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Struggling with SAEs? You're not alone.

~ A Note from the Editor

If you find yourself struggling to find the time to oversee SAE programs, to make site visits, or to find relevant SAEs for all of your students, you are not alone. In fact, you are in the majority.

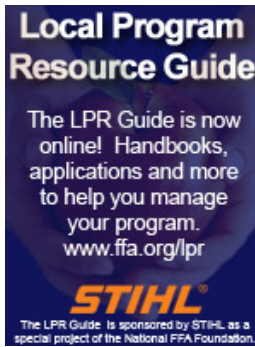
We all know that SAEs are one-third of the three-circle model of agricultural education, along with classroom work and FFA. And SAEs are, arguably, the best way for your students to get the hands-on, real-world experience that you spend hours talking about in the classroom. So why is it that SAEs often get put on the back burner?

This issue of Making a Difference offers valuable tips and suggestions on how you can put SAEs back on top of your priority list. Our contributors have shared the importance of SAEs for educational impact, how to find innovative ones for students, and how to maintain a work-life balance and coordinate SAEs for all of your students.

In agricultural education, there's no question that a student's SAE is an important part of his or her program. However, SAEs can be a time-consuming part of an agriculture educator's workload. Read [Turn to Others for Help Balancing your SAE Workload](#) for strategies on how to manage coordinating a top-notch SAE program without sacrificing your other responsibilities.

SAEs don't have to focus on the tradition of livestock or crop production. There are hundreds of options to suit your students' interests and skills. Read [Creative and Innovative SAEs](#) to see how three teachers use their imaginations and resources available to help their students develop unique, relevant SAEs.

Whether it's an uncommitted student walking into an exploratory agriculture class, a kid who tends to be a low achiever in other academic areas, or teens who spend more time on city streets than rural farms, all agricultural education students can learn from SAEs. Read [SAEs Open](#)



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[Doors to Achievement for Diverse Students](#) to discover ways to reach all of your students through SAEs.

In this month's Perspectives piece, FFA's "SAE guru" Kevin Keith gives us "just the facts" in his [Top Ten Frequently Asked SAE Questions](#) article. Also be sure and check out October's Question for the Profession, where we ask, ["Should SAE Remain Part of the 3-circle Model of Agricultural Education?"](#)

As always, we welcome your comments and suggestions and hope that you find this issue to be helpful and relevant. For those of you attending national convention, we look forward to seeing you and will look for you at the interactive classrooms in the Career Show.

Best,

Amber Striegel

Editor

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Turn to Others for Help Balancing your SAE Workload

By Beth DeHoff

In agricultural education, there's no question that a student's SAE is an important part of his or her program. However, SAEs can be a time-consuming part of an agriculture educator's workload. So how do you manage coordinating a top-notch SAE program with all of your other responsibilities?

"A teacher can't do everything," observes Frank Saldaña, national FFA alumni director. "When it comes to SAEs, they can rely on experts in the alumni community and the community at large. You may have a soil expert and a veterinarian in your alumni affiliate group who can help kids with projects. Your local farm equipment dealerships, greenhouses and other related businesses can provide employment experiences."

An SAE program is a part of the National Quality Program Standards and a key to earning FFA awards and recognition. SAEs help students learn through doing, while exposing them to experiences that develop their skills, focus their research and explore career and entrepreneurial opportunities. These hands-on experiences must be teacher-supervised, but parents, alumni, businesses and community members all can help add expertise and enrich students' experiences with SAEs.

Ron Frederick is a "retired" teacher who works with agricultural education students at Penn State University and runs the state's FFA records contest. As a teacher, Ron says he would often use pets, conservation and wildlife projects to expand SAE opportunities to students. He would also turn to alumni to help students with projects or to "house" students' projects at their farms or businesses. His daughter, Gretchen Dingham, teaches in Pennsylvania and often has turned to community venues such as the zoo and city gardens to provide employment and support for SAEs.



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"There are several ways alumni can support SAEs," agrees Jim East, president of the Georgia FFA Alumni Affiliates and a member of FFA's national council of alumni affiliates. "We can act as a coach for an SAE project, such as coaching a livestock judging team, or we can sponsor a lab or let kids have an SAE on our farm, greenhouse, vet clinic or other locations," Jim says. Alumni also act as chaperones, judge competitions and assist with fundraising.

