



Summer 2008

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### Make Summer Fun Again!

Summer vacation is finally here. We wait all year long for it, in hopes of grabbing a little R&R before hitting the ground running again in the fall. But it seems every summer there's more and more to do—SAE visits, county/state fairs, officer retreats, competitions, professional development, etc. You barely have time to breathe, let alone dip a single toe in a swimming pool.

At Making a Difference, we think you deserve a little fun this summer. You work hard and take great pride in the work you do, so we're devoting this issue to making your summer away from the classroom as exciting, fun and efficient as possible.

Any way you slice it, SAE visits are a part of the job that carries over into summer. There are, however, ways you can lighten your SAE visit load, AND incorporate many of the lessons you've taught throughout the year. Check out [Solutions to Lighten Your Summer SAE Load](#) for a few tips and suggestions to ensure you aren't inundated with summer work.

Take your [Professional Development on the Road](#) this summer to maximize growth opportunities. Say "sayonara" to the traditional classrooms and conferences! Learn about what they're doing in Utah and Kentucky, and see if you can arrange a similar trip in your state.

Sick of the same old summer conference loaded with workshops and PowerPoints? Those boring meetings are a thing of the past in one state's summer agenda. Check out what New York is doing to liven up their summer conferences in [New York Summer Conferences Break the Mold](#). One hundred percent participation can be done — learn how by reading the accompanying article, [A New Formula for Summer Conference Success](#).

Planning ahead? Train your student officers NOW so they can dig right in when they return to class in the fall. Many advisors find this the perfect time to train officers in

essential skills, nail down next year's calendar and build a cohesive group that can help grow the chapter. Read [Energize Your Officers with Summer Training and Retreats](#) to learn how.

And finally, do you have tips or suggestions on how to lighten your summer load and take time for YOU? Help out your peers by leaving comments on this month's [Question for the Profession: Share Your Summer Planning Ideas!](#)

Have a great summer, and we hope to see a refreshed, rested and rejuvenated you in the fall!

Amber Striegel,  
Editor

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### Solutions to Lighten your Summer SAE Load

*By Mike Womochil, LPS Specialist*



During the summer months, while many teachers are taking a much-needed respite, there is no rest for the agriculture instructor. Whether you're attending officer retreats, livestock shows, county fairs or SAE visits, it's not easy to let go of the projects you and your students worked so hard on during the school year. While no one is suggesting you "let go" completely, there are ways you can lighten your SAE visit load, AND incorporate many of the lessons you've taught throughout the year. Below are just a few tips and suggestions to ensure you aren't inundated with summer work.

- Coordinate visits so that students with similar SAE programs go to a central site for instruction, review of records and planning. With this method, you get more "bang" for your time and can, therefore, provide better instruction.
- Bring alumni or resource persons along on group visits to provide additional instruction, expertise and options.
- Time spent at fairs, shows and similar summer activities can be used for instruction and supervision. Have students bring record books and use downtime and prep time for discussions of records, plans and providing counsel.
- Time spent traveling with students can be perfect for planning and discussing challenges and problems they're having with their SAEs. Often, problem solving moves better with more heads on the subject. Try creating trivia games or game shows like "Cash Cab," for example, to encourage learning and discussion of SAEs in the group.
- Parent-teacher conferences can become SAE visits.
- When calling parents about any topic, throw in a discussion about their child's SAE.
- Double your shopping/business/dinner outings with a quick check with the student's employer concerning their SAE.

- Get parents to be the supervisor by having an easy checklist or rubric for them to evaluate their child's work ethic.
- Have the students submit pictures of themselves performing their SAE, along with their record books, for their grade. This way, you don't have to visit, they have to do the work, and you've got pictures for future award applications. If you've got a video camera, have them create a 10-minute video of their project. (Make sure you give them specific items to include in their presentation, so you don't get 10 minutes of random wandering and discussion.)
- Not every SAE activity has to be outside of class. Some of the best ones are incorporated into the classroom environment.
- Hold a summer SAE tour. Line up 6-8 students with diverse SAEs, book a school bus, and take a trip around the county with a load of younger students to see what the "older kids" are doing in their SAEs. Having the younger students show such an interest provides incentives for new SAEs and creates pride for students on the tour. Hold a cookout at one of the houses to wrap up the tour and answer questions. (If you have 3-4 students working at the same place, that can be one stop, and all students can talk about what they do on their job.)
- Prepare a student availability spreadsheet for students to identify times of the summer they know they will be available or gone on vacation/camps/activities. Award points for signing up. The first ones to sign up for a specific day receive the most points. The last to pick a day receive the fewest. This saves time trying to line up visits.
- Classroom SAE idea: Treat the class as a business, where grades serve as paychecks, and assessments are job evaluations. Have students clock in and out, assign committees, and have meetings to solve production problems. (works well in greenhouse or shop environment)

Don't let yourself get bogged down with SAE visits. Using one or several of these tips will allow you to cut some of your workload and have a moment (or two) of relaxation this summer.

