



From Overwhelmed to Empowered

Using National FFA Educator Resources to Build Engaging, Ready-to-Teach Lessons

Who are we?

National Teacher Ambassadors for FFA

- 25-26 Ambassadors from Ohio
 - Jeremy Ryan - West Muskingum
 - Caleb Hickman - Utica
 - Lori Romi - Ridgemont
- 26-27 Ambassadors from Ohio
 - Jeremy Ryan - West Muskingum
 - Caleb Hickman - Utica
 - Lori Romi - Ridgemont
 - Logan Heiby - Spencerville
 - Kayla Bowens - Taeys Valley

**On this cow scale, how do
you feel today?**



CHAOS!!!

We've all had these days...



We have all had these days...

I asked AI to write real scenarios for why an Ag teacher wasn't ready on a Monday morning and it said this:

School & FFA Responsibilities

- Chaperoning an FFA event, contest, camp, or convention over the weekend.
- Supervising students at livestock shows, fairs, or exhibitions.
- Attending professional development, conferences, or workshops.
- Preparing teams for upcoming CDEs
- Responding to student or parent concerns that arose outside of school hours.

Agricultural Program Responsibilities

- Caring for school livestock, greenhouse crops, land labs, or agricultural facilities.
- Managing SAE visits and checking on student projects.
- Addressing equipment breakdowns or facility issues that required immediate attention.
- Coordinating with industry partners, advisory committee members, or community supporters.

Family & Personal Commitments

- Spending time with family after a particularly busy week.
- Attending children's activities, sporting events, or family gatherings.
- Caring for a sick family member.
- Handling unexpected household emergencies (vehicle problems, home repairs, etc.).
- Taking time to rest and recharge to prevent burnout.

Unexpected Circumstances

- Technology issues that prevented work from being completed remotely.
- Internet outages or power interruptions.
- Illness or fatigue after a demanding week of teaching and extracurricular activities.
- Last-minute changes to school schedules, events, or curriculum plans.
- Weather-related disruptions affecting travel, farm work, or event schedules.

The Most Honest Reason

Sometimes the reason is simply that agricultural education is a profession with far more responsibilities than can reasonably fit into a standard workweek. Between classroom instruction, FFA activities, SAE supervision, facility management, community engagement, and personal responsibilities, some tasks occasionally have to wait until Monday morning.

So how can Educator Resources help?

- Continuously updated content
- Pre-created lesson plans, sub plans, CDE resources, SAE resources, etc.
- Easy as using a search bar



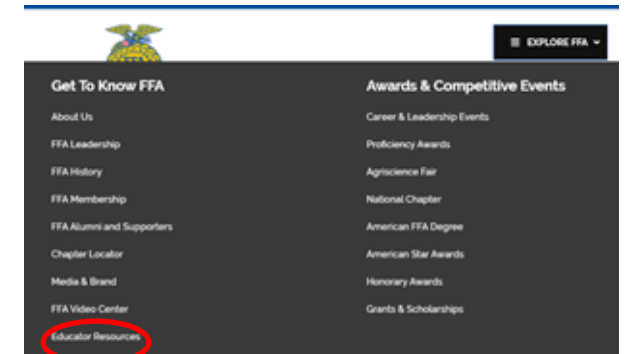
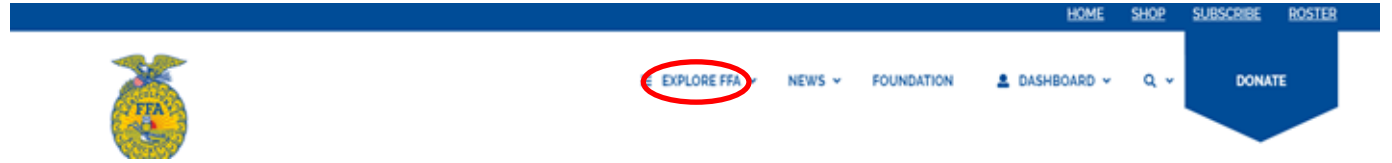
Accessing Resources

