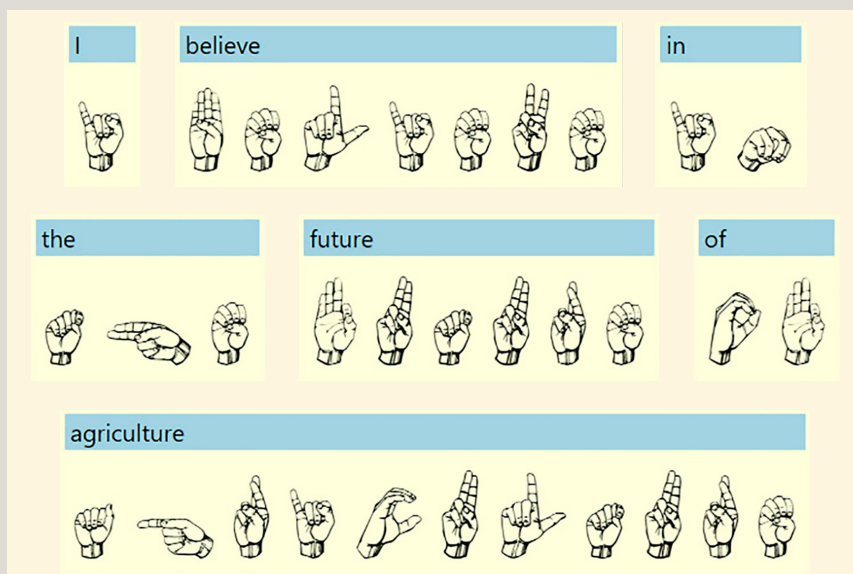
I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

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

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

# Around the World

## AMERICAN SIGN LANGUAGE



## ENGLISH

I believe in the future of agriculture...

## TAGALOG (FILIPINO)

Naniniwala ako sa hinaharap ng agrikultura...

## SPANISH

Yo creo en el futuro de la agricultura...

## HMONG

Kuv ntseeg tias nyob rau yav tom ntej ntawm kev ua liaj ua teb...

## VIETNAMESE

Tôi tin tưởng vào tương lai của ngành nông nghiệp...

## FRENCH

Je crois en l'avenir de l'agriculture...

## MANDARIN (CHINESE SIMPLIFIED)

我相信农业的未来...

## RUSSIAN

Я верю в будущее сельского хозяйства...

## JAPANESE

農業の未来を信じています...



# FFA OFFICIAL DRESS

FFA members get several chances throughout the year to show their pride in the National FFA Organization by wearing their signature blue jackets. Official Dress certainly provides the opportunity for members to stand out in a crowd. At the same time, it also allows diverse members to share a commonality when participating in various FFA events and activities. Official Dress, worn by FFA members at local, state and national activities, gives the organization an identity—a sense of pride and respect.

Whether your jacket was passed down from an older brother or sister, borrowed from your chapter or is brand-new, you can make it look its best by wearing the complete FFA Official Dress.

## Official Dress for an FFA Member Includes\*:

- An official FFA jacket zipped to the top.
- Black slacks and black socks/nylons or black skirt and black nylons.
- White collared blouse or white collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

Note: Official garb of recognized religions may be worn with Official Dress.





### Proper Use of the Official Jacket:

Because the blue corduroy jacket is the most recognizable symbol of the National FFA Organization, there are several recommendations for the proper use of the official jacket:

- Only active FFA members have the privilege of wearing the FFA jacket.
- FFA jackets need to be kept clean and neat.
- The only items on the back of the jacket should be the large official FFA emblem; the name of the state association; and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the member's name, one office or honor and the year of that office or honor.
- FFA members should wear their jackets at all official FFA occasions and any other occasions where the chapter or state association is represented. Members can wear their jackets to school and other appropriate places.
- Members should wear their jackets only to places that are appropriate for FFA members to visit.
- Members should not put their school letters or the insignia of any other organization on their jackets.



## GIVE THE GIFT OF BLUE

### Give the Gift of Blue Program

Beyond its place in Official Dress, an FFA corduroy jacket is an article of honor and pride that unifies members in a long-standing tradition and reminds them that they are part of something bigger than themselves. Less than 50% of FFA members do not have a jacket to call their own, but the Give the Gift of Blue program provides jackets to members who would not otherwise be able to own their own. FFA members can apply or be nominated to receive their own jacket with a tie or scarf. Since 2014, more than 14,000 jackets have been gifted to deserving students in all 52 associations. Visit [FFA.org/giveblue](http://FFA.org/giveblue) to apply or nominate a member today.

- No more than three medals should be worn on the jacket. These should represent the highest degree earned, highest office held and the highest award earned.
- All medals should be worn beneath the name on the right side of the jacket. Exception: A single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a key chain.
- Jackets should be discarded or have the emblems and lettering removed when they become faded and worn.
- Members should act professionally when wearing the official FFA jacket.
- Members should refrain from the use of tobacco and alcohol when underage and at all times when representing FFA. FFA members should discourage others from inappropriate behavior when they encounter substances, including tobacco and alcohol.

## FFA DEGREE PINS



Discovery Degree



Greenhand Degree



Chapter Degree



State Degree



American Degree

## PINS

### FFA Degree Pins

These pins are earned when you meet local, state, and national standards. Pins shown from left to right: Discovery FFA Degree, Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, American FFA Degree key.

### Star Pins

These pins are earned by receiving a Star award at the chapter, area, district and state levels.

### Chapter Officer Pins

These pins are offered for all constitutional officer positions (From left to right-top to bottom): president, vice president, secretary, treasurer, reporter and sentinel. Additional pins (not pictured) are offered for other officer positions: 2nd vice president, 3rd vice president, chaplain, committee chair, song director, junior/student advisor, historian, parliamentarian and advisor.

\*Pins are also available for Greenhand, Discovery, state officers and past state officers.

### CHAPTER OFFICER PINS



### STAR PINS



### Recognition Pins

Chapters or states may choose to recognize individuals in various ways. These pins signify recognition for various types of contributions.

### RECOGNITION PINS



## Award Program and Competitive Event Pins

These pins can be earned at the local and state levels by participating in SAEs, agriscience fair and career and leadership development events. To the right are just a few examples.

\*Other recognition may include certificates, medallions, cash prizes, plaques etc. This varies based on local and state designation.

## Honorary Award Pins

These pins are awarded to individuals who have provided exceptional service to the local or state levels. Pins displayed from left to right: Honorary Chapter Degree and Honorary State FFA Degree.

### National Level:

#### HONORARY AWARD PINS



#### National Finalists and Winner

- National Chapter Program
- Agriscience Fair
- SAE-based awards
- Stars
- Agricultural Proficiency Awards
- Career and Leadership Development Events

#### AWARDS AND EVENT PINS



*Pins*

# FFA Code of Ethics



FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. The FFA Code of Ethics was adopted by delegates at the 25th National FFA Convention in 1952 and revised by delegates at the 68th National FFA Convention in 1995.

## **As an FFA member, I pledge to:**

1. Develop my potential for premier leadership, personal growth and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural experience program.
10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

# Types of FFA Membership

**FFA offers two types of membership: student and adult.**

All student members are enrolled in an agriculture course and have paid their membership dues.

Adult membership is open to former student members and other FFA supporters.

## FFA DEGREES

When you become a member of the National FFA Organization, you start on an exciting journey. This journey includes learning about the world and agriculture and natural resources through your agriculture classes. It involves rolling up your sleeves and participating in the planning of chapter activities. You can gain leadership experience by becoming a chapter officer or committee chairperson, attending leadership camps and workshops, and participating in career and leadership development events. You can earn cash and gain job training through your supervised agricultural experience.

Along the way, you will meet many FFA members who might be just like you or completely different, but you share enough in common that you will make a lot of friends. If you are an active FFA member and make the most of this journey, your success will be marked by several FFA degrees. Starting with the Discovery FFA Degree for seventh- and eighth-grade members and ending with the American FFA Degree for members who have graduated from high school, the National FFA Organization offers five degrees for active members.

**TIP:** Getting the Discovery FFA Degree is not necessary to obtain the Greenhand FFA Degree or subsequent degrees.



## The Age of Discovery: DISCOVERY FFA DEGREE

Are you a seventh- or eighth-grade FFA member? Do you participate in chapter activities? If you answered “yes” to both of these questions, you are well on your way to receiving the Discovery FFA Degree — the first of five degrees you can earn as an FFA member.



**Do you qualify for the Discovery FFA Degree? Check out the minimum requirements to see.**

- I am an active FFA member enrolled in an agriculture course for at least a portion of the school year while in grades seven or eight.
- I have become a dues-paying member of FFA at the local, state and national levels.
- I participated in at least one local FFA chapter activity outside of scheduled class time.
- I have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
- I am familiar with the local FFA chapter Program of Activities.
- I submitted a written application for the Discovery FFA Degree.

## Opportunities Await: GREENHAND FFA DEGREE

For an FFA member in high school, receiving the Greenhand FFA Degree shows that you have opened the door to the many exciting opportunities that the National FFA Organization offers. When you qualify for the Greenhand FFA Degree, you have earned the first of four degrees that build on each other, leading to the highest degree achievable in FFA, the American FFA Degree.



**Do you qualify for the Greenhand FFA Degree? Check out the minimum requirements to see.**

- I am an active FFA member enrolled in an agriculture course.
- I have satisfactory plans for a supervised agricultural experience.
- I learned and can explain the FFA Creed, motto, salute and mission.
- I can describe and explain the meaning of the FFA emblem and colors.
- I can demonstrate knowledge of the FFA Code of Ethics and proper use of the official FFA jacket.
- I can demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
- I personally own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- I submitted a written application for the Greenhand FFA Degree.

**TIP:** Other Greenhand FFA Degree and Chapter FFA Degree requirements may be established by the chapter and/or the state FFA association.

## Focused on Success: CHAPTER FFA DEGREE

Whether it is helping plan your chapter's next activity, working hard on your supervised agricultural experience or discussing a motion during a chapter meeting, chapter involvement is vital to your future successes in FFA. Local FFA chapters are the heart of the National FFA Organization. By receiving the Chapter FFA Degree, you demonstrate your role in your chapter's growth and development.



**Do you qualify for the Chapter FFA Degree? Check out the minimum requirements to see.**

- I have received the Greenhand FFA Degree.
- I have completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth-grade level (two semesters).
- I have in operation an approved supervised agricultural experience (SAE).
- I am an active FFA member enrolled in an agriculture course.
- I have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
- I have:
  - a. earned and productively invested at least \$150 by my own efforts or worked at least 45 hours in excess of scheduled class time, or a combination thereof; and
  - b. developed plans for continued growth and improvement in a supervised agricultural experience.
- I have effectively led a group discussion for 15 minutes.
- I have demonstrated five procedures of parliamentary law.
- I show progress toward individual achievement in the FFA award programs.

- I have a satisfactory scholastic record.
- I have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
- I submitted a written application for the Chapter FFA Degree.



## Celebrating Achievements: STATE FFA DEGREE



Like a high school diploma, the State FFA Degree celebrates your high school FFA career. Awarded by your state FFA association, this degree is a symbol to the members of your entire state FFA association that you are a chapter leader. As a State FFA Degree recipient, you have taken your FFA involvement beyond the chapter level and have a successful supervised agricultural experience (SAE). With your State FFA Degree, you are one step away from achieving the highest degree attainable in FFA, the American FFA Degree.



### Do you qualify for the State FFA Degree? Check out the minimum requirements to see.

- I have received the Chapter FFA Degree.
- I have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- I have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth-grade level, which includes a supervised agricultural experience.
  - I have:
    - a. earned and productively invested at least \$1,000; or
    - b. worked at least 300 hours in excess of scheduled class time; or
    - c. a combination thereof, in my supervised agricultural experience.
  - I can demonstrate my leadership ability by:
    - Performing 10 procedures of parliamentary law.
    - Giving a six-minute speech on a topic relating to agriculture or FFA.
    - Serving as an officer, committee chairperson or participating member of a chapter committee.
  - I have a satisfactory scholastic record as certified by my local agricultural education instructor and the principal or superintendent.
  - I have participated in the planning and completion of the chapter Program of Activities.
  - I have participated in at least five different FFA activities above the chapter level.
  - I have participated in at least 25 hours of community service within at least two different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
  - I submitted a written application for the State FFA Degree.

# Future Leaders: AMERICAN FFA DEGREE

As the highest degree achievable in the National FFA Organization, the American FFA Degree shows an FFA member's dedication to their chapter and state FFA association. It demonstrates the effort FFA members apply toward their supervised agricultural experience (SAE) and the outstanding leadership abilities and community involvement they exhibited throughout their FFA career. American FFA Degree recipients show promise for the future and have gone above and beyond to achieve excellence.



## Do you qualify for the American FFA Degree? Check out the minimum requirements to see.

- I have received the State FFA Degree.
- I have been an active FFA member for the past three years (36 months).
- I have a record of participation in FFA activities on the chapter and state levels.
- I have completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed 360 hours of systematic secondary school instruction in an agricultural education program and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary education school I last attended.
- I graduated from high school at least 12 months prior to the national convention at which the degree is to be awarded.
- I have in operation and have maintained records to substantiate an outstanding supervised agricultural experience, through which I have exhibited comprehensive planning, managerial and financial expertise.
- I have:
  - a. earned at least \$10,000 and productively invested at least \$7,500; or
  - b. earned and productively invested at least \$2,000 and worked 2,250 hours in excess of scheduled class time; or
  - c. earned and productively invested a minimum of \$2,000 and any combination of hours, times a factor of 3.56, plus actual dollars earned, which is greater than or equal to the number 10,000.
- I have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.
- I have participated in at least 50 hours of community service within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
- I submitted a written application for the American FFA Degree.

### RESOURCE CONNECTION:

For more information about FFA history, guidelines, rules and processes, refer to the Official FFA Manual.





<https://ffa.pub/NewHorizons>



## FFA New Horizons

For more than 70 years, FFA has shared the stories of members, alumni, supporters and chapters through the organization's official magazine, FFA New Horizons.

FFA members and advisors had wanted a national magazine soon after the organization was founded in 1928. As early as 1929, delegates to the National FFA Convention discussed the possibility of publishing a national FFA magazine. The proposition was referred to the board of trustees. It was agreed that there was a need for a magazine, but the young organization did not have the financial resources to publish a magazine. Members and convention delegates never lost interest in a national magazine, and the subject was brought up at most national FFA conventions.

The longtime dream became a reality in October 1952, when the first issue of The National Future Farmer was printed and mailed to about 50,000 members who had paid the subscription price of \$.25 per year or \$1 for five years. An additional 50,000 copies were distributed to FFA chapters. Four times a year, the magazine was mailed to members'

homes. In 1956, the magazine frequency was changed from quarterly to bimonthly.

FFA New Horizons is now published twice a year and mailed to every FFA member. Alumni and supporters also receive the magazine as well as corporate and individual donors. The magazine is still owned and operated by FFA, and the National FFA Board of Directors and national officers control its policies. By paying their national dues, FFA members automatically subscribe to FFA New Horizons; a portion of each member's dues goes toward the operation and publication of the magazine.

As FFA has evolved over the years, FFA New Horizons has documented the accounts first-hand, keeping a record for members past and present to learn from. Woven within the first issue of National Future Farmer magazine and every issue of FFA New Horizons since are stories of agricultural education in action — impressive, inspiring, everyday people who are Learning to Do, Doing to Learn, Earning to Live and Living to Serve.



## *It all starts here.*

# NATIONAL QUALITY CHAPTER STANDARDS

The key to a successful FFA chapter is active members! When you become actively involved in your chapter, you strengthen the chapter. In return, a strong local chapter provides a solid foundation for your success in FFA and beyond. The experiences of thousands of former FFA members prove that the following standards will contribute greatly to the success of your FFA chapter and to your success as well.

The National Quality Chapter Standards serve as a foundation for consistent delivery of quality FFA chapters across the nation focused on growing leaders, building communities and strengthening agriculture. These standards are designed to be used by local advisors, administration, community partners and/or stakeholders, FFA Alumni and/or an assessment team to evaluate the local FFA chapter and develop clear goals and objectives for chapter improvement.

### **RESOURCE CONNECTION:**

See page 85 for the National FFA Chapter Award Program.



## The National Quality Chapter Standards include the following 13 indicators:

1. All students enrolled in the agricultural education program have the opportunity to be a member of FFA.
2. Students build a progressive leadership and personal development plan.
3. All students participate in meaningful leadership and personal development activities in each component of the agricultural education program:
  - Classroom and laboratory instruction.
  - Experiential, project and work-based learning through SAE.
  - Leadership and personal development through FFA.
4. The FFA chapter constitution and bylaws are up-to-date and approved by chapter members.
5. FFA members are involved in the planning and implementation of a Program of Activities (POA).
6. The FFA chapter conducts regularly scheduled chapter meetings.
7. An awards recognition program planned and conducted by FFA members is in place.
8. The FFA chapter has a current budget, which provides the financial resources to support the POA.
9. Capable and trained officers lead the FFA chapter.
10. The FFA chapter has an active, dedicated support group (i.e., FFA Alumni and Supporters).
11. Stakeholders are engaged in developing and supporting a quality chapter.
12. SAE is an integral component of the agricultural education program, with all students maintaining an exploratory/foundational SAE and career plan of study.
13. A recruitment and retention plan is yielding steady or increasing student enrollment.

# Program of Activities

Every year, each FFA chapter takes time to plan ways to provide engaging opportunities focused on growing leaders, building communities and strengthening agriculture. The Program of Activities (POA) defines chapter goals, outlines steps needed to meet those goals and acts as a written guide to provide a calendar of events the chapter will follow in the year ahead. The four steps to develop and implement a successful POA are Plan, Develop, Do and Reflect.

## POA DIVISIONS AND THEIR PURPOSES

Each division in the Program of Activities (POA) has five quality standards that typically function as student committees within the chapter. Quality standards and dedicated student committees guide the planning, preparation, and delivery of activities in each quality standard area. Committee work involves all chapter members — not just the chapter officers and advisor — making the chapter run more effectively. That's because committees take care of the details, and planning is easier in a small group than in a large one. Once the committees plan the activities, all chapter members work together to carry out the plan.