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### Professional Development on the Road

*By Robin Niehaus*

In the life of an agriculture teacher, summer “vacation” may provide a break from the classroom, but it is far from an extended vacation. Yet even amidst state and county fairs, community events, leadership camps, FFA conventions and helping students with their SAEs, many teachers find ways to maximize professional growth opportunities during the summer. Some are even finding professional development opportunities outside traditional classrooms and conferences, creating learning environments as multi-dimensional as they create for their own students.

For example, agriculture teachers in Utah will have their third opportunity this summer to explore the diversity of our industry through the Agriculture Summer Conference Tour. Every three to four years, state FFA advisor [Buddy Deimler](#) leads at least 50 teachers on a five-day traveling summer conference in place of a traditional teacher inservice. The July conference will tour northern California, exploring olive orchards, fruits and nuts not found in Utah.

“We have diversified agriculture in Utah, but the farms here are different than you find in states like California,” Deimler said. “We go to see things we can’t see here.”

The 2004 tour through Idaho, Washington and British Columbia included aquaculture, a woolen mill, an Angus ranch and other diversified farms and agriculture programs. The





inaugural tour in 2001 included behind-the-scenes tours of a resort greenhouse, Los Angeles flower market, San Diego wildlife park, golf courses and production sites for almonds, roses, potatoes, carrots and pistachios.

"Teachers have started to take their students," Deimler said. "Students' eyes are opened to the enormity of the agriculture industry and potential career opportunities."

Even teachers who don't physically take their students on inter-state travel share their experiences through a PowerPoint presentation they develop from the week. Other than a few meals, the expenses of the conference are covered by grants.



"The learning that takes place on these tours for about \$400 per teacher provides more long-term value than spending a few thousand dollars to have someone come speak to them," Deimler said.

For example, some Utah agriculture educators track the progress of growing poinsettias in their classroom through a software they discovered by visiting a nursery that used the same software. In another tour, teachers could see first-hand the tissue culture used to ship strawberries all over the world through a visit to a biotechnology nursery.

Deimler also values the camaraderie that develops through the week on wheels. "We tend to be a pretty social group anyway, but this is a different kind of thing," he said.

Because Utah has fewer agriculture teachers than many states, Deimler admits that the model may be challenging to implement everywhere. However, [Bryan Hains](#), assistant professor of agricultural education at the University of Kentucky, led a group of future agriculture teachers through a similar experience in Colorado.

With the main goal of understanding cultural identities and agrarian practices associated with the people of the Western United States, the students planned the trip, including designing educational objectives and a syllabus.

"There's no better learning than doing, and we practice what we preach on that," Hains said. "They gained broader knowledge beyond Kentucky agriculture, which is critical, as having a globalized perspective becomes more important in our economy. When they enter the classroom, these students will have broader stories and experiences from their experiences in agriculture in more than one state."

Hains said their eyes were opened to the influence of Native Americans and Latin Americans on the area. They saw open ranges and a 28,000-head feedlot, which contrast the countryside and production practices in Kentucky. Tours through Colorado State University's equine facility, a brewery and wildlife research also filled the agenda.

Service learning was even part of the travel course.

"The pine beetle has killed a lot of forests at the YMCA in the Rockies, and freeze or fire are the only way to help," Hains said. The University of Kentucky group helped transplant, plant and remove trees, rebuild hiking trails, build a fence barrier and establish habitat.

"Anyone benefits from experiential learning opportunities like that," Hains said.

Even for those who do not have travel opportunities like those for teachers in Utah or soon-to-be teachers in Kentucky, summer still serves as an invaluable time for professional



development. Universities may sponsor special workshops, and most states offer a centralized conference to share tools to help in the classroom.

For the Lenderman family in Arkansas, summer served as professional development opportunities not only for Brookland agriculture teacher [Homer Lenderman](#), but also for two future agriculture teachers—his son and daughter.

"When we went to regional NAAE conferences, I would make it a family vacation," Lenderman said. "The NAAE conference is family-oriented with spouse tours, and when the conference was over, we would leave from that point to places like the Grand Canyon, Gulf of Mexico, Yellowstone National Park, Indian reservations and Mt. Rushmore, making them all a big family vacation."

Meeting other agriculture teachers at these events and experiencing an agricultural lifestyle made the profession appealing for both of his children, he said.

"My kids both told me they wanted to teach agriculture around their freshman year of high school," Lenderman said. "Most people in agricultural education and FFA don't just like their teachers, they love them. My kids both saw that and liked it."

Today, his daughter is pursuing her bachelor's degree in agricultural education, while his son B.J. teaches at a neighboring school. The father-son teaching duo are close friends and often share ideas, but they also compete and have even voted differently in a volunteer board setting.

"He's certainly not a clone copy," Lenderman said. "Not only are we father/son, not only are we in the same profession, but we're friends."

Lenderman recognizes the differences his son faces as a new teacher compared to when he began 28 years ago, but says many things are still the same.