"We pretty much do whatever the teacher wants us to do," he says of alumni affiliates. "The ag sponsor and the teacher are responsible, and our job is to do whatever the teacher asks. We're there to help, not to tell them how to do their job."

Parents can be a huge help, as well. Cindy Ettestad is involved with two alumni affiliate groups in Oregon and is a past president of Oregon FFA Alumni Affiliates and a past national president; but she started as a parent of an FFA student. In Cindy's local affiliate, the group gives loans to students trying to start an SAE project, and they also help directly. "One alumnus has ag mechanics experience, and when a student wants to restore a tractor, he's right there with them," she says, adding that alumni affiliates and parents can act as mentors and talk to students about their areas of expertise.

Teachers who, in the past, have felt like they couldn't oversee SAEs for all their FFA chapter members may now find themselves expanding SAEs to all students with a little help from these sources. "You have to get to know the community and find the experts. Those are the people to invite to be part of your alumni affiliate, your advisory committee. Then they belong to your program, and those folks love to make SAE visits and share what they know," says Ernie Gill, FFA local program success specialist, western region. "If you hold meetings regularly with alumni and an advisory committee, that's when you can say, 'Hey, Mr. Smith, Bobby lives only a mile from you; can you stop by and do an SAE visit sometime next week?' They will gladly do it."

It is Gill's hope that every chapter will have an alumni affiliate group, which can be made up of anyone, not just alumni. If you don't have one, contact your state program director of agricultural education, or contact the national FFA alumni office at www.alumni.ffa.org

Taking the time to cultivate relationships with alumni, parents and community experts can save teachers time over the long haul as well as enhance their SAE program. "You still have to spend some time and organize it all, but it takes the major, time-consuming work off your hands," Gill says. "You are still in charge, but these people can sure help you out."

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Creative and Innovative SAEs | SAEs Open Doors to Achievement for
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Creative and Innovative SAEs

By Deb Brandt Buehler

The National Quality Program Standards for Secondary Agricultural Education call upon educators to provide and support the active participation of their students in supervised agricultural experiences (SAEs).

Facing this call, teachers and students are cultivating dynamic ways to integrate SAEs into instructional practice and learning.

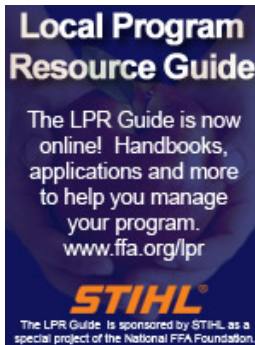
"We are the largest FFA chapter in Texas," explains Josh Anderson, a teacher at James Madison High School in San Antonio, Texas. "Our school is an urban school with 100 percent of our students living in subdivisions. Very few of them own property away from the city. While the school has an on-site farm and traditional SAE projects, we also have to develop opportunities for every student."

Anderson and his colleagues try to find opportunities that fit the lives of their students. Students at James Madison High School work in labs at the school, support two small aquaculture ponds, take care of livestock and develop projects of their own.

"One of our students won the aquaculture proficiency by working before, after and during school hours," said Anderson. "The diversity of her experiences gave her the opportunity to participate in the Costa Rica Proficiency Travel Seminar. On her trip, she had traditional and non-traditional agriculture experiences with Costa Ricans which she brought back to her classmates."

Adapting rubrics for success

"At Meeker High School, roughly five percent of our students have traditional SAEs," said teacher Trina Kennedy. "Others are working with the department of wildlife or in business settings to obtain the experiences they need while still having an agriculture focus."



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In order to expand her student's experiences, Kennedy got creative and aligned the process with the proficiency award application. She adapted the rubrics from the National FFA website pertaining to two strands: placement and



Students from James Madison High School in San Antonio, Texas, work with the wool from the school's farm.

entrepreneurship. Using these rubrics she assigns a poster project that includes all the components of the proficiency applications.

"Students really get into the process," said Kennedy. "It's funny because the freshmen look at me like I'm crazy, then they see how interested and challenged the older students are and get excited about it. By the time the students are juniors and seniors, they take great pride in their posters, and the posters are very elaborate."

Posters are on display at a community banquet in order for the community to see the impact of the students' SAE involvement. Kennedy's advisory board serves as judges and the students receive gold, silver and bronze awards for their work. Adults in the community are just as excited and see the importance of placement and entrepreneurship. Finally, those who want to complete the proficiency application have a good understanding of it because of the work they've done to develop their poster.