In addition to the recommended POA committees (which you can find on the following three pages), your chapter may appoint special committees to handle



events unique to your chapter or that occur only at certain times of the year. For example, a banquet committee may meet in the spring to plan the year-end chapter banquet.

The vice president typically coordinates committees, but sometimes they are chaired by a chapter officer with related duties.

Being on a committee is a fun way to discover how your chapter operates, and it allows you to contribute to your chapter's great work. With your input and leadership, the chapter can be successful.

### How is a POA organized?

Each chapter builds its POA around three divisions that focus on the types of activities a chapter conducts. The three divisions are:

- Growing Leaders
- Building Communities
- Strengthening Agriculture



### RESOURCE CONNECTION:

See the next page for a breakdown of POA standards and example activities.

# GET INVOLVED!

The tables on the following three pages list the quality standards for each POA division and give examples of activities you may find interesting and want to get involved with during your FFA career.

**TIP:** Get involved in your chapter's Program of Activities today. Volunteer to pitch in—you'll have a great time!



## Quality Standards

## Example Activities

### Leadership

Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.

Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership trainings, hosting international students, the FFA Member Leadership Series, Washington Leadership Conference, state and national conferences.

### Healthy Lifestyle

Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.

Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities.

### Scholarship

Activities that develop a positive attitude toward lifelong learning experiences.

Scholarship awards, tutoring, elementary reading programs, school and college tours, FFA scholarships, leadership conference scholarships, study skills seminars for members, chapter/school honor roll and recognition for students across school departments, academic mentoring.

### Personal Growth

Activities conducted that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.

Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees.

### Career Success

Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness

News stories, career day, guest speakers, displays of exemplary programs, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for the school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, SAE tours, SAE fairs.

**PONDERING THOUGHT:**  
Where does your chapter stand?  
How can you help improve your chapter?



## *Building Communities*

### Quality Standards

### Example Activities

#### Environmental

Activities conducted to preserve natural resources and develop more environmentally responsible individuals.

Urban and rural conservation programs, collaborative efforts to raise game for release/biological control, water and air quality programs, green practices, provide water testing, recycling programs, National FFA Living to Serve Grants.

#### Human Resources

Activities conducted to improve the welfare and well-being of members and citizens of the community.

PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after-school program for younger children, set up a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative.

#### Citizenship

Activities conducted to encourage members to become active, involved citizens of their school, community and country.

Volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies.

#### Stakeholder Engagement

Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.

Working with another entity to strengthen agriculture — for example, Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisory committee, parent-teacher organization participation, etc. (cannot include alumni and supporters).

#### Economic Development

Activities conducted to improve the economic welfare of the community.

Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact.

# Strengthening Agriculture

## Quality Standards

## Example Activities

### Support Group

Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.

Any activities with FFA Alumni and Supporters dedicated to supporting active FFA chapters.

### Chapter Recruitment

Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.

Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbecues, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, complimentary subscription to FFA New Horizons magazine.

### Safety

Activities that enhance safety in the community.

Firearm safety programs, ATV safety, equipment operation safety, mock crashes, general farm safety, texting and driving campaigns, safe animal handling demonstrations, pesticide application safety awareness activities, producer and consumer safety programs, personal safety programs.

### Agricultural Advocacy

Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.

Agricultural issue presentations, National Agriculture Day activities, parent/student orientations, advocating for agricultural legislation, Teach Ag campaigns, engaging policy makers to promote action on hunger, engage in policy supporting agricultural education as an ideal delivery method for STEM, student representation on influential agriculture boards, interacting with local media to promote agriculture and FFA, use of social media to support agricultural causes, encouraging animal welfare practices, advancements in biotechnology and technology in agriculture.

### Agricultural Literacy

Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.

Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food-related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.).



### RESOURCE CONNECTION:

Want more information? Check out the POA Resource Guide and the planning forms available at <https://ffa.pub/POA>.



# Chapter Activities

Some examples of activities that you and your chapter members may plan with the approval of your FFA advisor can be anything from white-water rafting to a camping trip at a national or state park. When you work hard, raise money and plan, you can enjoy well-deserved time with your fellow chapter members.

## Service-Learning

It's your first chapter meeting. You and the other members are excited to look over the FFA calendar for the year. You recognize the familiar events — leadership workshops, state and national conventions, National FFA Week, career and leadership development events, year-end banquet — and then, what's this? You learn that your chapter will participate in a service-learning project that relates to your agricultural and leadership skills. But what is service-learning, and how will it help you achieve premier leadership, personal growth, and career success?

One common misconception is that service-learning is the same as community service, but there are distinct differences. For example, service-learning occurs over a semester or year, makes learning more hands-on, includes intentional and structured reflection, and creates reciprocal partnerships. Service-learning projects provide a meaningful way of applying the leadership and educational skills learned in school and through FFA to meet an identified community issue. Simply put, the value of service-learning is in learning by doing.



**Service-learning includes many different types of activities, depending on the community's needs. Some examples of projects that are currently taking place in FFA chapters include:**

- Creating a community garden to harvest produce during the year to donate to local food pantries. In addition, FFA members hold educational workshops on creating backyard and container gardens.

- Developing and participating in a recycling program for the school and community.
- Mentoring younger students on the importance of math, science and nutrition through agriculture.
- Researching alternative energy sources useful to the community and holding community forums and workshops.

So why is service-learning important to you, and why should you “live to serve”? Service-learning allows you to become more involved in your education by applying your skills to real-world issues. You develop stronger ties to your school and community, which allows for exploring various career pathways. Service-learning also generates more community support for your FFA chapter. Lastly, it is an excellent resume and college application builder and creates networking opportunities for the future.

The National FFA Organization embraces the idea of giving back to our communities. The last line of the FFA motto, “Living to Serve,” signifies the vital role of service in our organization. By getting involved in your community, you and your chapter members demonstrate that you care about your

neighbors and the town or city in which you live. Uniting with others makes it possible to do more in your community, so why not consider partnering with other organizations such as Future Business Leaders of America; SkillsUSA; Family, Career and Community Leaders of America; or the National Honor Society to accomplish common goals?

### **Funding for Your Chapter — Local Engagement Program**

Every chapter needs assistance with funding, and it is impressive to see FFA members and advisors come up with creative ways to raise money to support their chapters. The possibilities for fundraising are endless and include everything from the traditional and often highly profitable fruit, greenhouse and fresh produce sales to creating a chapter calendar sponsored by local businesses. Consider what is happening right in your community for your inspiration. One chapter uses tin from a local business partner to make holiday ornaments that sell faster than chapter members can make them.

If you do not ask for money, you will not get it. Most people want to help; they just need you to ask them.







## EIGHT STEPS FOR SUCCESSFUL FUNDRAISING

1. **Keep it short and simple**—How can your fundraiser be completed in a short time frame and be easy to manage?
2. **Identify your support system**—Who is interested in helping your chapter?
3. **Ask for specific amounts of money**—What is the goal your chapter has for the fundraiser?
4. **Treat your potential donor as a purchaser or investor**—How can you inform a donor about the activity/event/program in which they are investing?
5. **Convey a sense of urgency**—Why is it important for your chapter to do this fundraiser?
6. **Make it convenient for donors to give**—Donors are the key to fundraising. Make it easy for them!
7. **Give incentives or premium**—How does your chapter reward those who work hard to raise funds for your activities?
8. **Promise an educational presentation**—What can you send/present to donors so they know what's being done or learned?

### Partnerships

Partners and stakeholders are members of your community who help make your chapter run better. They give time, support and sometimes money to your chapter. These might be a guidance counselor, a local school board member, your parents or a small business owner.

#### Partners and stakeholders can help your FFA advisor:

- Accomplish more because they complete tasks that support your local program.
- Avoid burnout by providing time and resources to plan new activities.
- Increase the influence and impact of your program by easing the advisor's workload so more can be done in less time.
- Build credibility with legislators and members of the community.

#### RESOURCE CONNECTION:

Head to page 84 to learn more about local engagement programs to help fund your chapter.





**TIP:** Check out page 82 for ideas your chapter can use to celebrate National FFA Week.

## National FFA Week

The National FFA Organization celebrates National FFA Week every February. The week of George Washington's birthday was designated as National FFA Week in 1947 at a National FFA Board of Directors meeting. FFA Week always runs from Saturday to Saturday and encompasses February 22, Washington's birthday.

More than a half-million members around the nation participate in FFA Week activities at the local and state levels. Activities may include visiting local business and industry leaders to share key messages about FFA while thanking them for their support and learning more about their industry. Many chapters schedule their school agricultural celebrations or career days during this week. This is the perfect time to show the community how FFA members live the FFA motto: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

The focus of National FFA Week is to tell America about the great opportunities available for all youth in agricultural education. FFA is committed to developing character and leadership skills and preparing members for a lifetime of civic leadership and personal and career success.

## Chapter Banquet

Most chapters host a banquet or awards night near the end of each school year. This event gives the FFA advisor a chance to recognize chapter members' accomplishments and to celebrate the chapter's success at the same time. Parents, alumni members, chapter supporters, community members and school officials, plus the local media, are all invited to join in the fun.

Sometimes there is a catered meal or everyone brings a dish to share. After the meal, participants receive their awards for the year, including FFA degrees and chapter proficiency, leadership and scholarship awards. Your chapter may also recognize community members who are great supporters of your chapter.

## What opportunities do I have because of our Program of Activities?

As you can see from the lists of activities on the previous pages, there are many opportunities to get involved. Your chapter may not currently perform all of the listed activities, but you will find ways to enjoy your experience in FFA and better yourself. If there is an activity that your chapter doesn't currently offer, work with your chapter advisor, chapter officers and committee members to get it started.

## CHAPTER OFFICERS

What makes a strong FFA chapter? It's a combination of a lot of things, but nothing would be possible without strong leaders. In an FFA chapter, there are many opportunities to exercise the leadership skills you develop through FFA activities, your supervised agricultural experience and community service projects.

Whether you are on a chapter committee, serve as a chapter officer or volunteer to work on a community service project, your leadership is needed to make your chapter a success.

Your local FFA chapter is led by a team of chapter officers and adult leaders who organize chapter activities and lead by example. Chapters elect six constitutional officers: president, vice president, secretary, treasurer, reporter and sentinel. Your chapter may also elect a historian, parliamentarian, chaplain or other officers as needed. In almost all chapters, the local agriculture teacher serves as the FFA chapter advisor.

Flip the page to learn more about chapter officers.

## Expectations of Chapter Officers

Do you possess the following qualities? If you do, you should consider running for chapter office.

- A genuine desire to be part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitution, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite your parts in the official ceremonies.

It is important for chapter leaders to work together as a team. The president handles the gavel at chapter meetings, but that does not mean the president is more important than the other officers. After all, the team captain can't win the game alone. It's the same in FFA. The chapter president doesn't make a successful chapter. It takes the whole team—officers and members.

To meet local needs and to expand leadership opportunities, other officers may be designated within the chapter. Each officer group should have at minimum the six constitutional offices.



## SPECIFIC DUTIES AND RESPONSIBILITIES FOR EACH OFFICE

### President

- Presides over meetings according to accepted rules of parliamentary procedure.
- Appoints committees and serves on them as an ex-officio, nonvoting member.
- Coordinates the activities of the chapter and evaluates the progress of each division of the POA.
- Represents the chapter in public relations and at official functions.



### Treasurer

- Receives, records and deposits FFA funds and issues receipts.
- Presents monthly treasurer reports at chapter meetings.
- Collects dues and special assessments.
- Maintains neat and accurate treasury records.
- Prepares and submits the membership roster and dues to the National FFA Organization through the state FFA association office in cooperation with the secretary.
- Serves as finance committee chair.



### Vice President

- Assumes all duties of the president if necessary.
- Develops the POA and serves as an ex-officio, nonvoting member of the POA committees.
- Coordinates all committee work.
- Works closely with the president and FFA advisor to assess progress toward meeting chapter goals.



### Reporter

- Serves as public relations committee chair.
- Plans public information programs with local radio, television, newspaper and service clubs and makes use of other opportunities to tell the FFA story.
- Releases news and information to local and regional news media.
- Publishes a chapter newsletter or website.
- Prepares and maintains a chapter scrapbook.
- Sends local stories to area, district and state reporters and to any school publications.
- Sends articles and photographs to FFA New Horizons and other national and regional publications.
- Works with local media on radio and television appearances and FFA news.
- Serves as the chapter photographer.



### Secretary

- Prepares and posts the agenda for each chapter meeting.
- Prepares and presents the minutes of each chapter meeting.
- Places all committee reports in the secretary's file.
- Is responsible for chapter correspondence.
- Maintains member attendance and activity records and issues membership cards.
- Has on hand for each meeting:
  - a. Secretary's file.
  - b. Copy of the POA including all standing and special committees.
  - c. Official FFA Manual and the Official FFA Student Handbook.
  - d. Copy of the chapter constitution and bylaws.



## Sentinel

- Assists the president in maintaining order.
- Keeps the meeting room, chapter equipment and supplies in proper condition.
- Welcomes guests and visitors.
- Keeps the meeting room comfortable.
- Takes charge of candidates for degree ceremonies.
- Assists with special features and refreshments.



## ADDITIONAL OFFICERS A CHAPTER MIGHT ELECT

### Historian

- Develops and maintains a scrapbook of memorabilia in which to record the chapter's history.
- Researches and prepares items of significance in the chapter's history.
- Prepares displays of chapter activities and submits stories of former members to the media.
- Assists the reporter in providing photography for chapter needs.

### Parliamentarian

- Is proficient with parliamentary procedure.
- Rules on all questions of parliamentary conduct at chapter meetings.
- Serves as a participant or an ex-officio member of the parliamentary procedure team.
- Conducts parliamentary procedure workshops at the chapter level.
- Chairs or serves as ex-officio member on the committee for the conduct of meetings.

### Chaplain

- Presents the reflections at banquets and other functions.
- Conducts reflections services at summer camps and conferences.



## ADULT LEADERS

### Advisor

- Supervises chapter activities year-round.
- Informs prospective students and parents about FFA.
- Instructs students in leadership and personal development.
- Builds school and community support for the program.
- Encourages involvement of all chapter members in activities.
- Prepares students for involvement in career and leadership development events and leadership programs.



### Alumni and Supporters

- Support FFA events as judges and volunteers.
- Provides financial assistance through fundraisers.
- Give guidance to members as mentors and project advisors.

# CHAPTER DEVELOPMENT

## Chapter Meetings

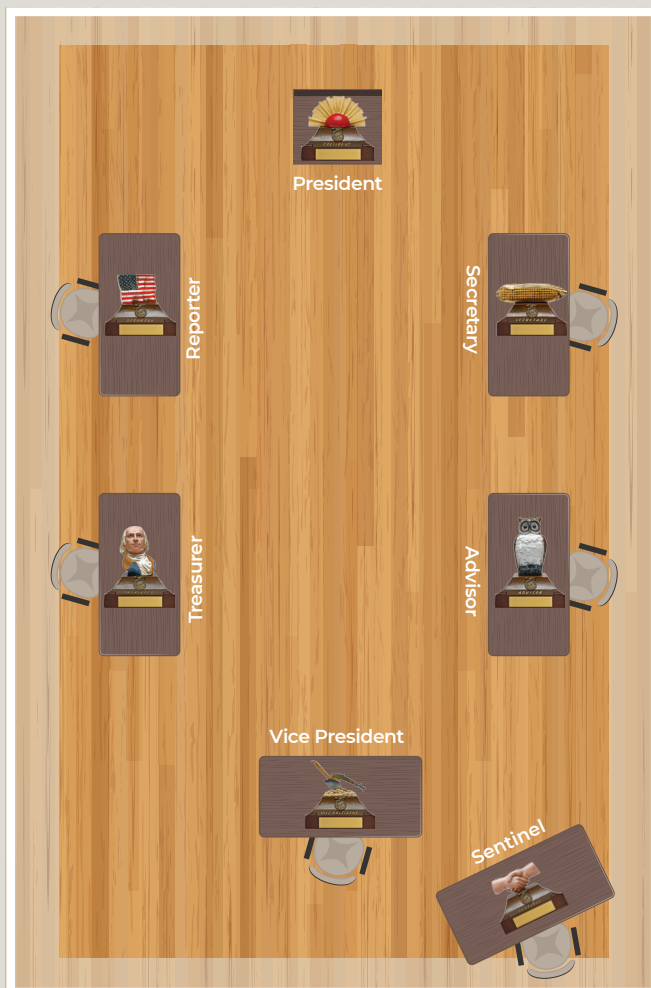
There are plenty of opportunities in FFA to learn great skills for today and for your future with your supervised agricultural experience, chapter leadership positions and agricultural work experiences. But how can you improve your chapter and enjoy time with friends at the same time?

You will enjoy your chapter meetings and accomplish a great deal if you plan and participate. Planning is critical for an effective chapter meeting. Typically, the executive committee — made up of chapter officers and committee chairpersons — creates and follows an order of business for each meeting.

After the executive committee meets, the secretary prepares a written meeting agenda and distributes it to all members and posts it on a bulletin board or the chapter website. The president presides over the meeting, and the chapter advisor has a supporting, nonvoting role.

The purpose of an FFA chapter meeting is to conduct chapter business and make decisions. That doesn't mean the meetings are boring! Chapter meetings are what you make them. They can be interesting and invigorating. That's more likely to happen if you get involved and share your ideas. Meetings are a lot of fun, especially when you add an activity at the end, such as a volleyball game or an ice-cream sundae social. You and your chapter members will have something to look forward to after working hard to improve your chapter.

**TIP:** Parliamentary procedure is a learn-by-doing experience. Your agriculture teacher will give you instruction in parliamentary law. Remember that making mistakes will only lead to learning throughout the process. The best way to develop your skill is to take an active part in meetings. Chapter meetings allow you to try your new skills in a real-life situation.



## Arranging the Meeting Room

A properly arranged meeting room adds dignity and order to the event. It also instills pride and sets the stage for conducting chapter business. Volunteer to help the chapter sentinel set up the meeting room. Make sure the chairs and podium are correctly positioned. Set the station marker of each office in the proper place before the meeting begins. The correct room arrangement is shown on the previous page.