"The more things change, the more things stay the same," he said. "Kids are basically the same. Every kid wants to be respected, loved and admired. The time you spend with the kids and the importance of that time does not change."

Lenderman is grateful for the professional development opportunities he's experienced in his tenure, and encourages other teachers to take advantage of similar opportunities, particularly those that allow agriculture teachers to experience the industry in another part of the country. But he says the most important thing in any professional development opportunity is for teachers to "show them and tell them every day that you love them."

To learn more about the teachers featured in this article, click on their profiles below:

[Buddy Deimler](#)

[Bryan Hains](#)

[Homer Lenderman](#)

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**Name:**

Buddy Deimler

**Occupation/location:**

State Specialist Agricultural Education – State FFA Advisor, Salt Lake City, Utah

**How long have you been in agricultural education (please list different jobs)?**

- 1980-1981 Agriculture teacher – Rio Grande High School – Albuquerque, N.M.
- 1981-1982 Graduate teaching assistant – New Mexico State University - Las Cruces, N.M.
- 1982-1987 Agriculture teacher – Agua Fria High School – Avondale, Ariz.
- 1987-1994 State supervisor agricultural education – state FFA advisor – Arizona Department of Education – Phoenix, Ariz.
- 1994-present State specialist agricultural education – state FFA advisor – Utah State Office of Education – Salt Lake City, Utah

**Why did you want to become an agriculture educator?**

My high school vocational agriculture teacher, Mike Mackechnie, pulled me aside one day and said, “Have you ever thought about being an agriculture teacher? I think you would make a good one.” Dr. Leon Wagley, teacher educator at New Mexico State University, stopped me in the hall of the College of Agriculture at state FFA contests one year and said, “Have you ever thought about being an agriculture teacher? I think you would make a good one, and we have a place for you right here at NMSU.” It’s nice to have a place to belong and to know that what you are going to do will make a difference. They said the same thing to hundreds of young men and women...some of us believed what they said.

**Family:**

Wife of 31 years – Kathy

I have five children – April 28, Emma 26, BJ 23, Cody 21, and Laura 19. My four youngest were all very active in the FFA in their local high school chapter. They were also very active on the state and national levels in the agriscience fair program and the proficiency award area. The youngest three earned their State FFA Degrees, and BJ earned his American FFA Degree.

**Best part about the job:**

I love my job. I work with the best students and the best teachers in the high school. The very things that keep me motivated: national FFA convention, state FFA convention, state FFA career development events, state fair, farm field days, county fairs, watching students grow up in the FFA program, working with past FFA members who are now parents with kids of their own in the FFA and who are now contributing to the program, connection to the agricultural community, lifelong friendships with teachers, state staff and National FFA staff from around the United States...and

my boss pays me to do these things. If word ever gets out that agriculture teachers actually get paid to have this much fun... Is it hard? Yes! Most good things are.

**Favorite quote:**

Every student, every class, every day!

**Favorite teaching memory:**

Explaining a brand new concept to the students and seeing the light turn on when they finally get it. Or maybe watching a student who struggles to be successful everywhere else in the school, find their niche in the agriculture classroom, or in the shop or in the FFA and then really shine. I don't know which is better, the look of excitement on their face, the look of pride on Mom and Dad's face, or the look of absolute wonder and disbelief on the principal's face.



**Name:**

Homer Lenderman

**Occupation/location:**

Agricultural education instructor

**How long have you been in agricultural education (please list different jobs)?**

28 years all at Brookland High School

**Why did you want to become an agriculture educator?**

My high school agriculture instructors had a great influence on me. FFA/ag was the first place that I was successful as a student. My father had a lot of respect for my ag teachers and encouraged me to further my education, and I had a love of agriculture life. Today, I still enjoy working on the farm, especially haying and working with livestock.

**Family:**

Wife of 32 years: Linda

Son: BJ, age 24; daughter-in-law Nikki and grandson Cash Avery Lenderman, age 2

Daughter: Mandy Lane, age 19 and an ag ed major at ASU. She currently works for a veterinarian and in plant research at ASU.

**Best part about the job:**

Knowing that I make a difference in the lives of young people and that what I do is important. Last night was graduation, and I received many words of praise and a lot of hugs from both boys and girls that I have had an impact on. I also have been able to involve my family in my job and was allowed to spend many more hours with my children than most parents.

**Favorite quote:**

Proverbs 22:1 A good name is rather to be chosen than great riches and loving favor rather than silver and gold.

**Favorite teaching memory:**

There have been many. Probably the first time that a student (state officer) stood in front of a huge delegation at the state convention and said into the microphone "I love you." Receiving my honorary national degree was also a very special award.



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### New York Summer Conferences Break the Mold

*By Manda Newlin*



Say the words “summer conference” and the following probably comes to mind:

- Sitting for hours in a stiff chair in a dimly lit meeting room...
- Watching a yawn-inducing slideshow while sifting through stacks of handouts...
- Engaging in a “Survivor”-styled team competition involving scavenger hunts, mental challenges and feats of strength in the great outdoors???

