



2018-2019

Illinois Farm Bureau & Affiliates

Heritage Program

Applications Due March 8, 2019

Please note that this version of the application is for reference only. All applications must be completed in FluidReview and submitted online at ifb.fluidreview.com.

If you have any questions about the program, please contact:

Courtney Vitzthum, MSPR Program Specialist, Illinois Farm Bureau

cvitzthum@ifb.org | 309.557.3184

REFERENCE ONLY

Heritage Basic Information Form

Chapter Contact Information

Please provide the name and email address of the chapter's advisor(s).

Advisor 1 Name	<input type="text"/>
Advisor 1 Email Address	<input type="text"/>
Advisor 2 Name	<input type="text"/>
Advisor 2 Email Address	<input type="text"/>
School Name	<input type="text"/>
School Phone Number	<input type="text"/>

Chapter and School information

Section #	<input type="text"/>
Chapter Name	<input type="text"/>
County	<input type="text"/>
# of Students Enrolled in Agricultural Education	<input type="text"/>
# of FFA Members	<input type="text"/>
Program Start Date	<input type="text"/>
Program End Date	<input type="text"/>

Committee Members

Please list each member of your Heritage Committee (President, Chair, Secretary, Treasurer, etc.)

Title Name Year In School

List up to 8 committee members

I understand that in order to be eligible for awards, I must complete the Basic Information Form, Form I, Form II, and upload the completed Certification Form.

I understand

Heritage Form I

Form I - Eligibility Entry

To qualify for an award area, chapters must answer Yes to 7 out of the 10 questions in Section A, answer Yes to 4 of the 6 questions in Section B, answer Yes to 6 of the 8 questions in Section C, and earn at least 1 point in each of Section D, E and Section F.

A. Answer each question by selecting YES or NO.

To qualify for an award area, Chapters must answer Yes to 7 out of the 10 questions in Section A.

- | | Yes | No |
|--|-----------------------|-----------------------|
| 1. The chapter selected a chairperson and committee for its Heritage activities. | <input type="radio"/> | <input type="radio"/> |
| 2. The Heritage Program was presented to the members for adoption into the chapter program of activities. | <input type="radio"/> | <input type="radio"/> |
| 3. The Section President was informed of the chapter's intent to participate in the program. | <input type="radio"/> | <input type="radio"/> |
| 4. Speeches, panel discussions, and/or community programs were presented by the chapter relative to the Heritage program. | <input type="radio"/> | <input type="radio"/> |
| 5. The chapter utilized the Heritage Program Book, or the Youth Education Web site (www.youthed.org) to determine program ideas and a plan of action. | <input type="radio"/> | <input type="radio"/> |
| 6. A Heritage Program was included in the chapter's calendar of activities and presented to the school administration. | <input type="radio"/> | <input type="radio"/> |
| 7. The chapter has established and maintains a current file of Heritage information, including a copy of the Illinois and U.S. Constitutions. | <input type="radio"/> | <input type="radio"/> |
| 8. The Heritage Committee reports regularly to the chapter and conducted a mid-year evaluation of the program to re-examine priorities and goals. | <input type="radio"/> | <input type="radio"/> |
| 9. The chapter presented a Heritage Committee report to their school principal and/or administration. | <input type="radio"/> | <input type="radio"/> |
| 10. The chapter developed a budget to finance and conduct planned activities. (Outline of budget must be completed to receive a point.) | <input type="radio"/> | <input type="radio"/> |

Outline of Budget – Income

	Expense Description	Expense Amount
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

Outline of Budget – Expenses

	Expense Description	Expense Amount
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

B. Chapter members participated in the following activities that include Illinois Farm Bureau® & Heritage Learning Activities over the past year (12 months). These items may not be reported on Form II.

To qualify for an award area, chapters must answer Yes to 4 of the 6 questions in Section B.