## Order of Business

The order of business, also known as the agenda, is a written list that helps to ensure all items that need to be discussed are addressed. It helps everyone in attendance know what to expect and allows them to participate more effectively. To make meetings more interesting, your chapter may wish to invite a guest speaker or add a presentation that relates to the order of business. After your agenda is covered, the meeting is adjourned.

## Meeting Responsibilities

Different people have specific responsibilities before, during and after meetings. Meetings require a presiding officer, someone to keep a record of what takes place and a group of

other officers and members who present the motions and take part in the proceedings.

**The President**, sometimes called the chair, presides but does not direct. The president may not enter into the discussion or introduce new items of business. The president votes only in case of a tie or to create a tie.

**The Vice President** assumes the president's duties if the president leaves or wants to participate in discussion. The vice president also serves as a nonvoting member of all committees.

**The Secretary** prepares the agenda for each meeting and keeps an accurate record of the actions taken by the group.

**The Treasurer** prepares a financial report for each meeting.

**The Reporter** is responsible for obtaining publicity for the chapter. For example, the reporter submits a related newspaper article and updates the chapter website after each FFA event.

**The Sentinel** prepares the meeting room and greets guests.



# Chapter Toolbox

Many pieces need to be in place for a chapter to be successful. The following resources are tools to help run a chapter efficiently.



## PARLIAMENTARY PROCEDURE

When you know parliamentary procedure, FFA meetings are more efficient. The FFA chapter, led by the president, uses a set of rules known as parliamentary law or Robert's Rules of Order. Parliamentary procedure uses parliamentary law to conduct all types of orderly meetings—from business meetings to congressional sessions.

If parliamentary procedure seems odd or different at first, give it a try. You may be surprised at how helpful it is in conducting business. It ensures that all sides of an issue are equal and that everyone has the opportunity to voice their opinion and vote.

Parliamentary law is designed to accomplish **four main objectives** in a business meeting:

1. **Focus on one thing at a time.**
2. **Extend courtesy to everyone.**
3. **Observe the rule of the majority.**
4. **Protect the rights of the minority.**

Once you catch on, you will find that parliamentary procedure not only makes sense, but it can also be fun. Learning parliamentary procedure (“parli pro” or “par law” as it is often abbreviated) is part of your leadership training. Using it helps you learn to think quickly and make good decisions on your feet.

When you know parliamentary procedure, you will have the confidence and skill to make your point at important business and community meetings long after you hang up your blue corduroy jacket. Others may not know or understand how to run a meeting effectively, so learning parliamentary procedure will put you ahead of the game.

## Using Parliamentary Procedure

The following information will give you the basic tools you need to take part in meetings. Once you master the skills needed to participate in FFA chapter meetings, you will know enough about parliamentary procedure to participate in most meetings you attend.

There is really nothing mysterious or complicated about parliamentary law; however, there are certain things you must know to participate properly in a business meeting.

### Use of the Gavel

Everyone in a meeting needs to be familiar with the use of the gavel. It is the symbol of authority to be used in support of self-government and orderly procedure.

One tap of the gavel:

- Follows the announcement of adjournment,
- Follows the completion of a business item, or
- Is a message to members to be seated following the opening ceremony.

Two taps of the gavel call the meeting to order.

Three taps of the gavel are the signal for all members to stand during the opening and closing ceremonies. All members rise in unison at the third tap of the gavel.

A series of sharp taps is used to restore order at a meeting. For instance, sometimes the discussion moves away from the main motion and attention needs to be brought back to the matter at hand, so the chairperson raps the gavel a number of times to get the group's attention.



## Voting

There are four common methods of voting:

1. **Voice vote**, by saying “aye” or “no.”
2. **Rising vote**, either by standing or by a show of hands.
3. **Secret ballot**, a written vote.
4. **Roll call**, with each member speaking their vote when the secretary calls their name.

For many chapters, half or more of the active membership must be present before official business can be transacted. This is known as a quorum. Your chapter constitution will tell which items of business require a quorum.

Most votes require a **simple majority**. The majority is based on the number of people voting. More than half of the voters must be in favor for a vote to pass.

**In the event of a tie**, the president may cast the deciding vote. The president can also vote to create a tie. In this case, a tie vote will cause the motion to fail.

A **two-thirds vote** is required when a motion will limit the rights of a member or members or when the wording of the motion requires it. This means just what it says—two-thirds or approximately 67% of the voters must be in favor for the motion to pass. For example, if 60 members are voting, 40 must vote “yes” or “aye” for the motion to pass. The two-thirds vote must be taken by asking members to rise, using a secret ballot or taking a roll-call vote.

## Motions

Motions are the main tool of parliamentary procedure. A motion is a proposal that requires a decision by the voting members. Different types of motions must be handled in specific ways. Motions are ranked within four classifications. Some motions can be discussed at any time and must be addressed immediately. Others may not be considered if any other item is being discussed. The four motion classifications in parliamentary procedure are:

1. **Privileged:** Motions concerned with the rights of members; take precedence over all other motions.
2. **Incidental:** Motions that arise out of the business being conducted.
3. **Subsidiary:** Motions that help dispose of a main motion (see Main Motions, page 72).
4. **Unclassified:** Motions that bring a question before an assembly again.

Refer to the Table of Motions on page 74 to see how the motions are ranked. You'll notice that the “workhorse,” the main motion, is a long way down the list. Many different actions can be made while a main motion is “on the floor” or being discussed.

When a main motion is on the floor, it is “in order” (i.e., proper) to make any of the motions above it in the chart. However, it is “out of order” (i.e., improper) to make any of the motions below the main motion in the chart.



**TIP:** You can do an excellent job in your FFA chapter's business meetings by knowing and using parliamentary procedure skills. Over time, you will learn many more parliamentary options.

The first 12 motions are listed by precedence (priority in importance, order or rank). After the chair states a motion, higher-ranking motions are in order and lower-ranking motions are not (except for Amend as shown on the chart and Previous Question).

Following are motions commonly used in meetings.

### Main Motions

The **main motion** is used to bring new business before a group. Use the following procedures:

1. The member rises and addresses the presiding officer by saying: "**Mr./Mdm. President**" or "**Mr./Mdm. Chairperson**."
2. When recognized, the member begins the motion with these words: "**I move to...**" (It is improper to say, "I make a motion...")
3. Following the motion, a second is needed to make sure at least two members are interested. Interested members should say: "**I second the motion.**" (It is improper to say: "I second that.")
  - If no one seconds the motion, the president will say: "**The motion dies from lack of a second.**"
  - If a second is made, the president repeats the motion and informs the members as to what action is needed.
4. The main motion is then open for discussion. Every member has a right to be heard by obtaining the floor and speaking for or against the motion. No member may present another main motion or discuss another item of business while the first main motion is on the floor.
5. When there is no further discussion, the president calls for the vote. First, the president repeats the motion to avoid misunderstanding. Then a voice vote is usually completed.

### The proper form to use is:

Presiding officer: "**All those in favor of the motion to ... signify by saying aye.**"  
(Members respond.)

"**All opposed, say no.**" (Members respond.)

"**The motion is carried/defeated.**"

The completion of this item of business is signified by one tap of the gavel.

### Amendments

If a member believes the main motion could be improved, it can be changed or modified through a **motion to amend**. There are three common ways to present amendments:

1. **By inserting or adding.**
2. **By striking out.**
3. **By a combination of striking out and inserting.**

After an amendment has been offered, it requires a second. The amendments and motions are voted on in reverse order, i.e., the one presented last gets the first vote and so on.

### Refer to Committee

Sometimes you may want more information before making a final decision. The motion to **refer to committee** would serve this purpose. You would stand, be recognized by the chair and say:

"**I move to refer this motion to a committee to report at our next meeting.**"

Your motion could specify the number of committee members and name who should appoint the committee, or you could name a specific standing committee.

It can also indicate that when the committee reports, this motion is again before the chapter in its original form.



### Postpone Definitely

Suppose you feel that the motion under consideration is probably a good one, but you think your chapter is not ready to vote on it at this time. You could present a motion to **postpone definitely**. Postponing definitely allows a group to hold off on considering a motion and set a specific time to revisit the proposal again. You would stand, be recognized by the chair and say: **“I move to postpone action on this motion until our next regular meeting.”**

If seconded and carried, this motion must be addressed in its original form as unfinished business at your next meeting.

### Lay on the Table

A motion to **lay on the table** allows you to postpone action on a motion if something urgent comes up.

When you lay a motion on the table, you’re not setting a specific time to discuss it again. Once tabled, a tabled motion requires a motion and vote to **take from the table** at the same or next regular meeting. If the motion is not taken from the table, it ceases to exist. You would stand, be recognized by the chair and say:

**“I move to lay this motion on the table.”**

or

**“I move to take from the table the motion to ... tabled at our previous meeting.”**

### Point of Order

The tool most commonly used by the members to return a meeting to order is that of rising to a **point of order**. There are a great many instances where this action is used. It is used any time you believe a parliamentary error has been made. Suppose someone begins to discuss a motion that has not yet received a second. You would immediately say: **“Point of order.”**

The presiding officer responds: **“State your point.”**

You continue: **“Discussion is not in order since this motion has not received a second.”**

The presiding officer would then respond: **“Your point is well taken. There will be no further discussion until the motion receives a second.”**

### Adjourn

Another popular motion is the motion to **adjourn**, used when it is time to close the meeting. You would stand, be recognized by the chair and say:

**“I move to adjourn.”**

If seconded, an immediate vote is taken since the motion is neither debatable nor amendable. If the motion passes, the president should end the meeting immediately.

The first 12 motions are listed by precedence. After the chair states a motion, higher-ranking motions are in order and lower-ranking motions are not (except for Amend as shown on the chart and Previous Question).

## Table of Motions

|  | Interrupt? | Second? | Debate?  | Amend? | Vote?     | Reconsider? |
|--|------------|---------|----------|--------|-----------|-------------|
| <b>PRIVILEGED MOTIONS</b>  |            |         |          |        |           |             |
| Fix the Time to Which to Adjourn                                   | No         | Yes     | No       | Yes    | Maj       | Yes         |
| Adjourn  | No         | Yes     | No       | No     | Maj       | No          |
| Recess (12)  | No         | Yes     | No       | Yes    | Maj       | No          |
| Raise a Question of Privilege                                      | Yes        | No      | No       | No     | (1)       | No          |
| Call for the Orders of the Day                                     | Yes        | No      | No       | No     | (14)*     | No          |
| <b>SUBSIDIARY MOTIONS</b>  |            |         |          |        |           |             |
| Lay on the Table   | No         | Yes     | No       | No     | Maj       | (3)*        |
| Previous Question  | No         | Yes     | No       | No     | 2/3       | Yes         |
| Limit or Extend Limits of Debate (12)                              | No         | Yes     | No       | Yes    | 2/3       | Yes         |
| Postpone to a Certain Time<br>(or Definitely) (12)                 | No         | Yes     | Yes      | Yes    | Maj       | Yes         |
| Commit or Refer (12)   | No         | Yes     | Yes      | Yes    | Maj       | Yes         |
| Amend (12)   | No         | Yes     | (5)      | Yes    | Maj       | Yes         |
| Postpone Indefinitely (12)   | No         | Yes     | Yes (15) | No     | Maj       | (4)         |
| <b>MAIN MOTIONS</b>  |            |         |          |        |           |             |
| Main Motion  | No         | Yes     | Yes      | Yes    | Maj       | Yes         |
| <b>INCIDENTAL MOTIONS (11)</b>                                     |            |         |          |        |           |             |
| Suspend the Rules  | No         | Yes     | No       | No     | (9)*      | No          |
| Withdraw a Motion  | *          | *       | No       | No     | Maj (12)* | (3)         |
| Objection to the Consideration<br>of a Question (10)               | Yes        | No      | No       | No     | 2/3 Neg.  | (3)         |
| Point of Order   | Yes        | No      | No*      | No     | (1)*      | No          |
| Parliamentary Inquiry  | Yes        | No      | No       | No     | (1)       | No          |
| Appeal   | Yes        | Yes     | Yes*     | No     | (7)       | Yes         |
| Request for Information  | Yes        | No      | No       | No     | (1)       | No          |
| Division of the Assembly   | Yes        | No      | No       | No     | (13)      | No          |
| Division of a Question   | No         | Yes     | No       | Yes    | Maj       | No          |
| <b>MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY (8)</b> |            |         |          |        |           |             |
| Reconsider* (2)  | No*        | Yes     | (5) (15) | No     | Maj       | No          |
| Rescind  | No         | Yes     | Yes (15) | Yes    | (6)       | (3)         |
| Take from the Table  | No         | Yes     | No       | No     | Maj       | No          |

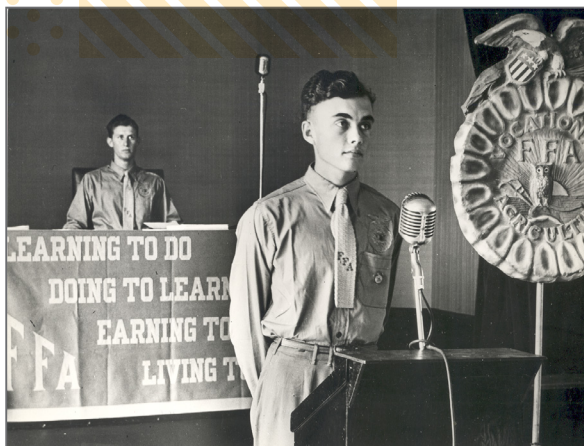
\* - Refer to *Robert's Rules of Order Newly Revised* for rule(s)

- (1) Chair decides or answers. Normally no vote is taken.
- (2) Only made by a member who voted on the prevailing side and is subject to time limits.
- (3) Only the negative vote may be reconsidered.
- (4) Only the affirmative vote may be reconsidered.
- (5) Debatable when applied to a debatable motion.
- (6) Majority with notice, or two-thirds without notice or majority of entire membership.
- (7) Majority or tie vote sustains the chair.
- (8) None of these motions (except Reconsider) is in order when business is pending.
- (9) Majority vote required for Ordinary Standing Rules. Two-Thirds votes for Rules of Order.
- (10) Must be proposed before debate has begun or a subsidiary motion is stated by the chair (applied to original main motions).
- (11) The incidental motions have no precedence (rank). They are in order when the need arises.
- (12) The maker of a motion may withdraw it without permission of the assembly before the motion is stated by the chair.
- (13) On demand of a single member, the chair must take a rising but not necessarily a counted vote.
- (14) Upon a call by a single member, the orders of the day must be enforced.
- (15) May go into the merits of the question which is the subject of the underlying action.

### RESOURCE CONNECTION:

For more details on parliamentary procedure, refer to a book on the subject, such as "Robert's Rules of Order Newly Revised."





## OFFICIAL OPENING CEREMONY

(When the meeting time arrives, the president raps the gavel for attention, secures order and proceeds as indicated below. The other officers rise as called upon by the vice president and remain standing until seated by the president.)

**President:** “The \_\_\_\_\_ (meeting room, banquet hall, etc.) will come to order. We are now holding a meeting of the \_\_\_\_\_ (name of chapter) FFA Chapter. Mr./Mdm. Vice President, are all officers at their stations?”

**Vice President:** (Rises and faces the president) “I shall call the roll of officers, determine if they are at their stations and report back to you, Mr./Mdm. President.”

**Vice President:** (Calling roll of officers) “The sentinel.”

**Sentinel:** “Stationed by the door.”

**Vice President:** “Your duties there?”

**Sentinel:** “Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order.”

**Vice President:** “The reporter.”

**Reporter:** “The reporter is stationed by the flag.”

**Vice President:** “Why by the flag?”

**Reporter:** “As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to the Virgin Islands and from the state of Maine to Hawaii.”

**Vice President:** “The treasurer.”

**Treasurer:** “Stationed at the emblem of Washington.”

**Vice President:** “Your duties there?”

**Treasurer:** “I keep a record of receipts and disbursements just as Washington kept his farm accounts – carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent.”

**Vice President:** “The secretary.”

**Secretary:** “Stationed by the ear of corn.”

**Vice President:** “Your duties there?”

**Secretary:** “I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet.”

**Vice President:** “The advisor.”

**Advisor:** “Here by the owl.”

**Vice President:** “Why stationed by the owl?”

**Advisor:** “The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

“Mr./Mdm. Vice President, why do you keep a plow at your station?”

### TIP:

All ceremonies look sharp and professional if each officer can present with their parts memorized!

**Vice President:** “The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun.”

**Advisor:** “Why is the president so stationed?”

**Vice President:** “The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mr./Mdm. President, all officers are at their stations.”

**President:** (Rises and faces the vice president) “Thank you, Mr./Mdm. Vice President.” (All take seats at tap of gavel.) “The secretary will call the roll of members.”

**Secretary:** “There are \_\_\_ (number) members and \_\_\_ (number) guests present, Mr./Mdm. President.”

**President:** “Thank you. FFA members, why are we here?” (All members stand at three taps of the gavel. Do not stand until the third tap.)

**All members in unison:** “To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.” (All are seated at one tap of the gavel.)

**President:** “May we accomplish our purposes. I now declare this meeting of the \_\_\_\_\_ (name of chapter) FFA Chapter duly open for the transaction of business, or attention to any matters which may properly be presented.” (Proceed with the order of business.)

## OFFICIAL CLOSING CEREMONY

**President:** “Mr./Mdm. Secretary, do you have a record of any further business which should now be transacted?”

**Secretary:** “I have none, Mr./Mdm. President.” (If the secretary has any announcements, they are made at this time.)

**President:** “Does any member know of any new or unfinished business which should properly come before this meeting?” (If there is no answer, the president proceeds as follows.)

“We are about to adjourn this meeting of the \_\_\_\_\_ (name of chapter) FFA Chapter. As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone and, above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag.”

(Taps the gavel three times to call members to stand, face the flag at the reporter’s station and, with their right hands over their hearts, repeat the following salute.)

**All in unison:** “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

**President:** “I now declare this meeting adjourned.” (Taps once with the gavel and the meeting is adjourned.)

## DISCOVERY FFA DEGREE CEREMONY

**Secretary:** “Mr./Mdm. President, I have the applications for \_\_\_ (number) students enrolled in \_\_\_ (agricultural education, agriscience, agribusiness, horticulture, etc.) who are candidates for the Discovery FFA Degree.”