If you’re an agriculture educator in New York, your answer—most definitely—is the latter.

#### A new tradition

Traditionally, summer conferences feature keynote speakers, meetings and workshops or tours. Teachers come together for a few days, collect helpful handouts and attend most of their sessions before going along their merry way.

That’s the kind of conference the New York Association of Agriculture Educators used to sponsor—until its officers decided to change up the formula in 2006 to boost attendance, increase participation and enliven program content.

“We wanted to create something that filled people’s time appropriately so that if they didn’t know anybody, they had that interactive experience that also provided them rewarding professional development,” explained Shari Lighthall, conference coordinator and professional

“If you have time to organize an event like this, the benefits are invaluable for building relationships between educators. It removed them from the daily grind of going to school and put them in a completely new environment that had some excitement, some challenges and some opportunities for growth.” – Shari Lighthall

development specialist for Cornell Agricultural Outreach and Education.

### **Survivor: Oswegatchie**

Lighthall and other planning-committee members, all fans of TV's "Survivor," recognized an opportunity to reinvent their summer conference by formatting it after the reality show. After developing the initial concept, they turned to the state's [FFA leadership training center](#) to help design and run the event.

To kick off the new themed conference, participants were divided into teams. Each team represented all ages, genders and experience levels. Just like on the TV show, participants wore a "buff" (bandana) in their team's color, along with a matching T-shirt.

Conference workshops and activities combined mental and physical activities with curricula the teachers used in their schools. Teams earned points for participating in various competitions, including skills tests, scavenger hunts, puzzles and races (on foot, bike, kayak and more!). At the end of Survivor Oswegatchie, each member of the winning team was rewarded with a digital camera for their school.

"The 'team' approach to the conference was exciting and motivating," said [William Stowell](#), of South Jefferson High School in Adams, N.Y. "The competitive spirit we see every year in our students shines when you see the advisors to those students compete in interactive activities designed to enlighten our educationally tired minds."

### **Nope, no no-shows**

The dynamic theme and interactive setup had the effect of boosting session attendance to 100 percent.

"While sometimes in the past teachers would skip out and go to another location, the people at this conference needed to collect clues at workshops and identify materials for their teams," said [Tara Berescik](#), past president of NYAAE and an agriculture instructor for Tri-Valley High School in Grahamsville, N.Y. "The team strategy meant that the information presented in the workshops would be used in challenges later on, and people wanted to do well."

The most significant impact of the new format? "The biggest piece we learned, which was more valuable than any game or activity, was the camaraderie that was built between teachers," Lighthall said.

"To put together a conference that teachers can enjoy—workshops that teachers can participate in with hands-on exercises just like their students—is truly awesome," remarked [Jon Clayson](#), an NYAAE officer and agriculture educator at Pioneer Central School in Yorkshire, N.Y.



## **CSI: Oswegatchie**

Building on excellent response to the “Survivor” program, NYAAE presented a “CSI”-themed conference in 2007—emphasizing agricultural career science investigation. This time, teachers gathered with their “CSI unit” and searched for the means, motive and opportunity to achieve success in their agriculture program. Again, teams competed in races, skills tests and puzzles to earn points. That year’s winners each took home an iPod.

Of course, it takes a hard-working, committed group of individuals to pull off an inventively themed conference. Lighthall credits New York’s success to each of the NYAAE officers, Cornell Agricultural Outreach and Education, and the Career Pathways program, led by project director Terry Hughes, which provides teachers with resources to take home—as well as funding for the sought-after prizes.

Said Berescik, “I have been a teacher in New York for eight years, and I feel like I got to know the teachers in my state better through these interactive conferences. Hearing the comments from other teachers and watching people mingle and come out of their shells helped to make the state association more cohesive and really did strengthen our agricultural education.”

## **On tap for '08**

This summer’s conference, called “Cultivate New York,” goes back to more traditional roots. Gone is the elaborate theme, and in its place is a hands-on culinary food-science experience for teachers at the New York State Wine & Culinary Center.

“This is a place where agriculturists go to cultivate food and beverages that we eat every day,” explained Lighthall. “It is an educational and entertaining experience at this experiential gateway, and it’s basically going to expose them to the food, wine and culinary industries.”

For next year, however, the planning committee intends to revisit the themed, interactive format—and no wonder. The results speak for themselves.

“Since we went to the new format,” Clayson said, “our enrollment for conferences has doubled, and our enrollment in NYAAE has jumped every year since. We are attracting not just high school ag teachers, but college professors from universities as well.”

For more information on the teachers in this article, please click on the links below:

[William Stowell](#)

[Tara Berescik](#)

[Jon Clayson](#)

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**Name:**

William Stowell

**Occupation/location:**

Agriculture Teacher – South Jefferson High School, Adams, N.Y.

**How long have you been in agricultural education (please list different jobs)?**

I have taught for 25 years. I have served as Chair of the NYSFFA Trustees, President of the New York Association of Agriculture Educators and currently chair the New York State FFA Leadership Training Foundation.