1. Go to FFA.org.
2. Click on Explore FFA in the top toolbar.



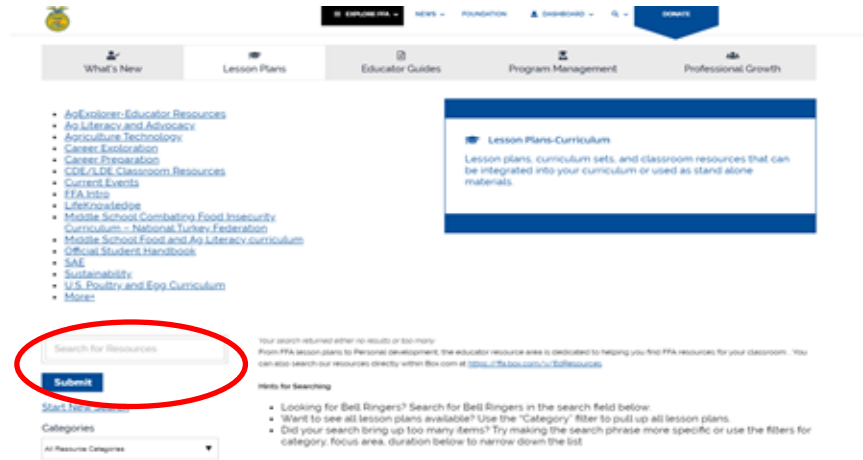
SCAN ME

3. Select Educator Resources in the left column.



4. Use the search bar on the Educator Resources page to look up the resource or topic you are interested in.

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5. Click on the Word document, PDF or folder icon associated with the resource you are interested in viewing.

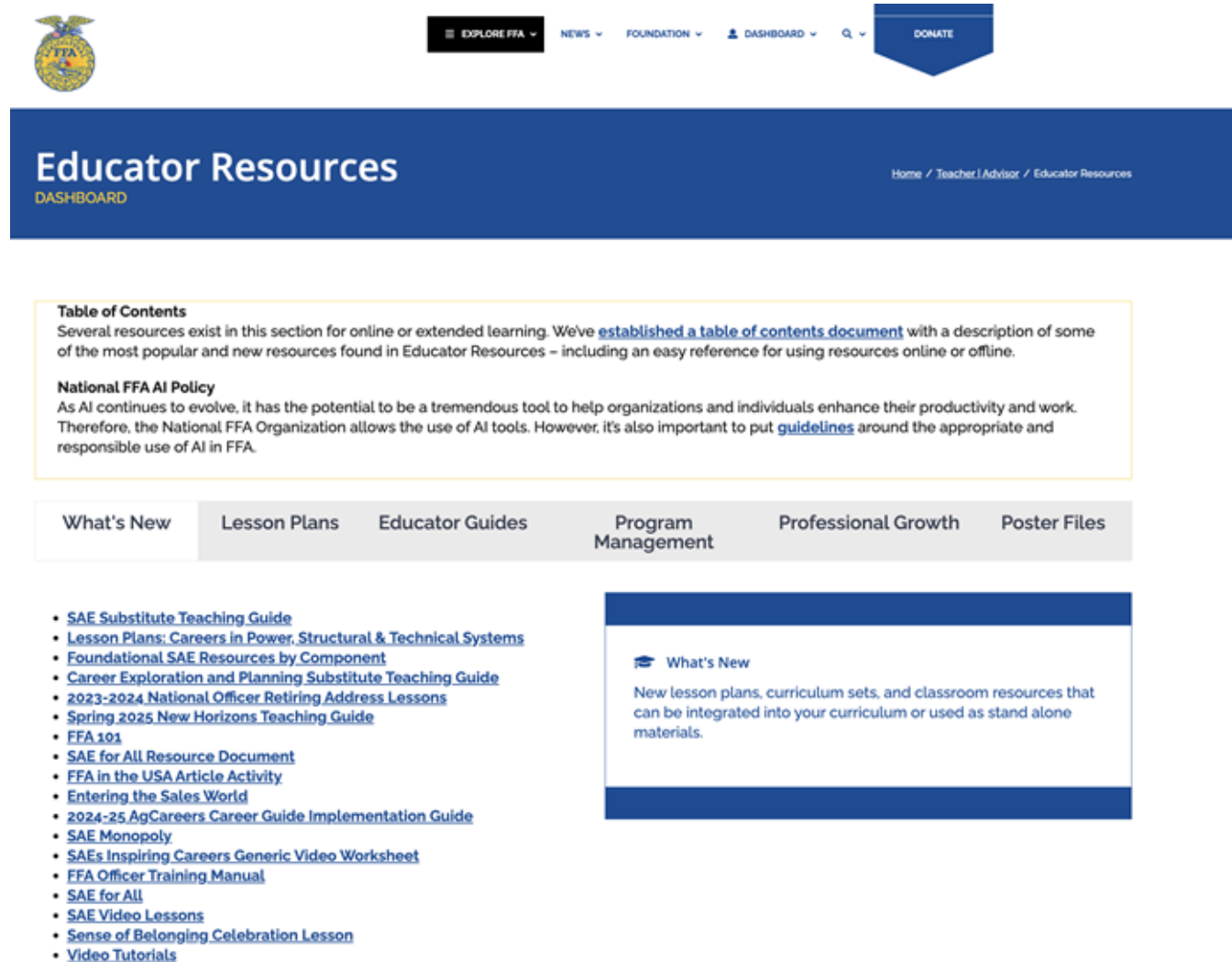
6. This will re-direct you to Box (where documents are housed).