**President:** “Our constitution outlines minimum qualifications for this degree. We shall now determine if these candidates qualify. Mr./Mdm. Advisor, have all candidates paid full FFA dues at local, state and national levels?”

**Advisor:** “They have.”

**President:** “Have they each participated in at least one chapter activity outside of scheduled class time?”

**Advisor:** “They have.”

**President:** “Have these candidates met all other minimum qualifications of Article 6, Section B of the national constitution?”

**Advisor:** “They have.”

**President:** “The secretary will please read the names of the successful candidates.”

(**Secretary** reads the list of candidate names.)

**President:** “Will the officers take their places beside me?”

(After officers are stationed by the president.)

“Will the candidates please rise? Candidates, you are about to receive the Discovery FFA Degree in a national organization of members who will become the leaders in the broad industry of agriculture. Will you strive to continue development of your personal and professional skills through participation in the FFA? If so, answer ‘We will.’”

**Candidates:** “We will.”

**Secretary:** “I am proud to add these names to the list of our membership embarking on a journey of personal growth and premier leadership development which will lead them to career success in the broad field of agriculture.”

**Advisor:** “Today, you take the first step in an exciting journey which can provide you with experiences which will set a foundation for success that will carry throughout your life. I challenge you to grasp all the opportunities offered and wish you every success in that journey.”

**President:** “Fellow officers, join me in welcoming these recipients of the Discovery FFA Degree.”

(President leads applause and welcomes each candidate with a handshake. Other officers shake hands with the newly installed degree recipients as well.)



## GREENHAND FFA DEGREE CEREMONY

**Secretary:** “Mr./Mdm. President, I have the applications for \_\_\_\_ (number) students enrolled in \_\_\_\_ (agricultural education, agriscience, agribusiness, horticulture, etc.) who are candidates for the Greenhand FFA Degree.”



**President:** “Our constitution outlines minimum qualifications for this degree. We shall now determine if these candidates qualify. Mr./Mdm. Advisor, do all candidates have satisfactory plans for programs of supervised agricultural experience?”

**Advisor:** “They have.” (The advisor should give a brief summary statement regarding enrollment, production agriculture, ornamental horticulture, agribusiness, etc., including career plans and supervised agricultural experience programs. For example, number of students in production agriculture, number of students in horticulture, number of students in agribusiness.)

**President:** “Have these candidates met all other minimum qualifications of Article 6, Section C of the national constitution?”

**Advisor:** “They have.”

**President:** “The secretary will please read the names of the successful candidates.”

(Secretary does so.)

**President:** “Will the officers please take their places beside me?”

(After officers are stationed by president.)

“Will the candidates please rise? Candidates, you are about to receive the Greenhand FFA Degree in a national organization of members who expect to enter a career in the industry of agriculture. Will you strive to further develop your abilities through active participation in the FFA? If so, answer ‘We will.’”

**Candidates:** “We will.”

**President:** “The basic beliefs of FFA members

are outlined in the FFA Creed, which will be presented by \_\_\_\_ (officer, member, Greenhand, etc.).”

(FFA Creed is presented.)

**President:** “I hope that you will always carry the spirit of the Creed in your hearts and the words in your memory.”

**Sentinel:** “Career development is a lifelong process. Your activities in this organization will help you acquire the ability to cooperate with others for the benefit of all. A good attitude and a respect for the rights of others are essential for success in life.”

**Reporter:** “The vast agricultural complex forms the foundation of our American economy. You have chosen well by your expression of interest in a future career in this, our nation’s largest field of endeavor.”

**Treasurer:** “By your enrollment in agricultural education, you have taken an important step toward becoming a useful citizen in our democracy. May you, like George Washington, use your talents and training for the betterment of yourselves and your fellow man.”

**Secretary:** “The FFA is a national organization of young men and women preparing for careers in agriculture. I am proud to add your name to the roll of the \_\_\_\_ (name of chapter) FFA Chapter, \_\_\_\_ (name of state) FFA Association and the national organization.”

**Vice President:** “Success in a career and in life is largely the result of a sound education and a willingness to work. Without labor, we accomplish little and, unless our labor is directed by intelligent thinking, we accomplish nothing.”

**Advisor:** “The pin worn by Greenhands is made of bronze. Because of its hardness and endurance, bronze has been used for ages by those who sought a better substitute for crude stone instruments. May those qualities of hardness and endurance carry you far in our organization.”



## CHAPTER FFA DEGREE CEREMONY

**Secretary:** “Mr./Mdm. President, it is my privilege to announce that \_\_\_\_\_ (number) members are candidates for the Chapter FFA Degree.” (Reads their names.)



**President:** “Our constitution sets up minimum qualifications which must be met before members advance to a higher degree. The secretary will please read the section of our constitution which outlines the standards for this degree.”

**Secretary:** (Reads Article 6, Section D.) “To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth-grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least \$150 by the member's own efforts, or worked at least 45 hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award programs.
8. Have a satisfactory scholastic record.

9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
10. Submit a written application for the Chapter FFA Degree.”

(Other requirements may be established by the chapter and/or the state FFA association.)

**President:** “Mr./Mdm. Advisor, have all candidates met or exceeded these standards?”

**Advisor:** “They have.”

**President:** “Will the candidates please rise, and will the officers take their positions for this ceremony?”

**Sentinel:** “Fellowship and brotherhood are desirable aspects of a full and satisfying life. Your many friends in the FFA share with you the satisfaction of your achievement. May you continue to advance in the FFA.”

**Reporter:** “We enjoy many benefits through the FFA. It is important that all of you inform others about this organization so that its influence can be a contributing factor in their lives. Let us work together to build a better America.”



**Treasurer:** “FFA members learn the importance of sound financial practices. The skills you are developing in keeping records and accounts will be valuable assets to you throughout life. May you use this training to support yourself, your family and worthy activities of your community.”

**Secretary:** “You have earned the highest FFA degree a chapter can bestow on its members. As secretary, it is my pleasure to inscribe your name in our permanent records. May you continue your individual growth and development in our organization.”

**Vice President:** “Planning and completing a task brings a certain satisfaction that is the reward of the industrious individual. Our forefathers worked hard to transform America from a wilderness to a great nation. Your attainment of this degree demonstrates your willingness to work. You have done well and have taken a major step toward fulfilling your goals in the FFA.”

**Advisor:** “Those who succeed best in life, regardless of occupation, know the means whereby the great problems may be solved. Ignorance leads to neglect, waste, want and poverty, while wisdom leads to industry, productivity and happiness. You have studied and learned in order to earn this degree. Every worthwhile recognition carries with it additional responsibilities. Your increased leadership ability should be reflected by your further involvement in the activities of our chapter.”

**President:** “The pin symbolizing the Chapter FFA Degree is made of silver. Just as there are metals more precious than silver, there are more precious laurels to be won in our organization. The golden charm of the State FFA Degree and the golden key of the American FFA Degree await those who earn them. It is our hope that you reach these higher goals in our organization. I am pleased to present each of you with the silver pin of the Chapter FFA Degree.”



(President presents pin to each candidate. Secretary reads each name as the pins are being presented.)

“Please be seated, and will the officers return to their stations?”

## HONORARY DEGREE CEREMONY

**President:** “It is always an honor to recognize our valued FFA Alumni and Supporters with the Honorary FFA Degree. The purpose of this ceremony is to recognize, from time to time, the efforts of others made on our behalf. Mr./Mdm. Secretary, please read the section of the national constitution which provides for the Honorary FFA Degree.” (Reads Article VI, Section G.)

**Secretary:** “Honorary FFA Degree—farmers, school superintendents, principals, members of boards of education, chapter advisors, teachers, staff members in agricultural education, business people and others who are helping to advance agricultural education and the FFA and who have rendered outstanding service, may be elected to receive an honorary FFA degree by a majority vote of the members present at any regular meeting or convention.”

**President:** “Mr./Mdm. Secretary, will you introduce those who are to receive this honor?”

**Secretary:** “Mr./Mdm. President, members and guests, I am pleased to read the following names:”

*(Secretary reads the names of the recipient(s).)*

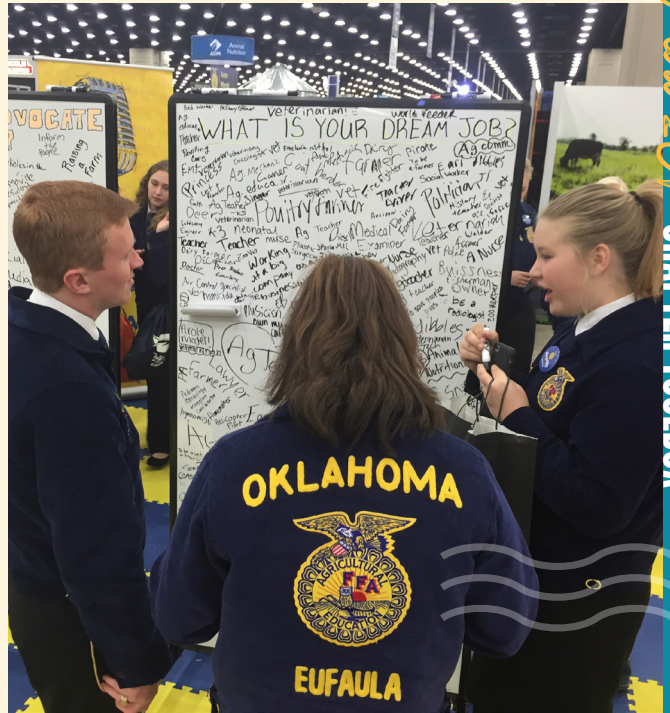
**President:** “Will the officers take their places beside me? Will the ushers please present the candidates?”

*(To explain why the honor is being conferred, the secretary gives a summary of what each candidate has done.)*

**Sentinel\*:** “I welcome you as friends of the FFA. It is my privilege as sentinel to extend to each of you the symbolic handclasp of friendship and brotherhood.”

**Reporter\*:** “As reporter, I am pleased to inform you that the FFA is a national youth organization whose purpose is to develop agricultural leaders. Congratulations on this honor.”

**Treasurer\*:** “Your contribution as a useful citizen in our democracy serves as an example for our members to follow. As treasurer, I thank you for your service to our organization.”



**Secretary\*:** “The FFA needs counsel and guidance from recognized leaders. It is my pleasure as secretary to add your names to our roll of honorary FFA degree recipients.”

**Vice President\*:** “As vice president, I thank you for all that you have provided to the FFA. I would inform you that our members learn to appreciate the dignity of labor. Without labor, neither knowledge nor wisdom can accomplish much.”

**President:** “On behalf of every member, I wish to say we are proud to have you as honorary FFA degree recipients. May this recognition prove valuable to all. I impress upon you that we look to you for counsel and guidance. It is because of the great respect we have for you that you have been elected to receive the honorary FFA degree. May we always cooperate for the benefit of all. I now confer upon you the honorary FFA degree and adult membership from the \_\_\_\_\_ FFA (chapter, association, etc.) and present you with this as recognition of this extreme honor.”

*\* These portions may be omitted if it is desired to shorten this ceremony. Italicized portions may be omitted in the event that officers other than those indicated are presenting the parts.*



# NATIONAL FFA Week Ideas



National FFA Week gives members a chance to educate the public about agriculture. During the week, chapters host teacher appreciation breakfasts, conduct Ag Olympics competitions, speak to the public about agriculture, volunteer for community service projects and more.

The following are several ideas that chapters have used to celebrate National FFA Week in their communities.

## COMMUNITY SERVICE AND ENVIRONMENTAL AWARENESS

### Volunteer

- Volunteer at a local food bank, at a community event, for a family in need.
- Volunteer to greet people at local stores, restaurants or busy places in town, or volunteer to help with bagging and carrying sacks at an area grocery store.
- In all cases, involve other students and adults in your community. This can be a great recruitment tool and every student needs to experience helping others.

### Visit

- Visit nursing homes and hospitals—take flowers and plants to interact with residents.
- Visit food banks and shelters—bring food or serve meals to those in need.

### Organize

- Organize a recycling day at school or tree planting with elementary students.
- Organize a clean-up campaign around school/community.

### Collect

- Have a food drive in coordination with a local food bank or another nonprofit.
- Collect clothes, toys, school supplies, etc., to donate to local shelters.

## CHAPTER ACTIVITIES

### Invite

- Invite nonmembers to a meeting or eighth-graders to a pizza party.
- Invite the community to an open house—host interactive activities for members and nonmembers; show off your classrooms, facilities and other special chapter areas.
- Host social events: dance, pizza party, movie night, bowling, karaoke.

### Create

- Create a fun video of FFA activities and play it on your school's in-house TV system.
- Develop a petting zoo, pedal tractor pull or coloring contest for elementary students.
- Design Ag Olympics or “Minute to Win It” events based on your school's interests and resources.

### Promote

- Toss FFA T-shirts into crowds at basketball games.
- Read announcements over the PA system at school.
- Take pictures of faculty and staff wearing FFA gear, post around school and in the school newspaper.



### RESOURCE CONNECTION:

Visit  
<https://ffa.pub/NationalFFAWeek>  
for more ideas.



## GRATITUDE AND AWARENESS

### Community

- Have the local mayor and other town officials sign a National FFA Week proclamation.
- See if members can volunteer to help farmers or community businesses.
- Present honorary member awards for helpful faculty, staff or community leaders.

### Say “Thank You”

- Present thank-you letters, certificates, plaques, food, flowers, plants; if given in person, wear Official Dress.
- Give to students, faculty, staff and other chapter supporters, including alumni, parents and local businesses.

### Feed

- Host a special meal during the week, such as a pancake breakfast or barbecue.
- Recognize teachers, administrators, student council, class officers, parents, alumni, community leaders.

## PUBLIC RELATIONS

### Media

- Work with local newspapers, radio and TV stations to highlight chapter activities or fun facts.
- Take food to local radio and/or TV stations, particularly during live early-morning shows.
- Inquire at a local billboard/sign company for possible space donations.

## EDUCATION/OUTREACH

### Schools

- Visit other schools that don't have agricultural education programs or FFA chapters.
- Team with local FFA Alumni chapter and/or state FFA association to plan special outreach events.

### Local Civic Organizations

- Inform local civic organizations—such as Elks, Lions, Rotary, Kiwanis, chamber of commerce—of your chapter's community involvement and discuss partnership opportunities.

### Agriculture Career Day

- Visit local farmers, extension agents, agribusiness owners and managers.
- Demonstrate a variety of career opportunities for both members and nonmembers.

## RECRUITMENT/RETENTION

### Themes

- Have an Official Dress Day, casual FFA clothes day, blue and gold day, and/or an agribusiness apparel day.
- Hold a prize day with giveaways such as FFA-themed pens, notepads, bags, etc. at school entrances.



**TIP:** If you are interested in serving as a delegate at an upcoming National FFA Convention & Expo, contact your state FFA association for more information on their process and guidelines for selecting delegates.

## DELEGATE WORK

The National FFA Delegate Experience ensures that the National FFA Organization remains a grassroots organization that serves students at the local level. The delegate process is an opportunity for members to direct the work of FFA.

Held in conjunction with the National FFA Convention & Expo, the experience brings together 475 student leaders from across the nation. Students convene to share ideas and perspectives that will ensure the continued progress of the organization. Delegates come from each of the organization's 52 state associations, with delegation sizes being determined by each association's percentage of overall organizational membership.



## FUNDING FOR YOUR CHAPTER: LOCAL ENGAGEMENT PROGRAMS

### What are local engagement programs?

More than 15 years ago, FFA and some of its key contributors recognized the importance and benefits of support and connections at the local level. Local engagement programs were developed to offer opportunities for chapters and members to cultivate and strengthen connections with local businesses that would last and be mutually beneficial. The number of local businesses and dollars have increased significantly to offer immeasurable impact to both individual members and entire chapters. Currently, automotive and tractor dealers, agriculture retailers, seed growers, restaurants and manufacturers contribute time and resources to offer funds for scholarships, grants and blue corduroy jackets.



**RESOURCE CONNECTION:**  
To learn how your chapter can benefit from local engagement programs, visit <https://ffa.pub/LocalEngagement>.

**TIP** See page 56 for the National Quality Chapter Standards.



## NATIONAL CHAPTER AWARD PROGRAM



<https://ffa.pub/NationalChapter>

### What makes a good FFA chapter great?

Do you think your FFA chapter is successful? Would you like to be rewarded at the national level for all of your hard work? If you answered “yes” to these questions, then take a look at the National Chapter Award Program.

The National Chapter Award Program is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the National Quality FFA Chapter Standards and a Program of Activities that emphasizes

growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for their entire membership.

The first step to success in the National Chapter Award Program is to develop and maintain a quality FFA chapter based on the National Quality Chapter Standards (NQCS). The National Quality Chapter Standards focus on the operations of a quality FFA chapter at the local level.

**TIP** See page 57 for information about the Program of Activities and award divisions.

## Awards Available in the National Chapter Award Program

### State Level

- **State Superior Chapter Award** – Earned by chapters that complete and document at least one activity related to each of the quality standards as well as meet the minimum criteria outlined in the National Quality Chapter Standards on page 56.
- **State Gold, Silver or Bronze Awards** – Earned by chapters that supply additional information about three activities in each division. State judges score these activities to determine the exact award level.

### National Level

- **National 3-, 2- and 1-Star Awards** – Chapters that receive the State Gold Award advance for national judging. National judges score three activities in each division to determine the exact award level.
- **Premier Chapter Awards** – Presented to the top 10 chapters with innovative activities in each of the three divisions: growing leaders, building communities and strengthening agriculture. Of those top 10 in each division, a top premier chapter will be chosen in each division. Only three-star chapters are eligible for premier chapter awards.
- **Models of Excellence** – The top 10 high school chapters that exhibit exemplary qualities in all categories of growing leaders, building communities and strengthening agriculture earn this award. An overall national winner will be chosen out of the Model of Excellence chapters. Only three-star high school chapters are eligible for the Model of Excellence Award.
- **Middle School Models of Excellence** – The top five middle school chapters that exhibit exemplary qualities in all categories of growing leaders, building communities and strengthening agriculture earn this award. Of those five chapters, a top winner will be chosen as the National FFA Middle School Model of Excellence chapter.







## STATE: PART OF SOMETHING BIGGER

FFA membership starts at the local level, but more experiences and opportunities await at the state level. Check out your state calendar for more information on your opportunities.