Service learning and community impact

Liz Treptow's students at Weimar High School in Weimar, Texas, participate in SAEs with a service-learning focus. Like Anderson and Kennedy, Treptow's students are engaged because they come up with the project ideas and strategies themselves.

“At Weimar High School, our FFA is responsible for running the community’s food bank,” said Treptow. “Students do everything. They make food orders and unload and package food items for delivery. Students see the impact of what they are doing in our community.”

Student experiences lead to learning

“Because students are so engaged by SAEs, they are more aware of the support they receive from others,” said Treptow. “They can see the impact of their efforts to help someone else. The experience builds character in that they learn what it takes to plan and implement a project from start to finish.”

Anderson agrees. “We had a student who wanted to raise white pigeons. She rented her pigeons out for weddings, growing her own business. She, like many of our other SAE students, learned she could make a living from her project. You don’t have to be a straight ‘A’ student to contribute and do well.”

Continuous instruction and supervision

“I strive for having good classroom management while expecting a certain amount of chaos that keeps the kids engaged,” said Kennedy. “The more engaged the students are, the more committed they become to accurately tracking their progress in their record books. Students soon realize that they cannot complete their poster without the documentation to support it. They become more proficient at keeping accurate records.”

“I try to stay open to the students’ ideas,” added Anderson. “I find it is important to give them an opportunity to show how their ‘odd’ SAE project can fit into the agricultural education experience. Sometimes the project I might have ruled out becomes a successful business outside the classroom.”

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SAEs Open Doors to Achievement for Diverse Students

By Beth DeHoff

Think of SAE projects, and you're likely to envision your hardest-working students striving for state and national awards. While there's nothing wrong with that, it's important to remember that SAEs can provide critical learning experiences and career opportunities to students well beyond the chapter boundaries.

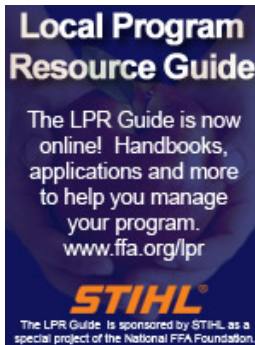
Whether it's an uncommitted student walking into an exploratory agriculture class, a kid who tends to be a low achiever in other academic areas, or teens who spend more time on city streets than rural farms, all agricultural education students respond well to and learn from SAEs. The projects have a unique way of reaching out to students, teaching classroom concepts through real experiences, and finding opportunities for higher education and jobs beyond high school graduation.

John Neyhart teaches agricultural education classes at the Monmouth County Career Center in central New Jersey. It's a unique center in which John is one of four who teach agricultural



New York City students create a community garden on an open lot.

subjects to students with special needs. Younger high school students come in the morning for exploratory classes, while juniors and seniors come in the afternoon for more specialized subjects. These students, most of whom are struggling in regular classes or attending a special education program, are not your typical SAE standouts. Yet



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Monmouth County Career Center has a good share of proficiency award submissions and winners.

"I encourage our kids to do SAEs. I submit state proficiency awards, and one of our students was a silver award winner for national proficiency in turf management," Neyhart says. "That student worked for a lawn care company, started his own lawn care business, and worked for the school taking care of the grounds during the summer. He graduated in June and is now working for Beacon Hill Country Club, pursuing a career in golf course management and taking courses at Rutgers."

Many of the Career Center's students pursue their own businesses, using SAE projects that focus on entrepreneurship. Students also work for the parks, landscapers, flower shops and garden centers, and have even done research on the effect of various fertilizers and the efficiency of natural v. artificial turf on a football field. The school's four agriculture teachers and principal work hard to provide opportunities for all of their students, and they are currently a part of the FFA's National Quality Program Standards pilot.

"SAE projects have to be interesting to the students, and then they can take what they learn in the classroom and go out and explore some things, keep records of what they do, and think about what they might want to do with their life," Neyhart says. "They do very well. These kids may not have the best test scores, but they have work ethics. They really work hard."

For many of Neyhart's students, an SAE can do more than win awards or scholarships—it can pave the way to a better future. "I remember one great student, Jed, who worked at our county golf course for his SAE. Jed was a good kid but had some significant disabilities. Yet here's this golf course superintendent willing to get him a job as a seasonal student worker," Neyhart recalls. "The first year, Jed got lost on the course all the time. With the help of many people, we helped him learn the course and the jobs, and now he's full-time with benefits, working for the county park system."