7. To view a document, just click on it to view. If you would like to download the document, select download in the top right corner.

National FFA Educator Resources 101

Website for resources:
<https://www.ffa.org/my-toolbox/instructor/educator-resources/>

QR Code:



The screenshot shows the National FFA Educator Resources dashboard. At the top is the FFA logo and a navigation bar with links: EXPLORE FFA, NEWS, FOUNDATION, DASHBOARD, and DONATE. Below the navigation bar is a blue header with the text "Educator Resources" and "DASHBOARD". To the right of the header is a breadcrumb trail: Home / Teacher | Advisor / Educator Resources. The main content area is divided into two columns. The left column contains a "Table of Contents" section with a description of the resources and a link to a "table of contents document". Below this is a "National FFA AI Policy" section with a description of the policy and a link to "guidelines". The right column contains a "What's New" section with a list of resources, including "SAE Substitute Teaching Guide", "Lesson Plans: Careers in Power, Structural & Technical Systems", "Foundational SAE Resources by Component", "Career Exploration and Planning Substitute Teaching Guide", "2023-2024 National Officer Retiring Address Lessons", "Spring 2025 New Horizons Teaching Guide", "FFA 101", "SAE for All Resource Document", "FFA in the USA Article Activity", "Entering the Sales World", "2024-25 AgCareers Career Guide Implementation Guide", "SAE Monopoly", "SAEs Inspiring Careers Generic Video Worksheet", "FFA Officer Training Manual", "SAE for All", "SAE Video Lessons", "Sense of Belonging Celebration Lesson", and "Video Tutorials".

Educator Resources
DASHBOARD

Home / Teacher | Advisor / Educator Resources

Table of Contents
Several resources exist in this section for online or extended learning. We've [established a table of contents document](#) with a description of some of the most popular and new resources found in Educator Resources – including an easy reference for using resources online or offline.

National FFA AI Policy
As AI continues to evolve, it has the potential to be a tremendous tool to help organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. However, it's also important to put [guidelines](#) around the appropriate and responsible use of AI in FFA.

What's New Lesson Plans Educator Guides Program Management Professional Growth Poster Files

- [SAE Substitute Teaching Guide](#)
- [Lesson Plans: Careers in Power, Structural & Technical Systems](#)
- [Foundational SAE Resources by Component](#)
- [Career Exploration and Planning Substitute Teaching Guide](#)
- [2023-2024 National Officer Retiring Address Lessons](#)
- [Spring 2025 New Horizons Teaching Guide](#)
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- [SAE Monopoly](#)
- [SAEs Inspiring Careers Generic Video Worksheet](#)
- [FFA Officer Training Manual](#)
- [SAE for All](#)
- [SAE Video Lessons](#)
- [Sense of Belonging Celebration Lesson](#)
- [Video Tutorials](#)

What's New
New lesson plans, curriculum sets, and classroom resources that can be integrated into your curriculum or used as stand alone materials.