### CAMPS AND LEADERSHIP CONFERENCES

FFA camps and leadership conferences may last for a few days or up to a week. They give you an opportunity to focus on your leadership skills. Most often they include lots of recreation and fun! Camps and leadership conferences are probably offered in your state.

#### STATE FFA CONVENTION

Picture the crowd at your favorite sporting event or concert, and that might come close to describing the level of enthusiasm at a state FFA convention. Whether it is your first convention as a new FFA member or your 50th convention as an alumnus, FFA conventions are a time to celebrate FFA members and reap the rewards of a successful FFA year.

FFA members and advisors from across the state attend the annual state FFA convention. At a state convention, you may participate in leadership activities and workshops, compete in career and leadership development events\*, and listen to a motivational speaker.

Just as your chapter holds meetings to conduct business and recognize achievements, state FFA associations hold annual conventions for the same reasons. Each chapter selects delegates to represent its members in business sessions at the state convention, and these delegates vote on important matters that affect local chapter members. State FFA Degree recipients are recognized for their hard work, and the new state FFA officer team is elected.

You're sure to make a new friend or two!

*\*Some states have prequalifying events conducted prior to their state events. For more information contact your State FFA association.*

**TIP** What activity would you enjoy at the state level?

## STATE FFA OFFICERS

Each year, state FFA officers bring the National FFA Organization's mission to life through their interactions with more than a half-million FFA members. State officers are peer-elected leaders chosen in each state to lead the association for a yearlong term. Though the responsibilities and the size of the officer team vary from state to state, the duties of this group can be summed up in the following:

- **Recruiting and retaining** FFA members.
- **Helping** state staff set direction for state FFA programming.
- **Encouraging and motivating** students to take advantage of the organization's many opportunities.
- **Advocating** for agriculture, FFA, agricultural education and career and technical education.

During their year of service, state FFA officers are offered a continuum of training experiences by the National FFA Organization. Created to assist officers in being competent and confident in their state leadership roles, this series of Conferences is titled the State FFA Officer Leadership Continuum. The conferences develop officers' competency in 11 focus areas as shown to the right.



**Sound Character**



**Positive and Purposeful Influence**



**Team Dynamics**



**Conversation Skills**



**Professionalism**



**Time Management**



**Clear and Relevant Messaging**



**Advocate for Agriculture and FFA**



**Effective Tools of Communication**



**Strong Public Speaking Skills**



**Successful Workshops**

# NATIONAL Making It All Possible



Just as state FFA associations strive to support their members, the National FFA Organization aims to provide exceptional leadership training to students of all experience levels.

## FFA MEMBER LEADERSHIP SERIES

Want to grow as a leader? The FFA Member Leadership Series is for you! This leadership series will empower you with new knowledge and skills to be a confident and capable leader — both in your chapters and beyond. Conference content will rotate yearly, so you can attend all four years of your high school membership without experiencing the same thing twice. The FFA Member Leadership Series covers topics like self-discovery, personal growth, teamwork and making an impact.



## WASHINGTON LEADERSHIP CONFERENCE

The Washington Leadership Conference (WLC) provides the ultimate leadership experience for FFA members.

- The overall objective is to help members become changemakers who can make a measurable positive difference in their communities. Using Washington, D.C., as a classroom, you learn leadership skills that are solidified by the city's rich history.
- WLC is the capstone of leadership through service.
- Be ready to learn, serve and explore.



### RESOURCE CONNECTION:

For the most up-to-date and accurate leadership conference offerings, check out <https://ffa.pub/LeadershipConferences>.

## NEXT GEN CONFERENCES

The Next Gen Conferences are a great way to discover more about the agricultural career focus areas. For those members passionate about their future careers, Next Gen is the perfect launching pad to discover the next steps in their journeys. Each conference focuses on a specific career focus area such as animal systems, plant systems or agribusiness systems. Attendees will tour diverse operations within that area, learn from industry experts and network with other members who share their interests. Future readiness plans are the culmination of the experience that prepares students to be the next generation of leaders in agriculture.



**PONDERING THOUGHT:** Which conferences sound interesting to you, and why? Ask your advisor about attending.



## NEW CENTURY FARMER CONFERENCE

If production agriculture is your career choice, then New Century Farmer may be the program for you. Each year the National FFA Organization selects an elite group of FFA members between the ages of 18 and 24 to attend the all-expense-paid New Century Farmer conference. New Century Farmer provides you with an opportunity to advance your leadership, personal and career skills. During the five-day conference, you and other future producers will learn from each other and industry experts as you discuss the topics and issues that affect today's production agriculturists.

## What You Will Experience at the New Century Farmer Conference:

- Learn how farmers can profit from value-added products, the use of emerging technology, new farm business opportunities and business alliances with other producers.
- Learn ways to overcome common challenges faced by young farmers.
- Grow both personally and professionally.
- Network with a group of extraordinary young men and women who are excited about pursuing farming as a career.
- Learn the importance of advocacy.



## NATIONAL FFA CONVENTION & EXPO

Each fall, nearly 65,000 FFA members, advisors, educators, supporters and guests come together from across the country to participate in sessions, competitive events, career success and educational tours, and student and teacher leadership workshops—and to experience an expo and shopping mall, to volunteer and to network. The National FFA Convention &

Expo is a four-day event where members not only compete, network, volunteer and have fun, but they also learn about the diverse careers that are available in the industry of agriculture. Supporters and guests have a unique opportunity to interact with some of the world's brightest students who are the future of agriculture. This is what makes the national convention a premier event to be involved with and one of the largest annual student-run conventions in the world.

### National FFA Convention & Expo Facts

The National FFA Convention was first held in Kansas City, Mo., where it remained from 1928 through 1998. Then in 1999, the national convention moved to Louisville, Ky., for seven years. In 2006, Indianapolis, Ind., became the host for the first time. In 2013, after a seven-year stay in Indianapolis, the convention moved back to Louisville to begin a three-year rotation between Louisville and Indianapolis through 2021. However, the growth of the convention and requirements needed from the host city prompted the National FFA Board of Directors to reevaluate the event and its future location, and in July 2015, it was announced that Indianapolis would be the host city for the National FFA Convention & Expo from 2016 through 2031. The National FFA Convention & Expo—the

nation's largest annual student gathering—generates an estimated annual economic impact of \$36 million to the host city.

### Be Part of the Action

Through courtesy corps or the FFA band, chorus and talent, members like you can help make the national convention and expo an event to remember.

## NATIONAL FFA CONVENTION & EXPO COURTESY CORPS

Members of the National FFA Convention & Expo Courtesy Corps demonstrate the last line of the FFA motto — “Living to Serve.” Being a member of the courtesy corps at your state convention or at the national convention and expo is a great way for members to get involved and help ensure that the annual convention is a success. Members of the courtesy corps assist program staff in fulfilling responsibilities in many areas, including career and leadership development events, the Shop FFA mega store, the rodeo and more. National FFA Convention & Expo Courtesy Corps is open to all FFA members and advisors, and you or your chapter can sign up for a shift as part of your convention registration.





**TIP AND RESOURCE CONNECTION:** Members wanting to apply for either band, chorus or talent may do so each spring at <https://ffa.pub/Convention> for the current year's National FFA Convention & Expo. To apply, you must be an FFA member in good standing, between the ages of 14 and 21 or through your first two years of college, whichever comes first. Applications require a recorded audition.

## NATIONAL FFA BAND, CHORUS AND TALENT

If music is your passion, then the FFA band, chorus or talent program might be just the place for you to showcase your skills at the National FFA Convention & Expo. Each year nearly 250 FFA members from across the country are chosen to play in the National FFA Band, sing with the National FFA Chorus or perform in the National FFA Talent program. Bringing the convention to life through music for tens of thousands of FFA members is an experience you will remember for a lifetime! Members of National FFA Talent may also participate in the National FFA Talent Competition while at the national convention. One act is named the National FFA Talent Competition winner each year.



## NATIONAL FFA EXPO

As FFA members, we learn that more than 300 unique careers are available to us in agriculture. Exploring the exciting opportunities at the National FFA Expo during the national convention is a great way to gather information about areas that interest you. Here, all in one place, you can visit more than 350 exhibits that represent agricultural companies, industries, colleges and universities.



## WORKSHOPS

The convention and expo experience isn't complete until you've attended at least one leadership and personal growth workshop. These workshops are dedicated to helping members develop premier leadership, personal growth and career success, as well as helping advisors integrate new ideas and activities.



## NATIONAL DAYS OF SERVICE

Each year, FFA members from across the nation volunteer as part of the National Days of Service at the National FFA Convention & Expo. Members have the opportunity to volunteer at local agencies and organizations that strengthen communities to leave a lasting legacy.

Even if you can't attend national convention in person, your chapter can still participate in the virtual National Days of Service (NDoS) event by serving in your local community. Find out how you can be a part of these opportunities by visiting [FFA.org/National-Days-Of-Service](https://www.ffa.org/National-Days-Of-Service).





NATIONAL FFA CONV



**RESOURCE CONNECTION:**

Head to <https://ffa.pub/NationalOfficers> to learn more about the current National FFA Officer Team.

## NATIONAL FFA OFFICERS

Each year, six student members are selected to represent the National FFA Organization as National FFA Officers. Members must have received an American FFA Degree and be selected by their state association to be eligible for national office. A great deal is expected of national officers. Their schedule resembles that of a corporate CEO, traveling more than 100,000 miles during their year of service and meeting thousands of new people.

It takes a highly motivated person to become a successful national officer—an opportunity afforded to few members. If you want to be a National FFA Officer, take time to learn about your passions and strengths. By being focused on excelling as a chapter member/officer, you will be prepared to be successful in future officer roles. While national officers are given many incredible opportunities and are often seen in the limelight, their year is marked by hard work and a seemingly endless schedule of commitments.





# BEYOND HIGH SCHOOL

The impact of the blue jacket doesn't end when you graduate from high school. That's only the beginning!

## SCHOLARSHIPS

Money doesn't grow on trees ... so how do I pay for my future?

Did you know that the National FFA Organization and its supporters have more than \$2 million in college scholarships waiting for FFA members like you? Whether you plan to attend a specialized training program or seek a four-year degree, the National FFA Scholarship Program has opportunities for all. Qualification requirements for the various scholarships are diverse; scholarships are available for a variety of experiences, career goals and higher education plans.

**TIP:** Don't wait until the deadline to apply!

### But what if I don't have a 4.0 GPA?

During your FFA experience, you don't focus on just one aspect of agriculture or one career or leadership development event. It is the same way with the FFA scholarship program. Yes, grades are important, but your FFA scholarship application will be looked at in its entirety—including your community service, your FFA involvement, your leadership skills and your supervised agricultural experience.

### How can I apply?

The online scholarship application opens in the fall each year and can be accessed at <https://ffa.pub/Scholarships>. And remember—while several businesses, organizations and individuals support the scholarships, there is only one universal application to fill out.



## NATIONAL FFA ALUMNI AND SUPPORTERS

Parents, friends, supporters, past FFA members—anyone wanting to support FFA, agricultural education and agriculture is welcome to join National FFA Alumni and Supporters. FFA advisors and members all across the country depend on volunteers to help support their chapters through gifts of time, talent and resources. Alumni and

supporters give back so members will have the resources to make their FFA experience as meaningful as possible. In addition to networking with more than 8 million alumni, alumni and supporters can serve as volunteers, advocates, mentors and donors.

### Types of Membership:

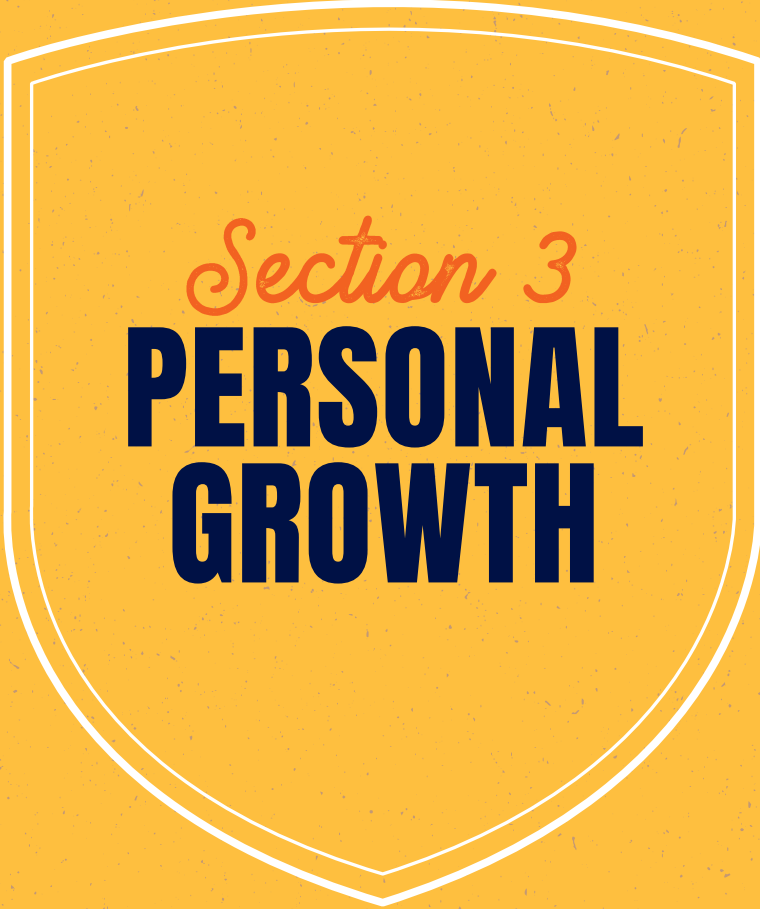

- Annual (one-year membership that is renewed annually).
- Life (one-time investment for lifetime membership).
- Associate (student FFA members receive an automatic, free five-year membership upon high school graduation).

## NATIONAL FFA FOUNDATION

The National FFA Foundation builds partnerships with industry, education, government, other foundations, and individuals to secure financial resources that recognize FFA member achievements, develop student leaders and support the future of agricultural education. Governed by a board of trustees comprised of educators, business leaders, individual donors and FFA alumni, the foundation is an independent nonprofit organization. 82 percent of every dollar raised by the foundation supports FFA members and agricultural education opportunities. For more, visit [FFA.org/Give](https://ffa.org/Give).



<https://ffa.pub/AlumniandSupporters>



*Section 3*  
**PERSONAL  
GROWTH**

# PERSONAL GROWTH

## Part One: Me



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.

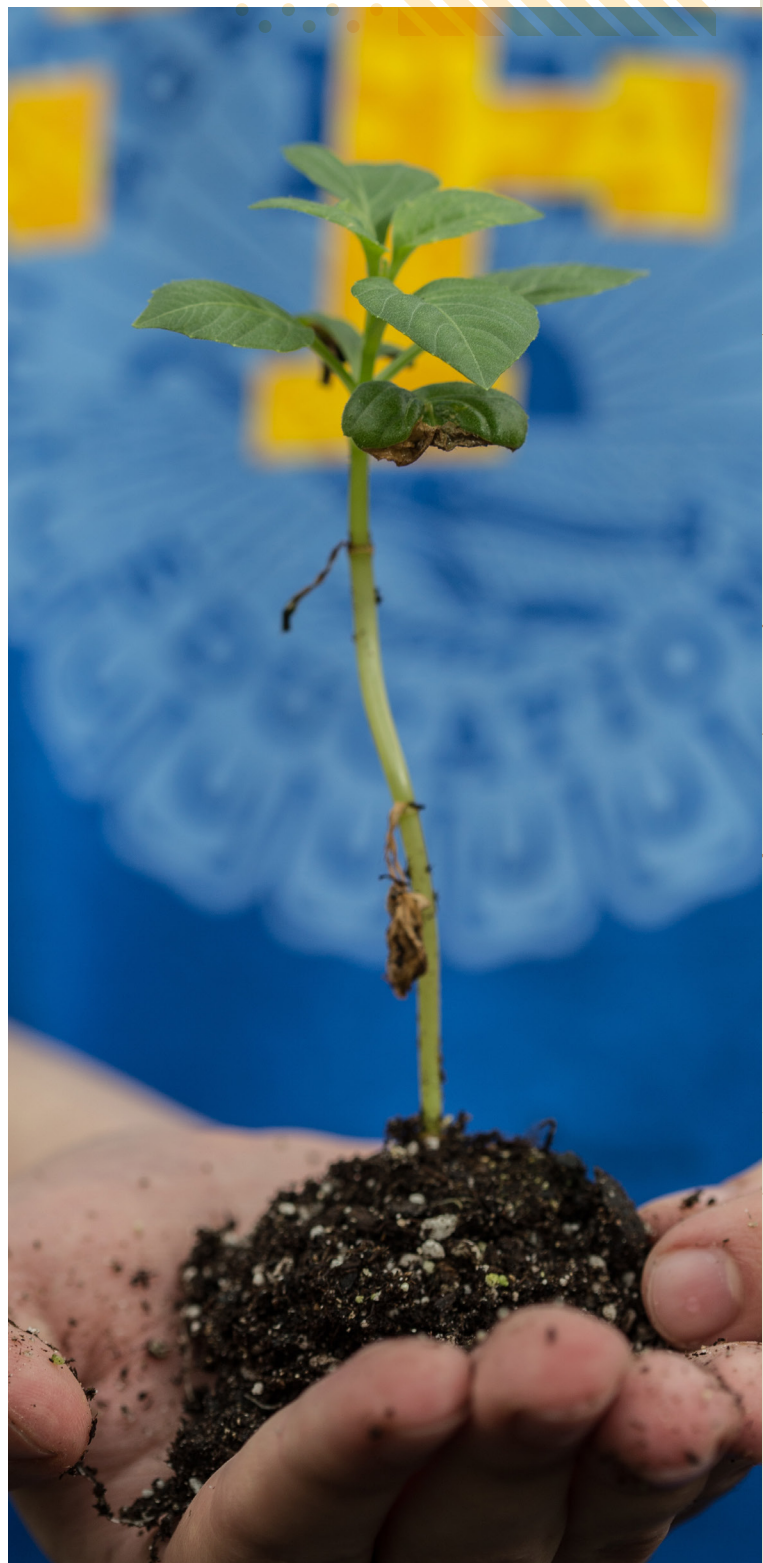
The National FFA Organization strives to instill in all FFA members the belief that when we grow personally, we not only improve ourselves but we also better the world and the people around us. Many FFA activities use the Me, We, Do, Serve educational model, which focuses on the four stages of personal development.