Students in the heart of cities and suburbs are another group that seem unlikely candidates for an SAE. Yet Gretchen Dingham of Tri Valley High School in Pennsylvania says cities offer a wealth of SAE opportunities. Dingham taught for 10 years in Philadelphia before moving to her current school.

"Students are students no matter where they are," says Dingham. "My students in Philadelphia still wanted to know about agriculture." Dingham includes SAEs as part of her course expectations for all students, whether they are in a full-credit agriculture class or just exploring an elective. She says that in a city, you just have to be a bit more creative when planning an SAE.

“It’s a little more difficult in a city, but my school in Philadelphia had a working farm right at the school, and we were able to find great SAE internships at places like the gardens and the zoo,” Dingham says. “You just have to know where the opportunities are in your community and take advantage of them.”

No matter what obstacles your students face, and no matter how unlikely a candidate for an agriculture program he or she seems to be, SAEs can make a profound difference in students’ education and future career opportunities. Helping a student focus on his or her interests and tapping into community resources for employment and experiences can make “out-of-the-box” SAEs rewarding for students and teachers, alike.

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Perspectives

Top Ten Frequently Asked SAE Questions

By Kevin Keith, LPS Specialist.

I have had the opportunity while working at National FFA to serve agriculture educators as both a supervised agricultural experience program manager and a local program success specialist. As a result, I am still heavily involved in promoting SAE and providing professional development for teachers looking for new opportunities to implement SAE into their instruction. Given my history of involvement, I continue to encounter a number of questions that seem to resonate for teachers across the country. As a result, I have compiled a list of the top 10 frequently asked SAE questions.

You will see a common theme in the answers given, as most are included in the SAE Handbook CD released as part of the "REV It Up" kits distributed in 2006. This CD is still available through The Core catalog of educational resources if you are unable to locate your copy or have begun teaching after they were distributed. This resource is, I believe, the best available information about SAE programming that has been developed and should be a premier resource for agricultural education instructors.

And now the moment you've all been waiting for: the top 10 most frequently asked SAE questions!

1. What is the definition of an SAE?

The SAE Handbook gives us the following definition: "An SAE consists of planned, practical activities conducted outside of class time in which students develop and apply agricultural knowledge and skills under the supervision of the teacher or other adult."

2. Where can I find lesson plans and instructional materials to introduce my students to SAE?

The SAE Handbook CD contains a series of eight complete lessons plans in PDF format accompanied by a PowerPoint for classroom use. It also includes 13 SAE lessons plans and instructional materials from the LifeKnowledge series and has a link to online resources which can bolster your presentations and units. Every common aspect of SAE is covered in the lesson plans, and they are as complete a series of lessons plans on the subject as I've seen developed.

3. Where can I find record books for student SAEs?

The SAE Handbook includes a few SAE records books with contact information for the sources. In addition to these, many universities and commercial vendors have developed record books which cover all types of SAEs – several of which interface directly with the awards and degree programs of the National FFA Organization. Please feel free to contact fellow instructors, state staff or National FFA staff for



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more information on record books used in your state. You may also want to look to the NAAE's "Communities of Practice" for documents that teachers are sharing in relation to records and SAE activities.

4. When will the National FFA Organization develop or endorse a record book?

Although it is possible that the National FFA Organization could someday develop a record book, it is more likely that they will continue to work with university and commercial developers on this effort. The National FFA Organization has long cooperated with vendors in developing record books for its members and agricultural education students. The selection of a record book entails many considerations based on the demographic of students, the industry of agriculture and the individual agricultural education program emphasis. Some states have developed their own records books and require the use of their materials. With this in mind, there likely will not be a required record book from the National FFA Organization in the near future.

5. Where can I find SAE ideas and examples for my students?

The SAE Handbook includes a section on SAE ideas that contains hundreds of SAE examples separated into the seven national agricultural career clusters. In addition, The Core catalog offers a box of SAE idea cards, which have been quite popular with agriculture teachers. Also, several resources have been developed over the years that were collected from actual applications received at the national level and can be found on ffa.org (in the Educator's Workroom) and in the SAE community on the NAAE "Communities of Practice" website.

6. How can I manage reporting for students' SAEs?

The SAE Handbook includes templates for the various types of reports which are required or suggested as a part of the SAE. In addition, the Local Program Resource Guide, available in the Educator's Workroom on ffa.org, includes more than 10 documents in the SAE section to help you with collecting and reporting data and supervisory visits to administration, the advisory committee, etc.