A year full of opportunities...

Summer - [Officer Training Guide](#)

August/September - [CDE Marketing Flyers](#)

August/September - [CDE/LDE Resources](#)

Fall - [SAE Resources](#)

October - [National Convention Implementation Guide](#)

January - [Chapter Level Degree Applications](#)

February - [National FFA Week Implementation Guide](#)

March - [Officer Selection Resources](#)

Spring - [Degree Ceremony/Banquet Program Guide](#)

All the time - [Substitute Teaching Guides](#)

[Virtual Field Trips](#)

[New Horizons Teaching Guides](#)



Think about a scenario, then pick a class...

Link to Google Doc worksheet:

You will need to make a copy before editing.



Let's explore...

Take a few minutes and dig around in Educator Resources that you think could work for a chaos day lesson.



Did he really just ask me to share?



When you are done...

[Google Form](#): Submit your lesson plan here or at QR code.

- Options for picture uploads or a shared google link.

[Shared Folder of Lessons](#): Access to all lesson plans submitted.





Questions?



SAE Resources

SAE

NAME	UPDATED ↓	SIZE
 SAE Video Student Activity Sheets	Feb 13, 2025 by Pastir, Breanna	121 Files
 SAE Video Lesson Plans	Feb 11, 2025 by Pastir, Breanna	183 Files
 SAE Monopoly	Jan 17, 2025 by Pastir, Breanna	8 Files
 SAEs Inspiring Careers Generic Video Worksheet	Nov 11, 2024 by Pastir, Breanna	4 Files
 SAE Videos	Oct 20, 2022 by Someone	86 Files
 Generic SAE Video Activity Sheet.docx	Mar 15, 2019 by McGrady, Megan	6 MB
 SAEs-Start Small Grow Big.docx	Aug 7, 2018 by Someone	4.1 MB
 SAE-What Should I Do.docx	Aug 7, 2018 by Someone	4.1 MB
 SAE-What Should I Do.pdf	Aug 7, 2018 by Someone	537.1 KB
 SAEs-Start Small Grow Big.pdf	Aug 7, 2018 by Someone	555.2 KB
 SAE Planning.pdf	Aug 7, 2018 by Someone	824.5 KB
 SAE Planning.docx	Aug 7, 2018 by Someone	4.2 MB

SAE Implementation Using National FFA Resources



EMIS



Work Based Learning



SAE



AET



Success!

FFA/CDE Resources

3. Program Management

NAME	UPDATED ↓	SIZE
 FFA	Jan 7, 2025 by White, Emoni	157 Files
 Ceremonies	Jul 12, 2023 by Someone	58 Files
 CDE-LDE Posters	May 13, 2020 by Someone	26 Files
 Local Program Success Guide	Aug 9, 2018 by Someone	42 Files
 Total Program	Jul 11, 2018 by Someone	2 Files
 Educational Standards Alignment	Jun 28, 2018 by Someone	29 Files
 Forever Blue Network for Teachers.pdf	May 13, 2020 by Someone	665.5 KB
 Agriculture Teacher's Manual.pdf	Jul 11, 2018 by Someone	584.8 KB

Enneagram Personality Test ★

Take the Enneagram test found here: <https://www.truity.com/test/enneagram-personality-test>.

*Note: the full report is not free, but you can find out your type without the full report and descriptions of the types are included on the next page.

My Enneagram Type:

Type 1

Teammates who are this type:

Type 2

Teammates who are this type:

Type 3

Teammates who are this type:

Type 4

Teammates who are this type:

Type 5

Teammates who are this type:

Type 6

Teammates who are this type:

Type 7

Teammates who are this type:

Type 8

Teammates who are this type:

Information About Each Type

Enneagram Type 1

1. I really beat myself up over my mistakes.
2. I have trouble relaxing — there's too much to do!
3. I hate when someone has 11 items in the fast check-out lane.
4. Details, details, details! Details are super important.
5. I am accountable. I never ditch out on my responsibilities.
6. I'm going to leave the world better than I found it.
7. I am an excellent budgeter. I write one often.
8. Things are either right or wrong.
9. I notice little things, like crooked items on a wall.
10. I worry all the time.