**Why did you want to become an agriculture educator?**

I really enjoyed my experiences in agricultural education and the FFA. I also worked at our FFA camp as a counselor and found I enjoyed working with kids. My high school ag teacher was also an inspiration for me to become a teacher.

**Family:**

Wife Jean and 6-year-old daughter Madeline

**Best part about the job:**

Working with great kids doing outstanding FFA events.

**Favorite quote:**

The world is run by those who say YES!

**Favorite teaching memory:**

I had a student who wanted to do the Creed Speaking contest but could barely pronounce any of the words. I had a student teacher at the time and taught her how to work with this type of student. The student ended up winning the contest...lots of smiles! 😊



**Name:**

Tara Berescik

**Occupation/location:**

Agriculture teacher at Tri-Valley Central School, Grahamsville, NY

**How long have you been in agricultural education (please list different jobs)?**

I have taught at Tri-Valley Central School for eight years, and this is my only placement in agricultural education.

**Why did you want to become an agriculture educator?**

I became involved in Sigma Alpha Sorority at Virginia Tech and with this organization worked with agriculture in the classroom. I was studying animal science at the time and enjoyed my time working with the children. I decided to get a master's in vocational technical education and have been an agricultural educator since!

**Family:**

My family lives in Trumbull, Conn., and I am single.

**Best part about the job:**

I love working with my students and traveling with them. We have traveled all over the United States and last year went to Ireland for an agricultural excursion. In 2009, I will be taking students to New Zealand and Australia to continue to study agriculture on a global scale.

**Favorite quote:**

"Be like an egg; keep your sunny side up!"

**Favorite teaching memory:**

I have so many! In recent memory though, I had a student pass away in October suddenly, and my chapter was very upset. One of her best friends was also a state officer from my chapter for the 2007-2008 year. Amber (the state officer) had the courage and poise to get up on stage for her retiring address and tell a story about picking up stones which later become gems. Her address moved the audience to tears as she talked about me, her autistic sister, and her best friend who died too soon. We all had impacted her life and pushed her to do every she was capable of doing. It was extremely moving and was an excellent tribute to her friend!



**Name:**

Jon Clayson

**Occupation/location:**

Agriculture educator at Pioneer Central School

**How long have you been in agricultural education (please list different jobs)?**

7 years = 3 years at Greenville Central School and 4 years at Pioneer Central School

**Why did you want to become an agriculture educator?**

To teach students the benefits of the agricultural industry. To educate students about the awesome changes and the rich history of agriculture.

**Family:**

Wife, Rachael, who is also an agriculture teacher at another school.

**Best part about the job:**

When a student understands a lesson, that is a great sense of accomplishment.

**Favorite teaching memory:**

There are so many great ones, it's hard to pick just one memory. I would have to say two years ago, coming up with the idea of a GeoCache final exam. Students have the answer sheet and they have to use a GPS to find the questions in the woods. The students really enjoy this year end activity.





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### A New Formula for Summer Conference Success

By Manda Newlin



The New York Association of Agriculture Educators has figured out how to boost attendance, increase participation and enliven the content presented at its annual summer conference. In 2006, the group modeled the event after “Survivor,” and the 2007 gathering had a “CSI” flair.

Participants and members of the planning committee shared these eight insights:

**1. Make it a family affair.** NYAAE enabled participants to bring along children ages 3 through 16 to take part in their own themed, supervised activities at the conference. This relieved teachers of the burden of arranging childcare. Spouses were invited, too. One teacher noted on the evaluation form that children formed friendships to last a lifetime at the same time their parents did.

**2. Embrace change.** “Change is good!” said [William Stowell](#), of South Jefferson High School in Adams, N.Y. “Changing our conference format for the past couple years was a breath of fresh air—a professional improvement conference that not only provides valuable workshop but also provides the motivation to learn.”

[John Busekist](#), NYAAE president-elect and agriculture educator at Cattaraugus-Little Valley High School in Cattaraugus, N.Y., couldn’t agree more. “I recall, not fondly, the conferences that were largely paper handouts or an hour-long PowerPoint. I know that our teachers much more enjoy the current style,” he said.

**3. Team up.** The NYAAE planning committee was eager to find a way to expose teachers to more career development

events, but also create a fun competition. To that end, participants were asked to attend and compete in all CDEs as a team.

After getting to know her teammates, [Tara Berescik](#), an agriculture instructor for Tri-Valley High School in Grahamsville, N.Y., said, “I feel like I have more people to ask questions of, a better group of backers (both secondary and post-secondary) for my students and a more solid foundation to current events in agriculture.”

**4. Get into the spirit.** With a catchy, compelling theme—like “Survivor” or “CSI”—you can infuse energy and creativity into all aspects of your conference.