### BEYOND THE FFA MISSION

The components (sometimes called precepts) of the National FFA Organization's mission statement—premier leadership, personal growth and career success—can provide the framework to help you build on your skills, talents and abilities. Read on to see how you can apply them to your life.

It all starts with Me—understanding who you are, what your strengths are and how you can best serve those around you. Without an understanding of yourself, it's difficult to move beyond you to others. We are all unique.

We all have things to offer. We all can help teams in unique ways. We all have passions, values, places and beliefs that this world needs.



**HEALTHY LIFESTYLES** As leaders for today and tomorrow, you can get involved in FFA activities and choose a healthy lifestyle. Your FFA advisor and other FFA members will encourage you to support these positive choices. A healthy lifestyle greatly improves your choices for a long, healthy life that is meaningful and productive.

### Premier Leadership

**Definition:** Influence.

**ACTION**—Do you have the skills and competencies needed to achieve the desired results?

**RELATIONSHIPS**—Can you build constituency through listening, coaching, understanding and appreciating others?

**VISION**—Have you set a clear image of what the future should be?

**CHARACTER**—Do you possess a collection of virtues by which to live your life?

**AWARENESS**—Do you have a quest for purposeful understanding?

**CONTINUOUS IMPROVEMENT**—Have you shown a pursuit of learning and growth?

### Personal Growth

**Definition:** The positive evolution of the whole person.

**PHYSICAL GROWTH**—Are you striving to remain healthy by understanding, respecting and managing your body's needs?

**SOCIAL GROWTH**—Can you have successful interactions that respect the differences of a diverse and changing society?

**PROFESSIONAL GROWTH**—Do you have an awareness and application of skills necessary for career success?

**MENTAL GROWTH**—Are you developing the effective application of reasoning, thinking and coping?

**EMOTIONAL GROWTH**—Have you experienced the development of healthy responses to your feelings?

**SPIRITUAL GROWTH**—Do you have the reflective inner strength to allow you to define your personal beliefs, values, principles and sense of balance?

### Career Success

**Definition:** Continuously demonstrating those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen profession while effectively contributing to society.

**COMMUNICATIONS**—Have you developed the oral, written and verbal means whereby interaction takes place?

**DECISION MAKING**—Do you have the ability to analyze a situation and execute an appropriate course of action?

**FLEXIBILITY/ADAPTABILITY**—Do you have the traits that allow you to be capable of and willing to change?

**TECHNICAL/FUNCTIONAL SKILLS IN AGRICULTURE**—Do you have the knowledge and skills needed for a career in agriculture and related industries?

# PERSONAL GROWTH

## Part Two: We



It has been said that nothing great was ever accomplished alone. There is power in pulling people together. Some people are a lot like us. Some are not. We all have a choice—to see difference as bad and miss out on the richness that differences bring, or to realize the power of embracing and respecting the differences we all bring to the table. Caring about others means noticing who they are. Good leaders are surrounded by different people, and they realize they need those people to make a change.

**TIP:** Whether or not you serve on an officer team, work hard to create a positive atmosphere in your chapter. Include everyone because everyone is needed.

Here are some recommended ways to move from Me to We.

### How to Build, Strengthen and Maintain Relationships

1. **Take time out.** Make time for the people that matter most to you. Share your time with others who may need someone to care about them.
2. **Do the little things that matter most.** Send notes, make phone calls and stay in touch with friends and family.
3. **Attend activities and events together.** Spend time doing mutual hobbies such as watching movies, listening to music, going to sports events, joining youth groups, traveling and participating in FFA.
4. **Have meaningful conversations.** Dare to discuss world issues, religion and traveling.

Your fellow FFA members can also be called your teammates. Should you serve on an officer team, teamwork becomes even more important.



### Strategies to Include Others on Teams

1. Know the individual. (What are their needs, desires and reasons for joining the team or FFA?)
2. Create a shared vision.
3. Define team roles.
4. Create a team identity.
5. Participate in team-building activities.
6. Create a sense of ownership.
7. Communicate with everyone involved.
8. Focus on continual improvement.

Why focus on a positive chapter and team dynamic? Because it fosters togetherness, heightens productivity, capitalizes on the diversity of talents, shares the workload, balances and shares roles, and encourages risk taking.

# PERSONAL GROWTH Part Three: Do



Knowing ourselves and others means nothing if it doesn't lead to action. Our cities, states, country and world need people who are active voters, engaged in issues and looking for answers to societal challenges—people who stand for something. Leaders make a difference by having their voice heard. You are needed to be an advocate.

## AGRICULTURAL LITERACY AND ADVOCACY

Telling the story of agriculture is critical. The agricultural literacy and advocacy platform seeks to develop and deliver a suite of skills including effective communication, critical thinking, civic comprehension and holistic understanding. FFA members are not only consumers but will be powerful influencers of consumer awareness.

### What are the skills of advocates?

Here are some abilities that are important in advocates:

- **Think Critically.** Approach decisions with an open mind and calculated thought.
- **Grow a Broadened Perspective.** Allow yourself to see different cultures, educations and experiences. It can help build a robust understanding of consumer preferences, opinions and emotions.
- **Effectively Analyze and Use Resources.** Information is abundant and diverse. It is our responsibility to determine the usability and scientific basis of such resources.
- **Brainstorm Solutions.** Opportunities for innovation and experiences in advocacy can empower you to envision a sustainable future.
- **Collaborative Conversation.** Have educated and balanced conversations with consumers.

### Steps to Effective Advocacy



#### Plan

The first step of advocacy is planning what our conversations will sound like, knowing our audience, and understanding the issue. Below are resources to help get you started on current issues in agriculture. In the planning stage, you should be able to accomplish the following:

**Define the issue:** What is the challenge we are facing?

**Analyze:** What is the vital information we need to know, and where can I find it?

**Understand our audience:** Who are we trying to influence?



## Develop

The second step of advocacy is solidifying what we want to accomplish and developing our key message. Included below is a series of tools to walk you through this stage. In the developing stage, you should be able to accomplish the following:

**Objectives:** What do we want to accomplish?

**Key Message:** What are our important talking points for our defined audience?

**Develop Plan:** What steps do we need to take to achieve our objectives?

## Do

The third step of advocacy is delivering our message. In the doing stage of advocacy, you should be able to accomplish the following:

**Collaborate:** How can we partner with others to strengthen advocacy efforts?

**Execute:** How are we using what we know?

**Raise awareness:** How do we promote our advocacy efforts and gain support?

## Reflect

The fourth and final component of advocacy is reflecting on our outcomes to improve future opportunities. It is important to collect information during our meetings so we can learn from others, just as much as they learn from us.

In the reflecting stage of advocacy, you should be able to accomplish the following:

- **Monitor:** What information can we collect that will demonstrate impact?
- **Review:** How well did I achieve my objectives?
- **Adapt:** What changes can I make to improve?

**TIP:** However you decide to advocate, make sure to do your research before you begin the journey.

# #SpeakAg



### RESOURCE CONNECTION:

Visit <https://ffa.pub/LiteracyAndAdvocacy> to learn more about how FFA members engage in advocacy and literacy efforts.

“We believe that when we amplify the voices of our student members and equip them with the tools they need to be successful advocates, we can bridge the gap between producers and consumers and, as a result, create a healthier dialogue about agriculture across the nation and around the world. Join us in championing the story of agriculture.”  
– 2014–15 National FFA Officer Team



# How can you advocate today?

## Advocacy Group

## Example Activities

### For Yourself

Post on social media using #SpeakAg; attend a local or state forum on agriculture; share an ag-related news article or blog on social media; after researching a topic, respond to a blog post with your respectful stance; host an SAE visit day; write a paper for one of your class assignments (outside of ag class) on an agricultural topic.

### For Your Chapter

Teach a lesson to an elementary class; invite the middle school over for an Ag Day; display flyers in hallways; invite friends to a chapter meeting; hold the PALS program; host an SAE Share Day; host a school farmers market.

### For Your Community

Host a farmers market; put an ad in your local newspaper; set up a booth at the courthouse; host a Farmer Appreciation Dinner; hold local Ag Day or a local Ag Petting Zoo; fly an FFA flag; sell local produce and donate funds to the chapter; invite the mayor to the chapter banquet; attend a school board meeting and report on the success of your chapter.

### For Your Government

Reach out to your secretary/commissioner of agriculture and discuss current challenges in agriculture; invite your state and/or national senators and representatives to visit your FFA chapter; get in touch with your local extension agent and discuss agricultural topics; post pictures from your state's FFA Day or Ag Day at the capital; reach out to involved agriculture supporters and learn about their ag stories; invite agriculture advisors to speak at an event or in the classroom; come up with a creative way to involve government officials and educate the public about agriculture.

# Advocate

#SpeakAg encompasses the National FFA Organization's focus on social media and online advocacy. Social media and online interaction have become main sources of consumer influence. We now use the internet and online resources to gather much of our information and even dialogue with others on important topics.

**RESOURCE CONNECTION:** Check out page 131 for chapter social media tips.

We want to ensure that students are engaging in this conversation responsibly and with confidence. Using online tools, we can leverage the collective message of FFA members as they advocate for FFA and agriculture to help tell our story.

# PERSONAL GROWTH

## Part Four: Serve



Leaders choose to see the world as bigger than themselves. They have a heart for service. You can really tell if someone is true or authentic in their passions by looking at how they have served others. The pinnacle of leadership is looking beyond ourselves and realizing ways we can serve others.

### LIVING TO SERVE

The National FFA Organization embraces the idea of giving back to our communities. The last line of the FFA motto, “Living to Serve,” signifies the vital role service plays in our organization. By providing quality programs, resources, recognition and opportunities, the National FFA Organization seeks to empower every student in every classroom to make a positive impact in their community by putting their leadership into action through service.

### Types of Service

**Community Service:** Community service is the engagement of individuals or groups in an organized activity that contributes to the local, national or world community. It is also known as volunteering, which is defined as the practice of people working on behalf of others or a particular cause without payment for their time or services. Potential community service projects include adopt-a-highway, canned food or clothing drive, or tutoring other students.



**TIP:** Get started today!



**RESOURCE CONNECTION:**

Visit <https://ffa.pub/LivingToServe> to find information about the programs and resources, including grants, that are available to support chapter and state service efforts.

**Service-Learning:** A common misconception is that service-learning is the same as community service, but there are distinct differences. For example, service-learning involves projects that occur over a semester or year, makes learning more hands-on, includes intentional and structured reflection, and creates reciprocal partnerships.

Service-learning projects provide a meaningful way of applying the educational and leadership skills learned in school and through FFA to meet an identified community issue. Simply put, the value of service-learning is in learning by doing. One example of a service-learning project is building beds to ensure that every foster child has a safe place to sleep.

**Grants**

**The Living to Serve Grant** series provides an opportunity for FFA chapters to seek funding to support various types of service projects through a competitive application process. This innovative funding approach supports more diverse service focus areas that includes:



**Community Safety**

Addresses concerns regarding the safety of community members and the preparation, response and recovery efforts that relate to emergency preparedness and natural disasters.



**Hunger, Health and Nutrition**

Addresses unmet food insecurity needs, increasing physical activity and improving healthy habits to promote the physical and mental well-being of the community.



**Community Engagement**


Addresses matters related to heritage and traditions, connections between community members and civic responsibility throughout the community.



**Environmental Responsibility**

Addresses air and water quality, energy and water efficiency, at-risk ecosystems and conservation to protect and sustain the natural systems upon which all life depends.





*Section 4*  
**CAREER  
SUCCESS**



## Part One: Supervised Agricultural Experience

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.

### WHAT IS AN SAE?

Nothing takes your skills to the highest level faster than putting them into practice. Through a supervised agricultural experience (SAE), you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

There are countless awards—including scholarship dollars—that you as an FFA member are eligible to receive. Learn more about ways you can be rewarded for your efforts in the classroom, with your SAE and in your FFA experiences by reading this section.

In a nutshell, an SAE is made up of projects or enterprises where you apply agricultural skills and knowledge learned in the classroom to the real world. There are two types of SAE: Foundational and Immersion, which includes Ownership/Entrepreneurship, Placement/Internship, Research, School-Based Enterprise and Service-Learning. Your SAE may include projects from one or any combination of these types. Check out the National Council for Agricultural Education's "SAE Guide for All" to learn more.



**RESOURCE CONNECTION:** Flip to page 95 for more information about the National FFA Scholarship Program.

**TIP:** FFA members who plan and implement a total SAE can earn recognition in FFA awards and degree programs. Develop your plan, keep your record book accurate and apply for the awards.



## PARTS OF AN SAE

As you start to design your own SAE, think about these things and you'll be well on your way to a great SAE:

- **Investigate:** Explore possibilities and weigh the pros and cons of various SAE ideas.
- **Plan:** Decide what to do and how you will get it done. Set your goals high! Remember, you likely won't accomplish everything in a day, a week or even a year.
- **Coordinate:** Communicate with your FFA advisor, supervisor/employer and parents to get your program in motion.
- **Keep Records:** Track your achievements over time in a record book.
- **Program Improvement:** Improve or update your business, worksite or community by making it more attractive, efficient or valuable.

## SAE TYPES

1. Foundational
2. Immersion
  - Ownership/Entrepreneurship
  - Placement/Internship
  - Research
  - School-Based Enterprise
  - Service-Learning

## Foundational SAE

Every SAE should start as a foundational SAE. This SAE type includes five components:

- career exploration and planning
- employability skills for college and career readiness
- personal financial management and planning
- workplace safety, and
- agricultural literacy and exploration.

These activities should lead, if possible, to the selection and implementation of one or more of the following SAE types. You should continue the first four components of your foundational SAE throughout your enrollment in agricultural education. Interview or job shadow your local nursery manager or farm news reporter/broadcaster, study and report on careers in the animal industry, attend a forum on agricultural policy, intern with the planning and zoning commission dealing with agricultural areas, tour an agricultural processing facility. Find an area of agriculture that interests you! Remember, for FFA awards and degrees, only hours and activities outside of class time and regular course work and related to the science and industry of agriculture are accepted.



## Ownership/Entrepreneurship SAE

So you want to be the boss? Now's your chance! Own and operate an agriculture-related business or enterprise providing goods and/or services to your community and beyond. Start small as a simple owner and with planning, hard work and perseverance, grow into true entrepreneurship by increasing your skills and the elements you include in the operation. The basic requirements are that you own the enterprise, make the management decisions and take financial risk with the ultimate goal of earning a profit. As part of an ownership/entrepreneurship SAE, you might own and operate a lawn care service or you could produce bedding plants, flowers or crops; raise livestock or other animals; start a podcast about agriculture; open a pet care or boarding business; start a business training horses, dogs or birds; develop a camping area on the back forty and rent it out; raise exotic fish and sell them to pet stores; or raise and sell pheasants. The opportunities are wide open.



**TIP:** What type of career are you interested in? Develop an SAE in that career field.

## Placement/Internship SAE

Want to experience what it's like to have a career working for an agricultural employer? This is the SAE type for you. You will gain experience and knowledge; you may even be paid while learning! Start out simply performing tasks assigned by your employer. Learn what it takes to receive a good evaluation from your boss and listen to the

guidance of your agriculture instructor. Track your progress by keeping a record of the number of hours you work and any earnings, and even more important, track the skills you learn and duties you perform. A placement SAE might involve working after school or on weekends at a farm supply store, at a riding stable or in a florist shop; reporting for the local newspaper's agriculture section; working with a veterinarian or at a pet grooming service or even for the state department of agriculture.

## Research SAE

Find out how things work or invent something new in agriculture, food or natural resources. Conduct a research SAE by experimenting and investigating materials, processes and information to establish new or validate existing facts and conclusions. There are three variations of research SAEs available that you could conduct.

- **Experimental:** An experimental research SAE involves the application of the scientific method to control certain variables while manipulating others to observe the outcome. Define the hypothesis the experiment will test, determine the experiment design, conduct the research, collect the data, draw conclusions from the data and recommend further research that can be done.
- **Analytical:** An analytical research SAE often begins with a question that asks why or how something occurs. Analyze the data, facts and information to determine the answer to the posed question.
- **Invention:** Apply the engineering design process to create a new product. Follow the design process steps of:
  - Define the product
  - Conduct background research
  - Specify product requirements
  - Brainstorm solutions
  - Choose the best solution
  - Build a prototype
  - Test the prototype
  - Redesign the prototype





### School-Based Enterprise SAE

With this type of SAE, you get to work with fellow FFA members to run an agricultural business right on your school campus. The business uses facilities or other resources provided by your agricultural education program or the school. This SAE type involves more than one student in the operation of the agricultural business, through partnerships, cooperatives or other types of multiple owner business structure. You and your fellow members spend the time outside of class to make the decisions, take the risks and reap the rewards. Your business could rent school facilities to grow and sell plants, build or repair agricultural equipment or raise animals for show and sale. Conduct experiments, run a website to educate the public or start an online auction for local animals and produce.

Note: An enterprise belonging to a single student is not a School-Based Enterprise but can be an ownership/entrepreneurship or a placement/internship SAE that occurs outside of class time and uses school facilities.

### Service-Learning SAE

Are you ready to move beyond participating in a service project to planning and conducting one? Learn, grow and be rewarded through conducting a Service-Learning SAE. By yourself or with fellow members, plan, conduct and evaluate a

project(s) to provide a service to your school, a public entity or the community as a whole (just not for your FFA chapter). You will need to present the project to a review committee for approval, and it must include the opportunity for you to use skills and abilities aligned to the agriculture, food and natural resources technical standards and career-ready practices. Keep good records of your plans, budgets, income, expenses, time, skills learned and outcomes achieved. Plan, create and run a community garden; work with your city to plan and make improvements at a park; plan and conduct a gleaning operation with local producers and food pantries; work with your school to plan and interiorscape your school commons; plan, design and create a public education event about agriculture and food.