Enneagram Type 2

1. I am a good listener and remember details people tell me.
2. I like people in power.
3. People love to tell me things, even people I don't know that well!
4. I like to be acknowledged for my accomplishments.
5. I love to give gifts but really stink at receiving gifts.
6. I care a lot about what others think of me.
7. Everyone asks me for help.
8. I HATE movies where people suffer.
9. I really hope people forgive me for my mistakes.
10. I am known for bringing treats to my loved ones.

CDE STUDY MATERIALS

Topic 5: The Balance Sheet

Sub Topics

1. Definition and purpose

Web Resources

Ag Risk and Farm Management Library – CFFM - Developing your Financial Statements and Measures – *Select* “Developing your Balance Sheet” (video) <https://taatrain.cffm.umn.edu/DYFSAM/Default.aspx?SectionID=173>
Interpreting Financial Statements and Measures (Workshop Series) – Balance Sheets <http://ifsam.cffm.umn.edu/>
University of Minnesota Center for Farm Financial Management
Balance Sheet Instructions https://www.cffm.umn.edu/wp-content/uploads/2019/02/Balance_Sheet_Instructions_Ag.pdf
Oklahoma State University - Developing a Balance Sheet <http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-1805/AGEC-752web2013.pdf>
Kansas State University – AgManager Info – Balance Sheet: A Financial Management Tool <https://www.agmanager.info/farm-management-guides-0/balance-sheet-financial-management-tool>
University of Minnesota Extension – Balance Sheet <https://extension.umn.edu/farm-finance/balance-sheet>

Other Resources

Farm Management / Ronald D. Kay, William M. Edwards, Patricia A. Duffy, 7th Edition, 2012 – Chapter 4, page 58-59
Economics of Farm Management in a Global Setting / Kent D. Olson, 2011, Chapter 12

2. Asset valuation

Web Resources

Ag Risk and Farm Management Library – CFFM - Developing your Financial Statements and Measures – *Select* “Developing your Balance Sheet” (video) <https://taatrain.cffm.umn.edu/DYFSAM/Default.aspx?SectionID=173>
Interpreting Financial Statements and Measures (Workshop Series) – Balance Sheets <http://ifsam.cffm.umn.edu/>
Oklahoma State University - Developing a Balance Sheet <http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-1805/AGEC-752web2013.pdf>
Iowa State Ag Decision Maker - Whole Farm Financial Statements – Your Net Worth Statement <http://www.extension.iastate.edu/agdm/wholefarm/html/c3-20.html>

Other Resources

Farm Management / Ronald D. Kay, William M. Edwards, Patricia A. Duffy, 7th Edition, 2012 – Chapter 4, page 62-64
Economics of Farm Management in a Global Setting / Kent D. Olson, 2011, Chapter 12

3. Current assets

Web Resources

Ag Risk and Farm Management Library – CFFM - Developing your Financial Statements and Measures – *Select* “Developing your Balance Sheet” (video)

OFFICER RETREATS

SUPPLEMENT WITH AI

Classroom/Laboratory Resources



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What's New

Lesson Plans

Educator Guides

Program
Management

Professional Growth

Poster Files

- [AgExplorer-Educator Resources](#)
- [Ag Literacy and Advocacy](#)
- [Agriculture Technology](#)
- [Career Exploration](#)
- [Career Preparation](#)
- [CDE/LDE Classroom Resources](#)
- [Current Events](#)
- [FFA Intro](#)
- [FFA Values Lesson Series](#)
- [Keynote & Retiring Address Lessons](#)
- [LifeKnowledge](#)
- [Middle School Combating Food Insecurity Curriculum – National Turkey Federation](#)
- [Middle School Food and Ag Literacy curriculum](#)
- [Official Student Handbook](#)
- [SAE](#)
- [Sustainability](#)
- [U.S. Poultry and Egg Curriculum](#)
- [More*](#)

Lesson Plans-Curriculum

Lesson plans, curriculum sets, and classroom resources that can be integrated into your curriculum or used as stand alone materials.