For the “CSI” program, for example, NYAAE launched the event with a bang. With lights and sirens blazing, the local sheriff arrived at the first night’s dinner and declared that a “crime” had been committed (that is, that a nearby bell had been “stolen”). With the crime scene taped off, teachers set about working in teams to collect clues and identify the perpetrator. In one exercise, teams attended a workshop on global positioning systems, then headed into the woods with GPS devices to scout out clues related to the crime. In this way, teachers learned—and then immediately applied—each new concept or skill.

**5. Make it meaningful.**

“If you are planning a conference or just going to a conference, make sure it’s what you want,” advised [Jon Clayson](#), NYAAE officer and agriculture educator at Pioneer Central School in Yorkshire, N.Y. “Make sure that it is something that you will enjoy and be able to bring back to your classes. Ask yourself, ‘Is this something that the attendees will enjoy? Will it keep your interest? Can the attendee take something back to their classrooms?’”

**6. Play to win.** Throughout the 2006 and 2007 conferences, teams earned points as they participated in activities. Then, each member of the winning team took home a desirable prize, such as a digital camera or iPod. Both times, the competitive spirit took hold, and participants gave their best effort.

**7. Let the teachers teach.** NYAAE realizes that educators learn best when instructed by their peers.

“In an average year, over half of the workshop sessions are led by practicing teachers,” Busekist said. “Even our post-secondary teachers have become involved, either as presenters or participants.”

**8. Call in reinforcements.** Most times, event organizers themselves are not able to participate in games or activities because they already know the answers or results. By having the [Oswegatchie Education Center](#) design the components, help with scoring and track point totals, every NYAAE officer and staff person was able to engage in the conference.

For more information on the teachers in this article, please click on the links below:

[John Busekist](#)

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**Name:**

John Busekist

**Occupation/location:**

Teacher of agriculture, Cattaraugus-Little Valley Central School

**How long have you been in agricultural education (please list different jobs)?**

I am just completing my 30<sup>th</sup> year of teaching at Cattaraugus-Little Valley. I attended Cattaraugus as a student, so I have never strayed too far from my roots.

**Why did you want to become an agriculture educator?**

Originally, I started teaching to save the program, since they were having trouble finding a teacher. I found it so rewarding, I never went looking for anything else.

**Family:**

My wife is a nurse, and we have three daughters: two are in college, one studying English education and the other tourism management. Our oldest daughter studied agriculture education and is now working as a 4-H agent and preparing to work on her master's.

**Best part about the job:**

Seeing a struggling student finally have the "light" come on

**Favorite quote:**

There are two spiritual dangers in not owning a farm. One is the danger of supposing that breakfast comes from the grocery, and the other that heat comes from the furnace.

~ Aldo Leopold

**Favorite teaching memory:**

The year my youngest daughter spent as vice president of the NYSFFA



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## Feature Stories

Make Summer Fun Again | Solutions to Lighten Your Summer SAE Load  
Professional Development on the Road | New York Summer  
Conferences Break the Mold  
A New Formula for Summer Conference Success | Energize Your  
Officers with Summer Training and Retreats

### Energize your Officers with Summer Training and Retreats

By Beth A. DeHoff

Summer has arrived, and with it comes the need to train your student officers so they can hit the ground running when they return to class in the fall. Many advisors find this the perfect time to train officers in essential skills, nail down next year's calendar and build a cohesive group that can help grow the chapter.

[Chuck Gallinger](#), an agriculture instructor at Berlin High School in East Central Wisconsin, has been reaping the benefits of summer officer retreats since 1979. His students create the agenda for the four-night trip to the state FFA camp. "We work from the students' agenda, and when we're done, they can swim or play horseshoes or boat. They work off their energy, and they get their whole year laid out for the coming school year," he says. The group also works on service projects while there, repairing and building essential camp structures.

"I keep them busy physically and mentally, and they learn to get along well together. They have to learn to work together to get it all done," he observes. "Kids come up with the best and most unusual ideas, and that's what I look for. Sometimes we can adapt the off-the-wall stuff, and it makes things real entertaining!"

It also keeps a group growing. [Jay Bohnenblust](#), agriculture teacher at Clay Center High School in Clay Center, Kan., has seen the benefits of officer retreats for the last 24 years. "When you have buy-in from your officers, they share it with your chapter members. There are lots of strategies the kids have thought of over the years to increase our active membership," he says.

Like Gallinger, Bohnenblust appreciates the benefits of an off-site retreat. "For the last eight years, we've gone to a place 8,800 feet up in the mountains of Colorado. It gets them away from home and cell phone reception, and it lets



them concentrate on what's going on with the chapter – not with their boyfriend or girlfriend,” he says.

With more than eight hours in the car each way, Bohnenblust's group does most of its year-round planning on the road, including training in specific skills they'll need as officers. Once at the retreat, students work on problem solving together in activities such as horseback riding, river rafting and hiking. “We'll put six kids in a raft with a professional, but they're responsible for navigating the boat. It makes them work together. After an activity, we always talk about what went well, what went wrong, how everyone contributed, to make sure they're on target with what we want them to understand,” he says.