	Yes	No
Participated in the Ag Legislative Day in Springfield	<input type="radio"/>	<input type="radio"/>
County Farm Bureau FFA Acquaintance Program	<input type="radio"/>	<input type="radio"/>
Illinois Farm Bureau & Affiliates Youth Conference or FFA BUILD Conference	<input type="radio"/>	<input type="radio"/>
Illinois Farm Bureau & Affiliates Heritage Award Tour	<input type="radio"/>	<input type="radio"/>
Attend a County or Illinois Farm Bureau sponsored event to gain knowledge/skills for the Heritage Program	<input type="radio"/>	<input type="radio"/>
One other Heritage-related learning activity (museum, tour, etc. - specify below)	<input type="radio"/>	<input type="radio"/>

Please specify here the one other Heritage-related learning activity.

C. Chapter Activities Conducted:

To qualify for an award area, chapters must answer Yes to 6 of the 8 questions in Section C

1. The chapter activities related to agricultural, community, state, national or FFA Heritage which includes the following:

a. Kept an up to date chapter scrapbook and displayed it for members and parents to see. b. Participated in a local festival, parade, or other community event or created a public display promoting Heritage. c. Have a National FFA Week Proclamation signed by mayor. d. Displayed chapter and individual member awards in the classroom/ag department. e. Toured historic sites while attending State or National FFA Convention. You must be able to say "Yes" to 4 out of 5 items in order to put "Yes" for this question.

- Yes
- No

2. The chapter conducted activities related to Patriotism which includes the following:

a. Presented the colors (flags) at a school or a non-school function. b. Chapter members recited or lead the Pledge of Allegiance in some public forum. c. Invited a State or Federal Elected Government Official to Chapter Banquet or other Chapter event. d. Provide refreshments at polling place. You must be able to say "Yes" to 3 out of the 4 items in order to put "Yes" for this question.

- Yes
- No

3. Chapter members were instructed on local issues.

- Yes
- No

4. Chapter members took action on a specific local issue.

- Yes
- No

5. Chapter members were instructed on agricultural state issues.

- Yes
- No

6. Chapter members took action on a specific state issue.

- Yes
- No

7. Chapter members were instructed on national agricultural issues.

- Yes
- No

8. Chapter members took action on a specific national agricultural issue.

- Yes
- No

Section C

D. How did the chapter and individual members benefit from the Chapter's Heritage Program?

Chapter must earn at least one point in this section in order to qualify for an award area.

E. How did the school and community benefit from the Chapter's Heritage Program?

Chapter must earn at least one point in this section in order to qualify for an award area.

F. Outline the media coverage for your entire Heritage Program. Include number of articles submitted, published, radio/television interviews conducted, Public Service Announcements conducted.

Chapter must earn at least one point in this section in order to qualify for an award area.

Heritage Award Application Form II

Form II - Section Entry

How to complete Form II: Chapters may not report on the specific starred (*) activities listed on Form I.

In the Heritage and Patriotism sections, type a description of the classroom or other instruction members received within each of the categories. Then report on maximum of 1 (one) activity that the chapter conducted applying the instruction that they received.

In the Government, Current Issues and Advocacy section of the application, describe the classroom or other instruction members received on local, state, and national issues, specify individual issues in the space provided. Then report on the action that the chapter/members took on addressing a maximum of one (1) of the issues.

Activities must fit within the sections and category description as outlined in sections B, C, D & E of this application form.

Supportive Information: Supportive materials are limited to photographs only. You may attach no more than two (2) photographs per activity. You will have the option to upload these photos, along with descriptions, in each section.

The Illinois Farm Bureau® & Affiliates Youth Education Committee reserves the right to retain and use accompanying photographs for publicity. All information must be provided on the official Heritage Activities Award Application, no substitutions or other supplementary material may be added to this application.

SECTION 1: HERITAGE

A. Agricultural Heritage

CLASSROOM INSTRUCTIONS ON AGRICULTURAL HERITAGE

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote Agricultural Heritage to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

B. FFA Heritage

CLASSROOM INSTRUCTIONS ON FFA HERITAGE

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote FFA Heritage to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

C. Community Heritage

CLASSROOM INSTRUCTIONS ON COMMUNITY HERITAGE

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote Community Heritage to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

D. State Heritage

CLASSROOM INSTRUCTIONS ON STATE HERITAGE

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote State Heritage to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

E. National Heritage

CLASSROOM INSTRUCTIONS ON NATIONAL HERITAGE

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote National Heritage to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