Potential For Subplans



Substitute Teacher Plan

Class Name: _____

Class Period(s): _____

Daily Plans	
Directions	Handouts/Materials
Day 1: [insert date here] <i>*Please hand out the Daily Activity Sheet to students and have them complete their bell ringer; they will keep these sheets and fill them out over the next three days.</i> <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) • Draw a picture of yourself in your future career and list one goal you have to help you get there. <u>Daily Activity Directions:</u> 1. Tell the class: <i>Over the next three days, we'll be exploring SAEs and the impact they can have on your future. Today, we'll start with a video of an industry professional discussing the impact that their SAE had on them.</i> 2. Hand out the "SAEs Inspiring Career Video Activity" student activity sheet. Students will choose a video to watch and complete the entire student activity sheet. <u>Exit Ticket:</u> (Students will answer the following prompt on their Daily Activity Sheets.) • How can an SAE you have in high school impact you in the future? <u>Students who finish early may:</u> • [Insert options here.] <u>Additional Notes and Instructions:</u> • [Insert any additional notes for substitute here.]	1. Daily Activity Sheet 2. SAEs Inspiring Careers Video Student Activity Sheet 3. Student devices with internet access
Directions	Handouts/Materials
Day 2: [insert date here] <u>Bell Ringer:</u> (Students will answer the following prompt on their Daily Activity Sheets.) • What career do you want to have in the future and why? <u>Daily Activity Directions:</u> 1. Tell the class: <i>Today, we're going learn about SAEs that students, just like you, have that help set them up for success in their futures. You will be choosing one SAE video that interests you to learn more about.</i>	1. SAE Video Student Activity Sheet 2. Student devices with internet access

FFA in the USA Article Activity

- How do I plan for a substitute while I am away for longer trips?
- Literacy - Why it Matters!
 - Science of Reading
 - OTES - Data Collection



SCAN ME



Lesson Plan

FFA in the USA Article Activity

Created: 11/2024 by the National FFA Organization

Description of Lesson: This is a general activity to be used with any of the FFA in the USA articles.

Student Learning Objectives:

After completing these activities, students will ...

1. Analyze an FFA in the USA article.
2. Determine the required elements for an article.
3. Write an article advocating for agriculture or FFA in their local community.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 50 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: FFA in the USA (2024), [FFA.org/ffa-in-the-usa/](https://www.ffa.org/ffa-in-the-usa/)

Equipment and Supplies Needed:

1. A copy of the "Advocate for Agriculture" worksheet for each student
2. Internet to access the FFA in the USA articles or have a handful of them printed off in advance

Vocabulary:

1. APA citation
2. Appeal
3. Advocacy
4. Jargon
5. Primary source

Cross-Curricular Connections:

English/Language Arts

- Students will write an article advocating for agriculture or FFA.
- Students will analyze an FFA in the USA article.

SAE and FFA Connections

1. Agricultural Communications CDE, [FFA.org/participate/cdes/ag-communications/](https://www.ffa.org/participate/cdes/ag-communications/)
2. Agricultural Communications and Education SAE Idea Cards, <https://ffa.box.com/s/x7e4v2qzxcwkleuqkun3mt042lmSnejx>
3. Agricultural Issues Forum LDE, [FFA.org/participate/cde-lde/agricultural-issues-forum/](https://www.ffa.org/participate/cde-lde/agricultural-issues-forum/)
4. FFA in the USA Reporters, [FFA.org/ffa-in-the-usa/](https://www.ffa.org/ffa-in-the-usa/)

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.



The Creation of the FFA Jacket

Created: 04/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify where FFA jackets are created and why.
2. Illustrate the path the jacket takes from start to finish.
3. Discover the impact global sourcing has on goods.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Track the FFA Jacket" worksheet for each student.
2. Article: "The FFA Jacket: A Global Effect" <https://www.ffa.org/the-feed/the-ffa-jacket-a-global-effort/>

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. As a portion of a FFA unit.
2. As a portion of an FFA history lesson.
3. As a portion of a global agriculture lesson.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A. Action: Assume responsibility for life and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E. Awareness: Understanding where you are with regard to personal vision, mission, and goals.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration

Lesson Plan

Easily Implemented Lesson Plans

NAME: _____

Track the FFA Jacket

DIRECTIONS:

Read the article *The FFA Jacket: A Global Effect*. The direct URL is <https://www.ffa.org/the-feed/the-ffa-jacket-a-global-effort/>. Complete the questions below.