7. How do I grade or assess students' SAEs?

If we require SAE as a part of our agricultural program, we should be grading them. Several SAE assessments are included in the SAE Handbook CD under the "SAE Assessment Tools" section. In addition, the Local Program Resource Guide (Educator's Workroom on ffa.org) includes an assessment rubric for scoring SAEs.

8. How can I show my school administration the need for adequate supervisory time for SAE?

The National Quality Program Standards (available from the National Council for Agricultural Education) includes standards for the supervised agricultural experience program that address the need for extended contracts for this purpose. The National Quality Program Standards also addresses program planning. Educators should engage their advisory council in developing a plan that addresses adequate supervisory time for students and themselves.

9. What types of SAE programs can students have?

The SAE Handbook CD includes materials on the types of SAE programs available to students: entrepreneurship, placement, agriscience research, agricultural service learning, exploratory, improvement, supplemental and directed school laboratory. These are further outlined in the handbook, but the bottom line is that an SAE is broadly-defined and should be the best practical experience available for the development of the student.

10. Does a student's SAE have to lead to an advanced degree or proficiency award to be valid?

It is not essential for an SAE to lead to an advanced degree or proficiency award for it to be valid and successful. The degree program and the proficiency award program were developed to provide incentive toward improving and expanding students' SAEs and practical experiences.

Did I miss any of the questions you might have regarding SAEs? If so, pick up your copy of The Core catalog and order the SAE Handbook CD, or contact your local program success specialist.

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LifeKnowledge Spotlight



Five Ways to Incorporate LifeKnowledge® into SAE with Ease

By Nathan Torrance, Agriculture Educator/FFA Advisor, Cheyenne, Okla.

I have a student who, in his first year in agriculture class, bought a show pig. This student did not have a lot of self-confidence, and the pig was his entire SAE project for that year. Toward the end of the year, when it was time to show the pig and reap the potential rewards, the animal got sick. Needless to say, things did not turn out well. My student wanted to write the whole thing off as one big failure.

What my student didn't realize at the time is that this failure would turn into his greatest asset. Applying LifeKnowledge

"We need to remember that trophies collect dust and character does not."

principles, I was able to advise him on dealing with setbacks and things we don't plan for because, after all, that's life! Rather than focus on the negative, we evaluated the whole project from start to finish, including his ability to deal with this setback and how to apply it to future success. Just two years after the pig "incident," this student now owns a string of eight registered show heifers. He talks with breeders, goes to livestock shows, is involved with A.I. and embryo transplants, participates in livestock judging, and learned how to take out loans to pay for his project, among other skills. The best part is, he loves it.

Obviously, the example above is a unique case and doesn't apply to all of my students.

However, it is the perfect example of why integrating LK into SAE programs is so important. The reason we use LK in the classroom is to engage

students and make learning more exciting, more fun and more relevant. Why not take what we use in class and apply it to the most hands-on portion of agricultural education – SAE? Here are five steps I have taken to seamlessly





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integrate LK into SAE. I think you'll find it's much easier than you think.

1. Make everything intentional. When looking at LK, think of lessons and activities that apply to SAE. Character, hard work, responsibility, manners and developing leadership are just a few of the traits we can emphasize through SAE. Clipping a heifer is not just about learning the technical side of grooming a calf. It's about persistence when the animal doesn't cooperate; having the right tools to do the job; knowing the steps involved to make it look just right; and being able to make adjustments if something goes wrong. Make points of conversation with your students so that the teaching moment sinks in.
2. Look at the big picture. Rather than focusing on the awards or end results, emphasize the importance of having a project and the lessons learned from start to finish. It's not necessarily about having the grand champion steer (although that's a bonus!); it's about the work and the lessons learned from raising, feeding, grooming, planning, financing and showing that animal. Evaluate every student's SAE from the perspective of continuous improvement and character building. Every moment we have with our students is a teaching moment – from emphasizing the importance of treating others with respect to a neat appearance and good manners.
3. Use awards as a carrot, not as a method of measuring success. Sure, I like to win as much as the next ag advisor. But when it comes right down to it, we need to remember that trophies collect dust and character does not. Awards and recognition are great tools for us to motivate our students to do their best. And it's important for us to put incentives in front of them, as it keeps us all energized to work toward goals. Be creative in helping your student select an SAE that you know will provide them with opportunities to grow and succeed on the awards stand and as a person. Stress that we can be successful while keeping everything in perspective. Use failures as building blocks for future success.
4. Leave little nuggets of information with your students. When students leave my program, I like to think that they have a lot of little nuggets from their FFA/ag ed experience that will help them the rest of their lives. LK is all about little nuggets of useful information that we apply on a daily basis. By passing along a little nugget here and a little nugget there, they will come away with something permanent and meaningful. That's why we become teachers.
5. Make the use of LK transparent. Students don't need to know you're using LK as part of your SAE strategy with them. If you're already using it in class, they've probably just come to expect it. Carry that over into SAE. Make LK precepts part of your thinking and perspective on handling daily situations. Students will learn by your example and will start thinking out of the box when it comes to priorities and experiences.