*Improvement projects and supplemental skills development are part of your total SAE. These activities complement the enterprises and projects you select to include in your SAE. In some cases, students start with improvement projects or supplemental skills development that lead to the creation of major enterprises for their total SAE.*



**RESOURCE CONNECTION:** Need some money for your SAE? SAE Grants might be the answer. These grants are available to jump-start or grow your SAE. Depending on your eligibility, you could receive up to \$1,000! Go to <https://ffa.pub/SAEGrants> to learn more.





## PART TWO: AGRISCIENCE FAIR

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agriscience, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to maintain the nation's agricultural edge.

Are you a hands-on student who always looks forward to the next biology or chemistry lab? Do mixing chemicals, running tests and conducting experiments get your adrenaline pumping? Or do you like to ponder how agriculture affects the people around you? If this describes you, then the National FFA Agriscience Fair is something you should try.

The National FFA Agriscience Fair recognizes student researchers studying the application of agricultural scientific principles and emerging technologies in agricultural enterprises. The National FFA Agriscience Fair provides middle and high school students the opportunity to achieve local, state and national recognition for their accomplishments in agriscience.

This program also gives students a chance to demonstrate and display agriscience projects that are extensions of their agriscience courses.

### Selecting a topic and developing a project

When selecting an agriscience research topic, consider the ongoing SAE as a good place in which to begin. Quality experimental SAE projects/activities are well suited for all students and can be easily incorporated into any SAE. Experimental SAE activities can provide valuable learning experiences for students with agriscience-related career goals (as well as those with other career interests).

### Developing a quality agriscience project includes and requires:

- Focusing on an important agricultural issue, question or principle.
- Specific research objectives.
- Using a number of steps.
- Following a scientific process to collect and analyze data.
- Student commitment to a moderate or substantial amount of time.
- Teacher supervision.



#### RESOURCE CONNECTION:

To learn more about the National FFA Agriscience Fair, visit <https://ffa.pub/AgriscienceFair>.



## PART THREE: Proficiencies



Once your supervised agricultural experience is up and running, what comes next? Through the National FFA Agricultural Proficiency Awards program, you have the opportunity to earn recognition and possibly even cash based on your SAE!

For the most up-to-date listing of proficiency areas offered, check out <https://ffa.pub/Proficiencies>. Review the current year's proficiency award descriptions and consider if your SAE qualifies in one of the areas. Not every SAE will qualify, but if yours does, start setting goals and taking pictures of your project to document your skills and growth. If your project doesn't qualify now, think about ways you could grow or branch your project to qualify.

### Proficiency Award Types

There are four types of proficiency applications: placement, entrepreneurship, combined and research. Placement proficiencies are for members who work for an individual or business (for pay or as a volunteer) for their SAE. Entrepreneurship proficiencies are for members who own and operate one or more agricultural production or agribusiness enterprises for their SAE. Combined proficiencies are for those who have both placement and entrepreneurship in their SAE. Research proficiencies are for members whose SAEs involve assisting with or conducting research.

Remember that not all SAE projects will qualify in a proficiency award area, and that's okay!

### SAE IDEAS

#### Agribusiness Systems Career Pathway

- Do public relations for a livestock show or youth agriculture group.
- Work on your FFA chapter's website.
- Start your own web development, graphic design or educational service company for agricultural businesses.
- Work at a local radio station preparing and broadcasting the morning farm report.
- Develop and sell unique sheep blankets.
- Work for a local livestock sale barn.
- Work at a feed mill, seed dealership, crop center or grain elevator.
- Put on educational workshops at the local zoo or farm.
- Design an app or program to manage breeding records.



#### RESOURCE CONNECTION:

Check out SAE examples in our SAE videos at <https://ffa.pub/SAEVideoLibrary>.



**RESOURCE CONNECTION:**  
National FFA also has a collection of SAE Idea Cards found at <https://ffa.pub/SAEIdeaCards>.



### Animal Systems Career Pathway

- Raise and sell lambs, pigs and/or beef cattle or work for a producer.
- Start a herd of dairy cattle or work on someone else's dairy farm.
- Work at a local pet shop.
- Buy and sell horses.
- Give horseback riding lessons.
- Run or work for a horse training business.
- Work at a veterinary clinic.
- Own or work for a business producing poultry for meat and/or eggs.
- Show birds and market them over the internet.
- Raise and sell dogs and other pets.
- Raise and sell rabbits for meat or as pets.
- Start a goat herd or work for a goat producer.
- Work for a bison producer.
- Manage the school aquaculture facility.
- Raise replacement dairy heifers.

### Biotechnology Systems Career Pathway

- Create a biodiesel-blend fuel from soybean oil.
- Train and travel with a bovine embryologist and assist with embryo transfers.
- Hybridize irises; breed broken color irises and variegated foliage irises.
- Sell feed supplements for show livestock.

### Environmental Service Systems Career Pathway

- Conduct a shoreline preservation, tree planting and habitat improvement project.
- Build shelters, install water sources and provide food plots to improve the habitat of deer, quail and turkeys.
- Work for an agronomy service taking and analyzing soil compaction tests and soil and plant samples.
- Work to conserve and preserve endangered sea turtles and their habitat.
- Work as an Earth Team volunteer for the Natural Resources Conservation Service to help people conserve, maintain and improve natural resources and the environment.

### Food Products and Processing Systems Career Pathway

- Work in a meat processing plant.
- Make lip gloss from soybean oil, aloe vera, witch hazel or beeswax and sell it at craft shows and online.
- Make jams and market them during county fairs.
- Process wild game meat during hunting season.



**TIP:** You can use proficiency award descriptions to help you with SAE project ideas. Check out the current year's list at <https://ffa.pub/Proficiencies>.

- Make new kinds of jerky, sausage and other meat products.
- Work as a quality-control assistant in a company overseeing production of canned fruit and jams.
- Work in the high school's meat lab and market; serve as the quality-control manager doing research.
- Work for a business helping produce and market mustard.

### Natural Resource Systems Career Pathway

- Improve and maintain wildlife habitat.
- Raise hybrid poplar trees.
- Offer forestry services such as chipping brush or tree and branch removal.
- Sell firewood.
- Work for a river expedition company.
- Work for a guest ranch.
- Raise chukars, pheasants and quail; sell eggs or the birds to place into local habitat areas.
- Guide tourists on horseback trips into wilderness areas.
- Start a whitetail deer breeding business.

### Plant Systems Career Pathway

- Grow and sell floating pond plants or work for a business that builds ponds and sells water garden plants.
- Work at a florist shop.
- Start a custom baling and hay hauling business.
- Cash-rent and crop-share part of a farm.
- Run a pick-your-own berry patch, orchard or garden.
- Raise crops such as cotton, wheat, fruit, vegetables, potatoes, silage, hay or barley.
- Raise peppermint and spearmint.
- Landscape an area around your home, growing all of the flowers used in landscaping designs.
- Own or work for a business mowing lawns and designing and installing landscaping.
- Work for a tree farm or nursery.
- Own or work for a greenhouse.
- Grow and market Easter lilies and poinsettias at the school greenhouse.



- Work for a golf course—mowing, reseeding, spraying weeds, helping with the water systems and landscaping.
- Own or work for a business selling produce at a farmers market.

### Power, Structural and Technical Systems Career Pathway

- Design and fabricate new agricultural equipment.
- Start a business of buying, selling, repairing and restoring antique lawn and garden tractors.
- Open a welding and repair shop.
- Work in a mechanic shop, fixing everything from tractors to small engines and irrigation engines.
- Help build livestock barns and livestock pens.
- Help add on to your home and do improvement projects to landscaping, patio or driveway.

# Star Awards



The National FFA Organization recognizes FFA members who rise to the top at each degree level. These members have gone above and beyond in their attitude, chapter involvement, community service and supervised agricultural experience. These “stars” are recognized at awards ceremonies and receive medals, plaques and sometimes cash!

## *Star Awards at the Chapter Level*

### **Star Greenhand**

Star Greenhand is given at the chapter level to the most active first-year member. This member has a strong supervised agricultural experience and demonstrates a high level of leadership.

### **Chapter Star Farmer**

Chapter Star Farmer goes to the chapter member who has earned the Chapter FFA Degree, has an outstanding ownership/ entrepreneurship SAE in production agriculture, and demonstrates the most involvement in all areas of the chapter’s activities.

### **Chapter Star in Agribusiness**

Chapter Star in Agribusiness goes to the chapter member who has earned the Chapter FFA Degree, has an outstanding nonproduction ownership/ entrepreneurship SAE in agriculture, and demonstrates the most involvement in all areas of the chapter’s activities.

### **Chapter Star in Agricultural Placement**

Chapter Star in Agricultural Placement goes to the chapter member who has earned the Chapter FFA Degree, has an outstanding placement SAE in agribusiness or production agriculture, and is actively involved in all areas of the chapter.



### **Chapter Star in Agriscience**

Chapter Star in Agriscience goes to a member who has earned the Chapter FFA Degree, has an outstanding agriscience research-based SAE, and is active in all areas of the chapter’s activities. The member’s SAE may be entrepreneurship, placement or combined.

## *Star Awards at the State Level*

### **State Star Farmer**

State Star Farmer is awarded at the state level to one FFA member with outstanding achievement in their production agriculture SAE and active participation in FFA. This member is selected from the top applicants for the State FFA Degree.



### State Star in Agribusiness

State Star in Agribusiness is awarded at the state level to one FFA member with outstanding achievement in their nonproduction agribusiness SAE and active participation in FFA. This member is selected from the top applicants for the State FFA Degree.

### State Star in Agricultural Placement

State Star in Agricultural Placement is awarded at the state level to one FFA member with an outstanding agricultural placement SAE and active participation in FFA. This member is selected from the top applicants for the State FFA Degree.

### State Star in Agriscience

State Star in Agriscience is awarded at the state level to one FFA member with an outstanding agriscience SAE and active participation in FFA. The member's SAE may be entrepreneurship, placement or combined. This member is selected from the top applicants for the State FFA Degree.

## *Star Awards at the National Level*

### American Star Farmer

American Star Farmer is considered the highest recognition in the nation for an aspiring young farmer. It is awarded to the FFA member with the top production agriculture SAE in the nation. The winner is recognized for the member's achievement in their career and leadership development. This FFA member is selected from four national finalists.

### American Star in Agribusiness

American Star in Agribusiness is considered the highest recognition in the nation for a member pursuing a career in agribusiness. It is awarded to the FFA member with the top nonproduction agribusiness SAE in the nation. The winner is recognized for the member's achievement in their career and leadership development. This FFA member is selected from four national finalists.

## American Star in Agricultural Placement

American Star in Agricultural Placement is considered the highest recognition in the nation for a member excelling in placement in the industry of agriculture. It is awarded to the FFA member with the top agricultural placement SAE in the nation. The winner is recognized for the member's achievement in their career and leadership development. This FFA member is selected from four national finalists.

## American Star in Agriscience

American Star in Agriscience is considered the highest recognition in the nation for a member involved in the field of agriscience. It is awarded to the FFA member with the top agriscience-based SAE in the nation. The winner is recognized for the member's achievement in their career and leadership development. This FFA member is selected from four national finalists.





## PART FOUR: Career and Leadership Development Events



<https://ffa.pub/CDE-LDE>

### WHAT IS A CDE/LDE?

Are you ready to prepare for career success? Whether you are shy or outgoing, artistic or analytical, or outdoorsy or prefer to stay indoors, a number of different career development events (CDEs) and leadership development events (LDEs) are available to ensure that at least one is right for you. Each of these events helps you learn skills to be successful in your future career.

Career and leadership development events build on what you learn in your agricultural education classes and FFA. They let you practice making decisions and experience both teamwork and competition. CDEs and LDEs provide opportunities to develop skills that you can use in your future career.

With some help from your advisor, an experienced chapter member or a community volunteer, you can truly let your talents shine in a CDE or an LDE—or better yet, you can develop skills you didn't even know you had. Some events are for teams while others are for individuals. No matter which type of event you decide to participate in, you will have to work hard and practice long because you are competing against other FFA members who, like you, are motivated to reach their highest potential. Plus, there's the opportunity to advance to higher competitions! Read on to investigate what each event entails.

**TIP:** Check out the rules your chapter, district/area/region, and state have for each event.

### Career Development Events

- Agricultural Communications
- Agricultural Sales
- Agricultural Technology and Mechanical Systems
- Agronomy
- Dairy Cattle Evaluation and Management
  - Dairy Cattle Handlers Activity
- Environmental and Natural Resources
- Farm and Agribusiness Management
- Floriculture
- Food Science and Technology
- Forestry
- Horse Evaluation
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation and Technology
- Milk Quality and Products
- Nursery/Landscape
- Poultry Evaluation
- Veterinary Science

### Leadership Development Events

- Agricultural Issues Forum
- Conduct of Chapter Meetings
- Creed Speaking
- Employment Skills
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Prepared Public Speaking

## CAREER DEVELOPMENT EVENTS

### Agricultural Communications



In this CDE, you and the members of your agricultural communications team represent graphic designers, web designers, news release and

news writers, and broadcasters. This team of “experts” has an opportunity to attend a press conference and put together a communications proposal and presentation to explain how you would publicize an event or issue.

### Agricultural Sales

Sales are the key to taking a product from the producer to the consumer while providing a profit to the producer. Like a team of sales professionals, your team is given a sales situation and a short amount of time to develop the necessary strategies to sell the product; then each team member conducts a sales call to a panel of judges.

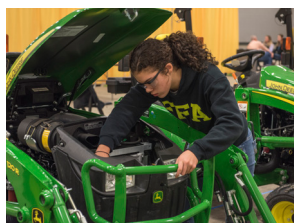


### Agricultural Technology and Mechanical Systems

If you are the fix-it person to whom friends and neighbors turn when their lawn mower, tractor, motorcycle, car or moped breaks down, then this CDE might be just the event for you. Through a team activity, hands-on problem-solving project, and a written

exam, you and your teammates are tested on your knowledge of a broad range of systems related to agricultural mechanics, from

machinery and equipment systems to environmental/natural resource systems.



### Agronomy

Agronomists are the crop doctors that producers rely on to help them produce high-yielding, healthy crops. Through this CDE, you and your teammates will be agronomists for a day. Given a scenario of an agronomy situation, your team will develop an oral presentation and a written plan that addresses the situation. Individual team members will determine crop quality and identify various weeds, crop plants, seeds and soils along with insects, plant diseases, nutrient deficiencies or disorders.



### Dairy Cattle Evaluation and Management

Whether you want to be a dairy farmer, herd manager or geneticist—or if you just like working with dairy cows—this CDE tests your

team’s knowledge of dairy cattle type, production records and herd management. Like a herd manager, you will be appraising



records, doing management exercises, and evaluating live dairy cattle and defending your decisions orally.

#### • Dairy Cattle Handlers Activity

If you enjoy showing dairy cattle, here is your opportunity to demonstrate your talent. This activity takes place as part of the Dairy Cattle and Evaluation event. It looks at your ability to control your animal and your poise, appearance and calmness. It also focuses on your competence in setting up your assigned animal, maintaining the animal in the most advantageous pose, effectively restraining but not exciting the animal, and moving the animal as the ringmaster suggests.



## Environmental and Natural Resources

Agriculturists are the guardians of many of our world's natural resources. Like forest rangers, geologists, marine biologists, ecologists or environmental researchers, you and your teammates are asked to develop written and oral presentations to solve a scenario that deals with an environmental or natural resource problem. These scenarios cover topics ranging from soils and water to ecosystems and waste management. Individually, you are asked to demonstrate your knowledge through a written exam and four of five practicums.



## Farm and Agribusiness Management



Today's successful agricultural operations are managed like the sophisticated businesses they are. Through this CDE,

you and your teammates solve a business problem and take a written test on business principles. During this event, your team is judged on your use of business management and economic principles, analysis of farm records and management resources, and consideration given to risk management practices.

## Floriculture

If you have ever thought of owning your own florist shop or managing a floral department—or if you just love to work with flowers—then the floriculture CDE is where you want to be. This event allows you and your teammates to work together on projects such as making floral decorations for an event, demonstrating the use of horticultural precuts or designing on location. Your creativity and design ability are tested when you are asked to complete



### PONDERING THOUGHT:

Which CDEs/LDEs sound interesting to you?

a flower arrangement on your own. This CDE stretches your problem-solving and decision-making skills as well as your knowledge of plant materials and customer service skills.

## Food Science and Technology

Just like a professional product development team, you and your teammates will be asked to evaluate a marketing scenario describing a need for a new or redesigned product; you will then develop or redesign this product. As a group, you will be evaluated on your understanding of the concepts of product formulation, package design, nutritional label development and implementation of quality control. Your individual customer service and quality-control abilities will be tested during the individual practicums.



## Forestry

It takes many skills to manage a forest or be involved in today's forestry industry. If you enjoy the outdoors and want to learn more about effectively managing a forest and its resources, this CDE is for you. You and your team are expected to recognize environmental and social factors affecting the management of forests, identify major species of trees that are of economic importance in the United States and internationally, identify hand tools and equipment and their uses, be able to recognize and understand approved silvicultural practices in the United States, be able to identify forest disorders and their causes, take forest inventory, utilize marketing management strategies and recognize safety practices in forest management.





## Horse Evaluation

Whether you consider yourself an avid horseman, a cowboy or you just love working with horses,

participating in this CDE gives you a new insight into equine. Your team is tested on everything from your ability to problem-solve industry scenarios dealing with nutrition, management, reproduction and marketing to identification of breeds, tack/equipment, feed and horse anatomy. You then become the judge and defend your decisions through oral reasons.

## Livestock Evaluation

The market and breeding quality of livestock determines their value to producers, packers and eventually consumers. Understanding what makes a good market or breeding beef, sheep, goat or swine is valuable knowledge for the decisions every livestock producer has to make. During livestock evaluation, you and your teammates will rank breeding and market classes of beef, sheep, goats and swine. And, as in other evaluation CDEs, you will give oral reasons to back up your decisions.



## Marketing Plan

Your team will work with an agricultural business that serves your local community to decide on a product or service for which you will develop a marketing plan. Like every



business owner, your team will perform all of the steps necessary to market this product or service, including developing a written marketing

plan, analyzing this plan, making a business proposition, setting up strategies and an action plan, projecting a budget and evaluating your progress. You will then present this plan to a panel of judges.