1. a. Identify, shade in and label where the cotton is woven and dyed in yellow on the map below:
b. Identify, shade in and label where the FFA Jackets are manufactured in blue on the map below:



© 2009 www.outline-world-map.com



2. Where are the names of states, chapters and FFA members embroidered?

3. Utilizing the maps below illustrate the entire process from start to finish.

Implementation Guides = More Student Ownership

2023 National FFA Week - Handed Guide to officers and turned them loose

2/19 Sunday: History of West Muskingum FFA

The West Muskingum FFA Chapter was started in the fall of 1968. At the time the District Superintendent was Mr. Eugene Murdock and the high school principal was Mr. Earl E. Bardall. The Board of Education was Mr. Edwin Bell, Mr. Robert Irvin, Mr. C.W. Smith, Mr. Ralph Morman, Mr. Ray Painter and Ms. Joyce Kennison, serving as clerk. They hired Mr. Larry Householder as the first vocational agriculture teacher at West Muskingum High School. During that school year Lloyd Feldner was elected to serve as the chapter president, serving the 22 members of the West Muskingum FFA Chapter. At the time of the signing of our FFA Charter with Ohio FFA, the State Advisor was Earl F. "Doc" Kanter and the State FFA President was Ron Friend. Since that time, the chapter has been served by 5 different Advisors. Larry Householder was the Vocational Ag Teacher and FFA Advisor from 1968-1973. Robert Daniels was the Vocational Ag Teacher and FFA Advisor from 1973-2009, Bill Reed was the Vocational Ag Teacher and FFA Advisor from 1979-1991, Drew Bender was the Agricultural Education Teacher and FFA Advisor from 2009-2011, and Jeremy Ryan had been the Agricultural Education Teacher and FFA Advisor since 2011. Since 1968 our chapter has had 79 students earn their State FFA Degree, 19 students earn their American FFA Degree, and presented 93 community individuals with the Honorary Chapter Degree for their support of our program, with more being added each year.

Chapter President's

1968-69 - Lloyd Feldner
1969-70 - Ernie Norris
1970-71 - Ron Iden
1971-72 - Ron Iden
1972-73 - Mike Brock
1973-74 - Mike Brock
1974-75 - Kelvin Kreager
1975-76 - Paul Kahler

National FFA Week on Social Media 2023

Directions:

Use the following template to create your social media plan for the week and get approval from the chapter advisor and school administration. Ideas and special events for each day are bulleted. Need examples? [Use these examples to guide your plan](#). Make sure to tag @NationalFFA and use #FFAWeek.

Sat. 18

- Post how your chapter will be celebrating #FFAWeek!

Sun. 19

- Share a photo and your SAE story! #SAESunday



Mon. 20

- Share what your chapter is doing to serve your community.