Always remember that SAE gives us the ideal opportunity as teachers to incorporate LK because what our students learn through SAE is real life. It's not like an FFA contest or a skill they learn in class. Integrating lessons on character

enables students to move forward with a fulfilling experience, not just ribbons and awards.

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Question for the Profession



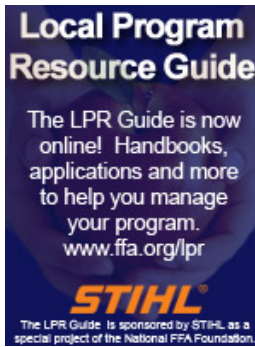
Question for the Profession: Should SAE Remain Part of the 3-circle Model of Agricultural Education?

By Nina Crutchfield, Local Program Success Specialist

Back in January, I had the pleasure of facilitating a meeting that consisted of college professors attending the National Ag Ed Inservice. Through the course of the conversations concerning teacher education, the topic turned to SAEs. The professors in the room were perplexed about the fact that while they stress how important SAEs are to their students, studies have found that once they hit the classroom, teachers do not utilize SAEs very well and, in some cases, not at all.

Let's take a moment and think back to our college days when we learned about the agricultural education model with the three overlapping rings. We all remember the professor drawing the circles, maybe even using different colored markers (or chalk, if you're as old as I am), filling them in with the appropriate label and explaining how we should integrate SAE and FFA into our classroom instruction. So why does research show that we're not actually practicing that integration for all of our students? We know how valuable it is; we see it and use it with a handful of our students. But why not all of them?

From personal experience, I know that those early years of teaching are about survival. You're wrapped up in creating meaningful lessons, impacting student test scores, and creating masterpieces in the shop, greenhouse or livestock barn. In the meantime, you're training FFA members to conduct effective meetings, operate committees, participate in CDEs and conduct a fabulous banquet, often on your personal time. It's easy to put SAEs on the back burner. However, once you've become comfortable, you're no longer preparing lessons the night before you teach them or trying to train members for every single event your district or state offers. You're a pro at that stuff. So what's your excuse now? Isn't it time to take a good, hard look at why you're supposed to be doing SAEs and what it is that's keeping you from it?



We've got some great articles in this month's edition of Making a Difference, highlighting teachers who are creative and innovative with their delivery of SAEs for all their students. But I'm asking you, the troops in the field, are SAEs still valuable and viable? Should SAE remain part of the 3-circle model of agricultural education?

Please post your thoughts and responses to the ["Question for the Profession" in the NAAE Communities of Practice](#)

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Teacher Resources

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The easiest application your students will ever fill out...and it's for \$500!

Click Here

2008 AVAILABLE! SAE Grants

Do you want to explore careers in veterinary medicine and protect animals and people? Click here.



Agriculture Career Exploration

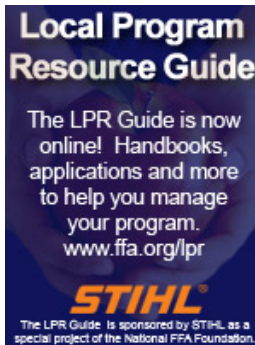
When exploring agriculture careers with students, take a look at the latest site dedicated exclusively to the industry. Agjobnetwork.com allows employers to post job openings, and it also allows job seekers to see what's available and post resumes for potential employers to view. Give your students a real sense of what's available for a future career in agriculture by directing them to www.agjobnetwork.com.