SECTION 2: PATRIOTISM

A. Flag Use and Ceremonies

CLASSROOM INSTRUCTIONS ON FLAG USE AND CEREMONIES

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote Flag Use and Ceremonies to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

B. Voter Awareness and Public Elections

CLASSROOM INSTRUCTIONS ON VOTER AWARENESS AND PUBLIC ELECTIONS

of members receiving instruction

Describe instruction received, resources used & key topics

APPLYING KNOWLEDGE LEARNED

Name of Activity

Members

Others

Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote Voter Awareness and Public Elections to their fellow members, school and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

SECTION 3: GOVERNMENT, CURRENT ISSUES & ADVOCACY

A. Understanding and Working with Local Government

CLASSROOM INSTRUCTIONS ON LOCAL GOVERNMENT STRUCTURE AND OPERATION

Branch of Local Government Studied

of members receiving instruction

Describe instruction received, resources used & key topics on structure, funding, election vs. appointment on the branch of government the chapter studied. Note: The branch of local government must relate or deal with the local issues studied.

RESEARCHING OF LOCAL ISSUES

Chapter members researched and identified 2 current, local issues that affect local government, and agriculture. (Name the issue and describe the impact to local government & agriculture.)

Issue 1	<input type="text"/>
Description of Issue 1	<input type="text"/>
Issue 2	<input type="text"/>
Description of Issue 2	<input type="text"/>

What outside resources and organizations did the chapter use to research the above current state issues? Specify for each issue.

Issue 1	<input type="text"/>
Issue 2	<input type="text"/>

APPLYING KNOWLEDGE LEARNED

(Limited to One Issue Only)

Name of Activity	<input type="text"/>
Name of the local issue this activity applies to	<input type="text"/>
# Members	<input type="text"/>
# Others	<input type="text"/>
Describe how members & chapter used the knowledge learned from their classroom instruction to communicate/promote awareness and/or action to be taken toward the specific issue to their fellow members, school and the community.	<input type="text"/>
What did they learn from the classroom instruction and experience?	<input type="text"/>
What were the results of the activity? Was media used?	<input type="text"/>

**** Option to upload two photos with captions for this section**

B. State Issues Affecting Agriculture

CLASSROOM INSTRUCTION AND RESEARCH ON STATE ISSUES AFFECTING AGRICULTURE

Branch of Local Government Studied

of members receiving instruction

Describe instruction received, resources & research conducted on 3 state issues that will affect agriculture.
(Name the issue and describe the impact to agriculture within the state.)

Issue 1

Description of Issue 1

Issue 2

Description of Issue 2

Issue 3

Description of Issue 3

What outside resources and organizations did the chapter use to research the above current state issues?
Specify for each issue.

Issue 1

Issue 2

Issue 3

APPLYING KNOWLEDGE LEARNED

(Limited to One Issue Only)

Name of Activity

Name of the state issue this activity applies to

Members

Others

Describe how members/chapter used the knowledge learned from their classroom instruction, research, and outside resources to communicate/promote awareness and/or action to be taken toward the specific issue to their fellow members, school, and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

C. National Issues Affecting Agriculture

CLASSROOM INSTRUCTION AND RESEARCH ON NATIONAL ISSUES AFFECTING AGRICULTURE

Branch of Local Government Studied

of members receiving instruction

Describe instruction received, resources & research conducted on 3 national issues that will affect agriculture. (Name the issue and describe the impact to agriculture throughout the nation.)

Issue 1

Description of Issue 1

Issue 2

Description of Issue 2

Issue 3

Description of Issue 3

What outside resources and organizations did the chapter use to research the above current national issues? Specify for each issue.

Issue 1

Issue 2

Issue 3

APPLYING KNOWLEDGE LEARNED

(Limited to One Issue Only)

Name of Activity

Name of the national issue this activity applies to

Members

Others

Describe how members/chapter used the knowledge learned from their classroom instruction, research, and outside resources to communicate/promote awareness and/or action to be taken toward the specific issue to their fellow members, school, and the community.

What did they learn from the classroom instruction and experience?

What were the results of the activity? Was media used?

**** Option to upload two photos with captions for this section**

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