As executive secretary for the Georgia FFA, Ben Lastly is responsible for the entire state's officer training. He says the best training programs are those that get the students involved. “If your training is conducted by students, it keeps it student-oriented. If you're presenting technical information, you might want a presenter with technical expertise. But there's a lot of value to students hearing from other students. They have a lot of enthusiasm.”

More important than even the content of the retreat, says Lastly, is the camaraderie. “You can have eight really talented individuals, but they'll just be eight talented individuals if they don't have a point where they can come together and become a team,” he observes. “Sometimes that involves putting them in a situation that makes them uncomfortable, where they can only get out of it if they work together. It forces them to realize and appreciate each team member's strengths.”

In addition to state training programs, national FFA has a number of resources available to improve your officer training and member skill-building. Many FFA advisors have used the association's personality profile tools to explore the differing strengths of the various officers' personality types. Many also use the **LifeKnowledge®** online tool as well as **Mpower** to help build skills.

“LifeKnowledge began with the cry from business and industry that students needed to have specific leadership and skill sets to be successful in the workplace,” says Christine White, team leader of the LifeKnowledge Center for Agricultural Education. The online tool includes precepts, or broad topic areas, with 257 lesson plans. It allows advisors to assess each student's skills and identify areas that need development—both individually and in officer and chapter groups. The many lesson plans address those areas and are pre-scripted, so they can easily be led by student officers. Once a chapter subscribes to the online LifeKnowledge tool, the lessons continue to be updated.

Mpower is another tool that specifically develops the chapter officer team. This book and CD-ROM includes activities and planning sheets for teachers and officers to

use together. “Both LifeKnowledge and Mpower can be very helpful—you just need to pick and pull from both, depending on what you want your officers to do,” White says. “Once your officers are trained, they can use LifeKnowledge to work with students at the chapter level through the year.”

(For more information about LifeKnowledge, Mpower and other FFA tools for summer retreats and chapter officer training, please visit The Core catalog link at [www.ffaunlimited.org](http://www.ffaunlimited.org).)

Advisors can find many ways to conduct a summer retreat. Whether you choose to go off site, take a road trip, host a camp or use FFA or local tools, the key, says Lastly, is to do something.

“Don’t start your year without having taken the time to train those officers and get them empowered. Advisors will drive themselves crazy if they try to do everything, and they shouldn’t have to,” Lastly says. “Most students are smart and creative and energetic, and they want to do these things; they just need some guidance. Let the students be part of setting the goals and objectives for the year, and empower them to lead the chapter.”

For more information on the teachers in this article, please click on the links below:

[Chuck Gallinger](#)

[Jay Bohnenblust](#)

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**Name:**

Jay Bohnenblust

**Occupation/location:**

Agriculture education instructor/FFA advisor in Clay Center, Kan.

**How long have you been in agricultural education (please list different jobs)?**

24 years at Clay Center

**Why did you want to become an agriculture educator?**

I wanted to have a career that combined my interest in agriculture with my desire to work with young people.

**Family:**

Wife: Brenda

Daughters: Ashley - sophomore at Kansas State University; Whitney - junior, Heidi - freshman, Katelyn - 5th grader

**Best part about the job:**

New challenges and opportunities each day in helping young people get excited about the agricultural industry

**Favorite quote:**

Successful people do what unsuccessful people will not do.

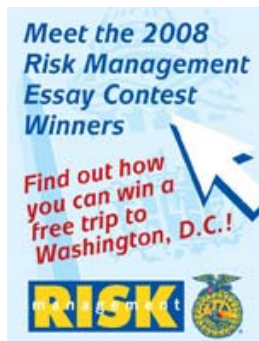
**Favorite teaching memory:**

All of the students that get excited about ag education, particularly those that are challenged in other academic areas and need some encouragement.



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## Perspectives

### Achieving Balance Between Being a "Mom" and an "Ag Mom"

By [Jona Squires](#), Horticulture teacher, Mid-America Technology Center in Wayne, Okla.

I never thought I would be a soccer mom with a carload of kids, headed to a game, trying to run five errands in between cheering my kids on. However, as an agricultural education teacher, a mother of three kids and a wife to a terrific husband, I am definitely an agriculture mom. Strangely enough, I never really knew that I wore the title of "ag mom." In fact, in those early years, if you would have stereotyped me into that package, I would have been extremely upset because I had been a progeny of agriculture and felt I had earned my spot in the teaching field.

I was reared and geared in agriculture. My father received an agricultural education degree in the early 1970s and started his teaching career in 1976. My mother was a family and consumer science teacher, so teaching was in the family lineage. As a family we raised cattle, sheep and swine. I had earned my fair share of time calving out calves, pulling pigs and dealing with orphan lambs. I couldn't wait to enroll in agricultural education, myself, and participate in FFA events. Our chapter had become very successful and established a legacy in the 1980s for having state officers and national officers. I was blessed to have three fantastic mentors: my parents, Dale and Jan Horton, and my other agricultural education teacher, Brady McCullough. They pushed, guided and inspired me to pursue a degree in agriculture.