Small Engines Training Course from Briggs and Stratton

Details for Briggs & Stratton's 2008-2009 in-house training courses have been posted on "The Power Portal." This year they are offering four courses to meet your educational needs: "Beginner" for instructors who are new to engine technology, and "Experienced" for those who want to take their knowledge and classes to the next level. The other two are specialty courses: "Advanced Engine Technology" and "Advanced Electrical and Fuel Delivery." Classes fill up fast, so be sure to sign up early! Remember to check out their two new training kits containing either 12 L-Head Vertical Shaft Engines (CE9054) or 12 OHV Horizontal Shaft Engines (CE9053), plus supporting training materials. For more information go to www.thepowerportal.com, user ID: voed_schools; password: briggs.

National Rifle Association Resources

For FFA advisors involved with a local shooting sports team or club, there are several no-cost resources available from the NRA Youth Programs office in Fairfax, Va., available for the asking. These include a listing of local ranges, clubs and classes by zip code, free instructional materials, downloadable competitive rulebooks, grant applications, shooting sports camp schedules and the popular Winchester/NRA Marksmanship program. Other fee-based programs are also listed, including Coach School and NRA-certified instructor training. Send an email to clohman@nrahq.org for an auto-response that lists these and other resources available to you and your team or chapter.



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STEM Integration Tool

Need some help integrating Science, Technology, Engineering and Math across all curricula, but not sure where to get information? The STEM website has numerous integrated lessons that identify the academic standards that are addressed in the agriculture lesson. Register for free access at <http://www.stemtransitions.org/aq.php>.

FFA Creed on You-tube

If you haven't seen it yet, this is a great introduction to the FFA Creed and E.M. Tiffany for your first-year students. It's worth owing your IT person a favor to get it through the school firewalls: <http://www.youtube.com/watch?v=zQ4xaq9T6s0>.

Recruiting Students to Become Agriculture Educators

Georgia teachers have created a great video promoting our profession that can be an effective tool for you to encourage your students to follow in your footsteps. Another item worth owing your IT person for: <http://www.youtube.com/watch?v=KgEmYGV66Zk>

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October 2008

FFA Buzz

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The easiest application your students will ever fill out...and it's for \$500!

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2008 SAE Grants AVAILABLE!

Do you want to explore careers in veterinary medicine and protect animals and people? Click here.



81st National FFA Convention News: Interactive Classrooms at National FFA Convention

Teachers, are you looking for ways to incorporate innovative methods, new technology and current issues into your classroom? If so, attend the interactive classroom workshops at the national FFA convention and learn how to make your classroom come to life. You'll discover ground-breaking ideas and activities, receive free curriculum, and learn methods that will increase student involvement and interest.

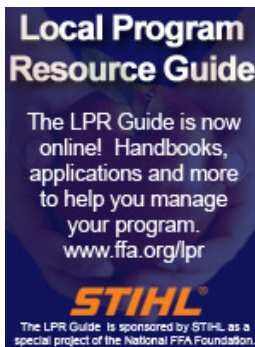
There are two classrooms this year located at the south end of the Career Show, the Agriscience Institute and Teacher Professional Development Classroom. Workshops are conducted throughout each day of the Career Show. Check the schedule at www.ffa.org/ageducators for descriptions and times.

National FFA Merchandise Operations Center – Convention Hours of Operation

The National FFA Merchandise Operation Center, including the FFA call center, will be closed Tuesday and Wednesday Oct 21-22 for the 2008 National FFA Convention registration. The National FFA call center will reopen for business from 10 a.m. to 4 p.m. on Thursday and Friday with limited staff.

National FFA Alumni Benefit Auctions – Be a Scholarship Superhero to an FFA Member!

Funds from the 2007 live and silent auctions sent FFA members from across the country to the Washington Leadership Conference in D.C. this past summer, and five agricultural education college students received \$1,000 scholarships to assist with their tuition. Auction donors are continuing their support in '08 and YOU can too. The theme for this year's benefit auctions is "Be a Scholarship Superhero to an FFA Member!" You can help raise funds for student scholarships both at convention and at home! Share with your friends and family the opportunity to bid in our two online auctions. A timed online auction will be available Oct. 15-29. Go online Friday, Oct. 24, at 6 p.m. (EDT) to bid in



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the live auction against attendees at national FFA convention!!

Visit www.unitedcountry.com/ffauction to view the online catalogs, register and bid! Don't miss this opportunity to bid on fabulous donations from generous donors, including featured items by two companies celebrating 60 years of supporting FFA: a 2009 Ford F-150 SuperCrew XLT and a one-of-a-kind New Holland T6050 Elite tractor with custom graphics. Win cool stuff and be a "scholarship superhero!"