## Meats Evaluation and Technology

So what makes a good steak so mouthwatering? And what makes a good lamb chop or pork chop delicious? These questions will be answered as you delve into the science of meat. As you learn to compare carcasses, retail cuts and wholesale cuts of meat, you will learn to see meat through



the eyes of a USDA inspector. When you participate in this CDE, the meat counter will never again be a mystery to you!

## Milk Quality and Products

This event gives you and your teammates the opportunity to practice the skills necessary for quality control, milk marketing and management of disease impacting milk quality. You will also be put to the test in identifying cheese characteristics, real and artificial milk products and milk defects. You and your team will have the opportunity to judge the acceptability of raw milk and present the results to judges.



## Nursery/Landscape

Every time you see new construction or development, there is a new opportunity for your community's nursery and/or landscape centers and businesses. This CDE tests the knowledge that you and your team have about every angle of this industry—from

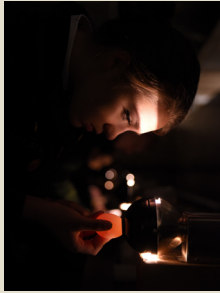


identifying plant materials, plant disorders, supplies and equipment to your ability to demonstrate best practices in design and construction.

You and your team will also have the opportunity to show off your skills in the hands-on problem-solving activity.

## Poultry Evaluation

Which came first, the chicken or the egg? Ask an FFA member participating in the poultry evaluation CDE.



These members select live meat-type chickens for broiler breeding, they evaluate and place live egg-type hens, and they rate the finished product by evaluating and grading ready-to-cook carcasses and parts of chickens and turkeys.

## Veterinary Science

Teams demonstrate technical competency with small and large animals by completing a written exam, critical-thinking scenario questions, identifications and hands-on practicums. This event allows participants to utilize high-level knowledge in math and science.



# LEADERSHIP DEVELOPMENT EVENTS

## Agricultural Issues Forum

Your community and the industry of agriculture need citizens with a voice. This LDE challenges you and your teammates to present a topic of local interest or concern.



Not only does your team get to be creative in putting together your presentation (costumes can be worn), but you also get firsthand

experience by making your presentation locally before you compete!

## Conduct of Chapter Meetings

In this event, seventh-, eighth- and ninth-grade FFA members are introduced to parliamentary procedure while learning how to conduct efficient meetings and build their communication skills. The event includes National FFA opening and closing ceremonies.



## Creed Speaking



"I believe in the future of agriculture, with a faith born not of words but of deeds..." If you believe in the future of agriculture and are a seventh-, eighth- or ninth-grade FFA member, then Creed speaking is a great way to spread the word. This LDE judges your

speaking ability as you recite the FFA Creed and answer questions related to it.

## Employment Skills

Being elected to a chapter office, receiving that first job offer, qualifying for a college scholarship ... what do these life-changing events have in

common? In most cases, they are the result of a good interview. The employment skills LDE evaluates you on all the steps

that make a good interview—filling out the job application, cover letter, resume and, of course, the interview and follow-up letter. What better way to get a leg up on your future than to become a star at interviews!





### Extemporaneous Public Speaking

Can you think on your feet? Would you like to develop your ability to express yourself and what you are thinking at a moment's notice?

Then extemporaneous public speaking is just the LDE for you. You are given 30 minutes to prepare a four- to six-minute speech covering one of 12 agriculture-related topics.

Judges evaluate your speaking ability, presentation, content and ability to answer questions pertaining to the topic you covered in your speech.



### Parliamentary Procedure

The parliamentary procedure LDE takes what FFA members do in chapter meetings to the next level. In this event, you are evaluated on your and your team's ability to conduct an orderly and efficient meeting using parliamentary procedure. You are also judged on your knowledge of parliamentary law



and your ability to present logical, realistic and convincing debate and motions. You and your team will also be able to apply group knowledge in the problem-solving portion of the event.

### Prepared Public Speaking

Be a voice for agriculture. Prepared public speaking allows you to select an agriculture-related topic that interests you, research that topic and then put together a creative, informative and



interesting speech. You get to use your voice and gestures to draw in your audience and use words to weave together and drive home the points you wish to make. Speakers are evaluated on their speech's content, composition and delivery.



#### RESOURCE CONNECTION:

Be sure to visit <https://ffa.pub/CDE-LDE> to see the latest information and rules for each national CDE and LDE.

## PART FIVE:

# Careers in Agriculture



According to the Food and Agriculture Organization of the United Nations (fao.org), one in six people are employed in agriculture worldwide. With nearly 60,000 job openings in agriculture each year in the United States (usda.gov), agriculture is the future!

Prepare for a career in agriculture or a related field—the more you learn, the more you can earn. Your agricultural education classes and FFA can help you determine the right career for you. You will learn about the over 300 careers in agriculture and begin to acquire the skills you need for a successful

and exciting career. The skills you gain today will put you ahead of the crowd when it comes time to look for a job. The industry of agriculture has tons of options for possible careers, but with that many to choose from, how do you narrow it down?



**FACT:** Agriculture is the nation's largest employer, with more than 23 million jobs in the industry according to the U.S. Department of Labor.

## PART SIX:

# Career-Based Resources



**TIP:** Use AgExplorer to discover more about the different careers in agriculture.

### FFA RESUME GENERATOR

The FFA Resume Generator is your tool for saying “good-bye” to guesswork and writer’s block and “hello” to success when creating your resume by focusing on your strengths, describing your experiences and developing a polished resume. It will walk you through the process of creating a resume so you no longer have to worry if you are including the right things or if you are formatting your resume correctly. Your information is saved so that updating your resume is a breeze, and you can generate your resume in several different file types.



**RESOURCE CONNECTION:**  
The FFA Resume Generator is available at <https://ffa.pub/ResumeGenerator>.



National FFA and AgCareers.com joined forces to create a robust, comprehensive career resource to help you explore the broad range of agricultural careers. The industry of agriculture can open up a world of possibilities, and the demand for professionals in every agricultural area is high. AgExplorer lets you learn more about which career may be right for you by watching videos, participating in virtual field trips, exploring over 300 unique career profile pages and completing the interactive “My Career Quiz” to see which careers match your interests.

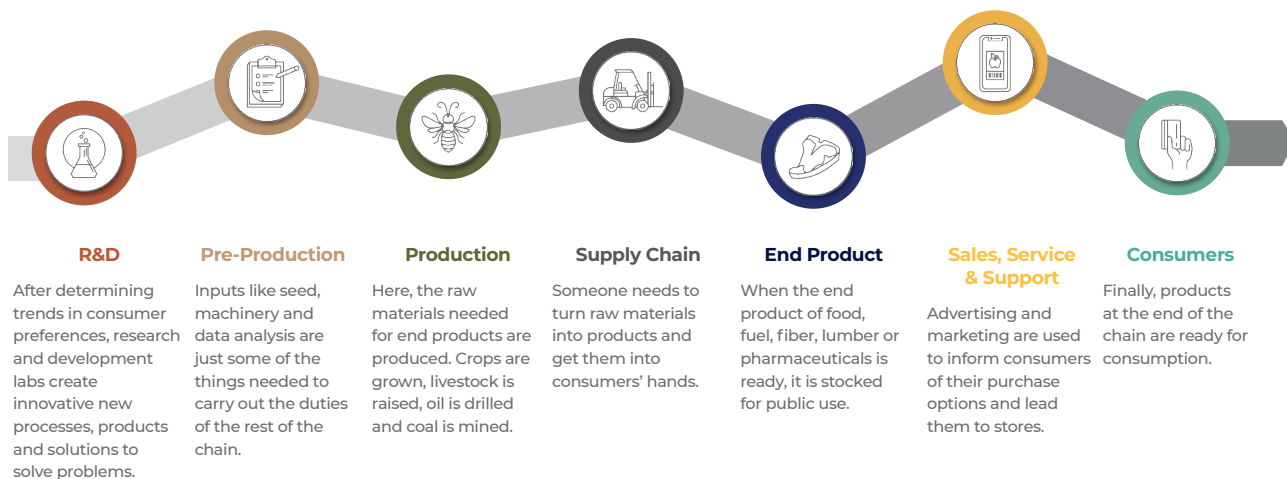


**RESOURCE CONNECTION:**  
Be sure to check it out at <https://agexplorer.ffa.org/>.





## AGRICULTURE, FOOD AND NATURAL RESOURCES (AFNR) VALUE CHAIN



No matter where you live, everyone needs the basics to survive: food, water and shelter. But where do these items come from? How do the items you use every day make it to you? Do they just come from the store? The Agriculture, Food and Natural Resources Value Chain represents the process, from start to finish, of how the items in our lives make their way to us—from the research needed to develop a product to you as the consumer purchasing the product. Knowing that the things we use do not just magically appear at the store is important to understanding the numerous careers, innovations, technology, and materials needed to meet our needs.



<https://ffa.pub/AFNRValueChain>



**FOREVER BLUE NETWORK**

**FFA**

The National FFA Organization launched its own networking platform, The Forever Blue Network, which provides high school junior and senior FFA members, alumni and supporters exclusive access to events, groups, mentors, and jobs opportunities. The network is available as an app and at <https://foreverbluenetwork.org/>.



PART SEVEN:

# Global/International Connections



**PONDERING THOUGHT:** FFA has a lot of opportunities to experience. As you get involved, how could you impact your school, city, state, nation and the world?

Our world is growing. With an estimated world population of 9 billion people by the year 2050 and an emerging middle class with more income available for food purchases, American farmers must produce more food on less land than at any point in human history.

As the future leaders of agriculture and of this country, we must be attentive to the supply and demand of the global marketplace.

### Are you looking to broaden your horizons?

Pack your bags with these ideas:

- Start a International Agricultural Development SAE using the SAE Kit found at <https://saeforall.org/student-resources/>.
- Explore group travel seminars offered by your school district, FFA chapter or similar youth organization.
- Consider participating in a mission trip.
- Begin a chapter-to-chapter exchange program with FFA members in another state.
- Attend conferences or seminars with an international focus.

- Attend the National FFA Convention & Expo and connect with an agribusiness that has a global presence.

**Looking to stay local?** You need not travel to comprehend the worldwide nature of our industry. Here are some ways to stay sharp without leaving home:

- Take part in the World Food Prize Global Youth Institute. Find your state's event at [https://www.worldfoodprize.org/en/youth\\_programs/youth\\_institutes/](https://www.worldfoodprize.org/en/youth_programs/youth_institutes/).
- Identify a country of interest and learn what agriculture looks like on (and in) their soil. For an added bonus, create a Google alert for agriculture in that country.
- Interview or job shadow a professional who works to produce food, fuel or fiber across the globe.
- FFA isn't strictly an American concept. Search the web for "Future Farmers of Japan," "Future Farmers of Thailand" and "Future Farmers of Korea." How are these organizations similar to FFA?
- Google the term "cultural values" and learn how culture affects daily life.
- Visit the ethnic foods aisle at your local grocery store. Pick up some ingredients and try your hand at an authentically foreign dish.

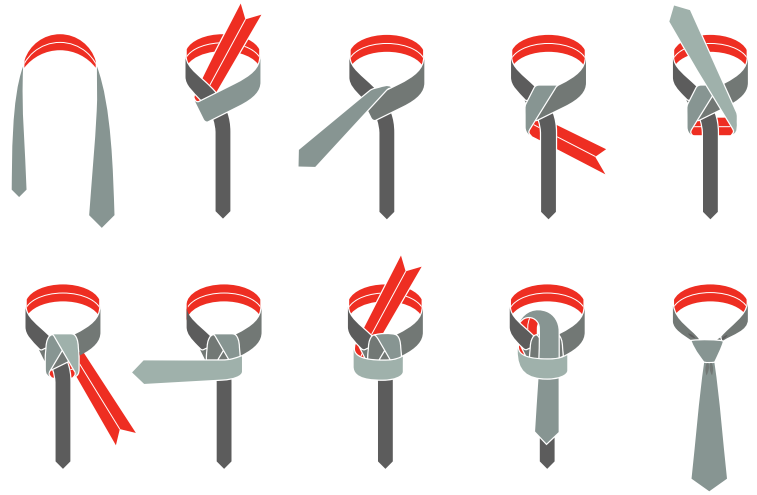


*Section 5*  
**APPENDIX**

# How to Tie a Tie

## WINDSOR KNOT

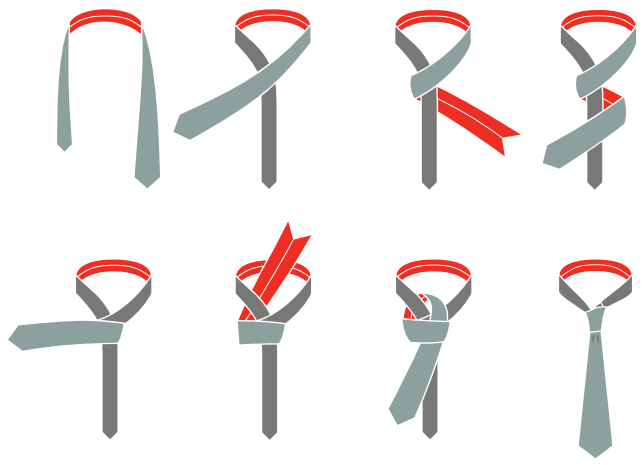
- Start with wide end of the tie on your right and extending a foot below narrow end.
- Cross wide end over narrow and bring up through loop.
- Bring wide end down, around and behind narrow, and up on your right.
- Then pull down through loop and around across narrow.
- Turn and pass up through loop.
- Complete by slipping down through the knot in front. Tighten and draw up snug at collar.



**TIP:** As they say, practice makes perfect.

## THE FOUR-IN-HAND KNOT

- Start with wide end of the tie on your right and extending a foot below narrow end.
- Cross wide end over narrow, and back underneath.
- Continue around, passing wide end across front of narrow once more.
- Pass wide end up through loop.
- Holding front of knot loose with index finger, pass wide end down through loop in front.
- Remove finger and tighten knot carefully.
- Draw up tight to collar by holding narrow end and sliding knot up snug.



# Chapter Social Media Tips

Have you ever wondered why the National FFA Organization is active on Facebook, Twitter, Instagram and other social media? The answer is simple: FFA wants to communicate with its membership, and social media is a great outlet because many FFA members use social media frequently. When posting, remember your FFA voice, a positive, respectful and inspirational tone. If individuals comment on your posts with unkind words, resist the urge to argue with negative comments. Social media is more accessible than ever. You can access it from home, school and work. Your social commentary is not only a direct reflection of you personally, but also the FFA brand. Once it's on the Internet, it's there forever.



Here are some of our social media tips that might be useful to you as well.

## Engage in the Conversation

Social media is set up for users to converse with each other, not at each other. Start conversations by asking for users' feedback within your posts. Use open-ended posts such as "Thanks to everyone who helped make our chapter event a success! How did

the event help you become a better leader? Share your thoughts as a comment below." Make sure you check back and reply to comments in a positive and timely manner.

## Help Guide the Posts

Worried that the only posts will be about the free pizza you gave out at your event? Your social media conversation can be much more impactful if users are prompted to comment on meaningful topics. During your events, encourage users to post pictures and videos.

## Update Often—but Not Too Often

We know that your chapter has tons of exciting news to share with the world, but

### RESOURCE CONNECTION:

Follow us on Facebook and Instagram @NationalFFA.



that doesn't mean you have to share it all at once! For sites like Instagram, it's a good idea to stick to just two to three updates a day and to space them out over time. Instead of sending three updates in one hour, for example, try sending one update in the morning, one in the afternoon and one in the evening.

Twitter's platform allows for more frequent updating, but you should still try to limit your tweets to four or five per day from a chapter account—and again, space them out. One tweet every two hours is a good rule of thumb.

### Watch Your Tone

Writing on social networks is a little different than writing an essay. It's okay to be a little less formal and more conversational, but you'll still want to pay attention to your grammar and spelling and avoid using too much slang. Make sure your message can be easily understood by all audiences, including your fellow members, parents, potential future employers, and community business leaders. All of these people can and will follow you on your social networks.

Also, keep it positive. Your chapter's social networking site is not the best place to complain about how unfair it is that your chapter lost the state livestock judging competition, etc. Remember, once you've commented on a social networking site, it can be difficult, if not impossible, to retract.

### Customize Your Hashtag

During any National FFA event, you'll see posts tagged across our social media feeds with tags such as #WeAreFFA, #GoFFA, #LivingToServe and #SpeakAg. While you're welcome and encouraged to use National FFA hashtags during your events, it's also a good idea to carve out your own space on social media. If you're hosting a classroom event at Anywhere High School, consider using #WeAreAnywhereFFA. If your event occurs at the Arizona FFA Convention, try out #WeAreAzFFA. Let your guests know about your personalized hashtag using signage and informative posts, and watch the social media conversation unfold.

**TIP:** Follow FFA on social media to stay up-to-date about news and upcoming events.

### Enlist a Team for Promotion

Building a social media buzz about your event doesn't have to be a one-person show. For example, if you want to spread a Instagram post about the date, time and prizes at your event, merely posting it to your personal page probably won't result in your message going viral. On the other hand, if you enlist the help of student leaders in your school, chapter or state (e.g., state officers), you can ensure greater influence and ownership of the event. Encourage the enlisted student leaders to post during high-traffic times (for example, right after school) to reach the most people. Finally, consider "branding" the team of promoters by suggesting that they change their profile pictures to the FFA emblem during the week of your event.

## BANK OF HELPFUL ACRONYMS

|             |                                     |
|-------------|-------------------------------------|
| <b>CDE</b>  | Career Development Event            |
| <b>FFA</b>  | Future Farmers of America           |
| <b>LDE</b>  | Leadership Development Event        |
| <b>NCF</b>  | New Century Farmer                  |
| <b>NFA</b>  | New Farmers of America              |
| <b>PALS</b> | Partners in Active Learning Support |
| <b>POA</b>  | Program of Activities               |
| <b>SAE</b>  | Supervised Agricultural Experience  |
| <b>WLC</b>  | Washington Leadership Conference    |



# FFA



## THE FFA VISION

Growing the next generation of leaders who will change the world.

## 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 AGRICULTURAL EDUCATION MISSION

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 association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

## NATIONAL FFA ORGANIZATION

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.

Electronic text files to prepare materials for the visually impaired can be obtained by contacting an educational resource specialist with the National FFA Organization at 317-802-6060.

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