Tues. 21

- Connect with an FFA alumni who inspires you and tell them why. #FFAalumni

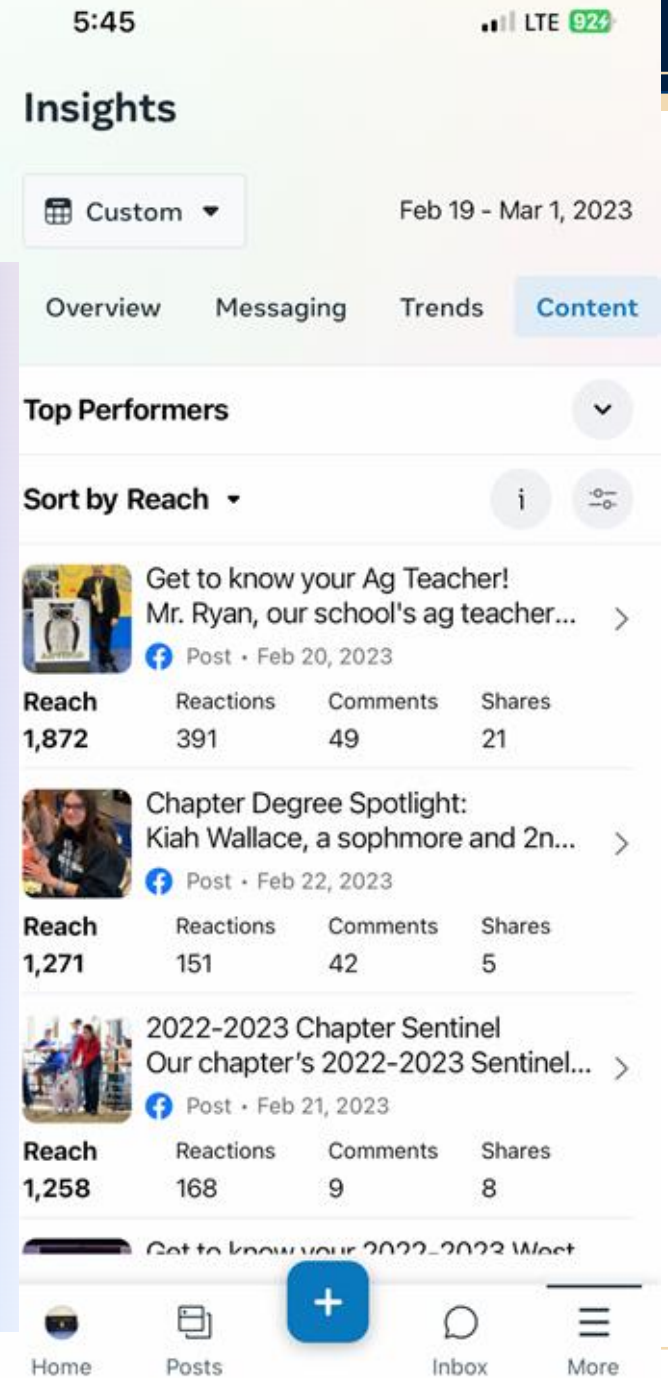


Wed. 22

- Share how an agriculture teacher or FFA advisor has impacted your life! #TeachAg



How did they do?



Other guides...

2025 National FFA Week Implementation Guide

This guide is a resource for agriculture educators, advisors, chapter FFA officers, state FFA officers, state FFA staff, alumni and supporters to assist in planning and executing an engaging National FFA Week experience for the FFA chapter, school and community.

AgCareers Food and Agriculture Career Guide Implementation Guide 2024-25

This implementation guide will accompany the AgCareers.com Food & Agriculture Career Guide, which will help guide students to career success by learning about tools and resources for career preparation.

Virtual National FFA Week Implementation Guide

This guide serves as a resource for agricultural educators, advisors, chapter FFA officers, state FFA officer, state FFA staff, alumni and supporters to assist in planning and executing an engaging Virtual National FFA Week experience for the FFA chapter, school and community.

2022 National FFA Week Implementation Guide

This guide is a resource for agriculture educators, advisors, chapter FFA officers, state FFA officers, state FFA staff, alumni and supporters to assist in planning and executing an engaging National FFA Week experience for the FFA chapter, school and community.

97th National FFA Convention Implementation Guide

96th National FFA Convention & Expo Implementation Guide

This implementation guide is a resource for advisors to pre-plan and engage all students and various chapter stakeholders during the 96th National FFA Convention & Expo. Guide includes engagement for attending the convention or participating in convention from a distance. There a plenty of student activity sheets.

National Convention Implementation Guide

Can be adapted for State Convention if your Admin require follow up.

95th National FFA Conv... ▾

File type ▾

People ▾

Last modified ▾

Folders

Name ↑

Alumni and Supp... ▮

Awards and Rec... ▮

Choice Board ▮

Exposition Hall ▮

Main Sessions ▮

Media ▮

Other Activities ▮

Planning ▮

Pre-Planning ▮

Reflection and P... ▮

Service ▮

Workshop Works... ▮

Files

PDF 95th National FF... ▮



2. Choose one word that represents your convention experience and create an acrostic poem using your chosen word.

Example:

L...equacious
A...wesome helper
U...nderstated vocal abilities
R...eally loves her family
Y...Best! she's climbing the bathroom walls!
N...ice to have around!

3. What is one thing from your convention experience that you can apply in your personal life and in school?

Personal

School

4. What was your most interesting discovery during this experience?