Step Up, Stand Out, Get Connected at the 81st National FFA Convention

If you're heading to Indianapolis later this month for the national FFA convention, listen up! [Now it's easier than ever to stay up-to-date on all things convention:](#)

[Twitter](#) – Get FFA updates direct to your mobile phone.

[FFA Nation](#) - Read convention blogs, post your convention experiences and stay in touch with everyone back home.

[Mobile FFA](#) - Look up convention information on the go.

[E-Wireless Free Wi-Fi](#) - Free wireless hotspots throughout downtown Indianapolis.

[Video, News Feeds & Podcasts](#) - See, hear and read up-to-date information from convention as it happens.

NAAE Booth at National FFA Convention

Be sure to make time to visit the NAAE booth at the Career Show at this year's national FFA convention, held October 22-25. Sign yourself and your students up to play "Teach Ag Feud," a game show that encourages students to consider a career in agricultural education. All teams that play will receive t-shirts, and the winning team of each game will be entered in a drawing for the grand prize – Dr. Larry Case, National FFA Advisor, as the guest speaker at their local FFA banquet or event!

If you don't want to play the game, stop by anyway. There will be giveaways and information to help your students figure out whether agricultural education might be the right career for them. NAAE also has a special place just for teachers to cool their heels and get a little refreshment while their students take in the Career Show.

For more information about NAAE at the national FFA convention, or to sign up to play "Teach Ag Feud," e-mail Julie Fritsch at jfritsch.naae@uky.edu.

News You Can Use

Join the Nation!

Now FFA members can connect with other members across the country! Encourage your students to join FFA Nation – an online community where they can create profiles, add friends, upload photos, communicate on message boards and interact with other members with similar interests. Check it out today at <http://ffanation.ffa.org>!

The online community is FFA-specific, so members can add information to their profiles about their SAEs, favorite FFA memories, their chapter office and more! On the Discussions board, they can start threads on FFA topics such as idea-sharing for National FFA Week plans, tips on starting an SAE or even their favorite part of this year's national convention. Plus, there are groups, events, photo galleries, great giveaways and more.

For details, contact Julie Woodard, 317-802-4310 or jwoodard@ffa.org.

Lund FFA Boat Design Challenge

FFA members can win \$2,000 for their chapter with a winning graphic design treatment for the new Lund 1825 Rebel XL Vazer Edition multi-use boat. Lund Boats is looking for design talent, but not just any talent – FFA talent! Lund knows that FFA members are bright, savvy kids who love the outdoors and can express that love through a design for Lund Boats. Submitted designs will go into a competition gallery and the public will vote for their favorite boat designs. The challenge started Sept. 1, 2008, and all designs must be submitted by 12 p.m. (EST) on Sat., Nov. 15, 2008. For complete details and boat templates, go to www.ffaboats.com.

Calling All FFA Chefs –

Voyageur Press Needs Your Recipes!

Voyageur Press, an FFA licensee, will publish a national FFA cookbook for release in fall 2009, and they need FFA recipes from current members, former members, past national officers, past state officers, alumni and supporters of FFA.

This cookbook will include approximately 500 recipes, plus information about the National FFA Organization and FFA chapters, programs and members—all highlighted with some great photos of FFA members and activities.

The publisher is asking for your help in gathering recipes in the following categories: Appetizers; Salads; Soups & Sandwiches; Meats, Main Dishes & Casseroles; Vegetables & Side Dishes; Breads; Cookies & Bars; and Cakes, Desserts & Pies.

Don't be shy! Send Voyageur as many recipes as you would like! All they ask is that you submit your recipes using the following format:

- Name of recipe and category
- Ingredients (quantity/measurement)
- Procedures (all those little tricks to turn out the best recipe, such as precise oven temperature; stir, do not beat; refrigerate for 10 minutes; etc.)

Then, they need to know who and where you are. Along with your recipe submissions, please include the following information: how you are affiliated with FFA, name of the chapter, chapter advisor's name, chapter address including city and state, and e-mail address.

E-mail your recipe submissions to:

amyg@mbipublishing.com

Or, send your recipes via U.S. Postal Service to:

Amy Glaser

Voyageur Press

400 First Avenue North, Suite 300

Minneapolis, MN 55401

Recipes must be received by Sat., Nov. 1, 2008. For complete details, visit

http://www.voyageurpress.com/Store/CustomPage_9643.ncm.

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