In 1998 I started my teaching career at age 30 at the same place where my dad had started teaching—Norman High School. Here I was, beginning a career in teaching the greatest subject in the world, and there was no manual that told you how to balance being a mother, teacher and wife. I traded in my Bonneville for a four-door Ford F-250 and joined the agriculture force of Oklahoma. It was scary, fun and challenging—all rolled into one job. There were less than 10 women teaching in 1998 in Oklahoma, and I was one of them. I had a great admiration for those in the profession and looked to them for guidance. However, there were very few teaching who had young kids, were married and co-taught. I felt alone in uncharted courses, but luckily I

was fortunate to get involved in several professional organizations: OAETA (Oklahoma Agriculture Teachers Association), OkACTE (Oklahoma Association for Career & Technology Education), NAAE (National Association for Agriculture Education) and ACTE (Association for Career & Technical Education).

My leadership roles started with serving on the OAETA awards committee, which then led to a board member assignment and eventually the vice president of central district. These opportunities allowed me to grow and network with so many people. It gave me guidance and support in areas where I didn't even know I needed it. From these professional development opportunities, I became more active in OkACTE and served on the state awards committee and recently completely a third term on the regional ACTE awards committee. Again, branching out into waters unknown led to fantastic opportunities, and I have continued to learn and grow, as well as gain many great friends. I would challenge all teachers to try to get more involved in their professional organizations. You may think you don't have the time or that it takes away from your job or your family, but I would greatly disagree, and so would my students and my family. Oftentimes, I would take my family to conferences and events. In fact, my kids would always plan our summer around the annual Region IV NAAE conference.

Whether it's been local, district, state or national professional events, I have been more motivated to share new ideas with my students and peers. As an educator, our jobs are always changing, and it takes a lot of support and energy to hang in there. This "ag mom" has traveled a lot of miles, spent many hours with other people's kids with the thought that if it was something I would want for one of my own children, then I should be providing it to others. As my own children have grown older and are more active, my role as an agriculture educator has shifted again. I know I wear two hats – that of an "ag mom" and that of just "mom." For those who feel like there just aren't enough hours in the day to do both, just remember that being a positive role model, cheerleader and companion is what teaching agricultural education and being a mom is all about it. I am proud to be a second generation agriculture teacher who wears a skirt with a "blingy" belt, paints her toenails and cheers her kids on at soccer matches!

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## Question for the Profession

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### Question for the Profession: Share Your Summer Planning Ideas!

*By the LPS team for Making a Difference*

Down the country lane staggers the coonhound on his last leg. He's been on the hunt for days and has just enough energy to plop himself under the nearest bush for a long sleep and recovery.

Sound like the agriculture teacher at the end of the school year? I remember the feeling of total exhaustion that you feel when the year is over and the kids are out the door. Unfortunately, you can't crawl under a bush, hibernate for three months and emerge refreshed and ready to start anew. No, you have to keep going throughout the summer months to ensure your program and students are ready to start again in August. You've got SAE visits, officer trainings, equipment inventory, facility and equipment maintenance, classrooms to organize, greenhouses to clean and so much more to do before you can relax and prop up your feet.

The question is, how can you get it all done? One answer is to not reinvent the wheel. Learn from the advice of fellow teachers on how to make the job easier, more efficient and effective. This month's question for the profession is simple, and not really a question so much as a request: share your ideas on how you conduct your summer SAE visits, inventory your facilities, plan and organize the classroom for next year, and provide leadership training for your officers and members. No tip is too small, nor is any topic of summer activity insignificant.

Share your ideas with each other. Make your lives easier and steal a few more hours of sleep under the bush like the old hound dog.

Post your ideas at NAAE [Communities of Practice](#)

Have a great summer, and don't forget to take time off for you and your family. You deserve it!

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## Teacher Resources

### Safety Exams for All

Too often we don't focus on the importance of safety exams until an accident happens. Will your exams stand up in a legal inquiry? Are they valid in relation to the material taught? Are all of your students able to effectively interpret the questions asked? This website from Denver public schools provides a good listing of [safety instruction materials and matched exams](#) for many of our pieces of shop equipment. A great feature, not often found, is that they have a complementary set of student materials and exams in Spanish. Think about that: If your student isn't fluent in English, yet you test his understanding of shop safety on an exam in English, would that stand in a court case? If you do use these materials for your program, don't forget to adapt them to meet the specifics of your shop's equipment.

While at the Denver site, look at the [math in CTE lesson plans](#). While they aren't specifically written for agriculture, many could be adapted to your courses. The workshop plan lesson and reading a ruler both could be utilized in entry level agricultural mechanics courses. Additional lessons are available in many business applications.

### PowerPoint Search Feature

Attention PowerPoint users: Remember when you created that PowerPoint on animal reproduction or plant leaf arrangement last year? Remember thinking that if you could just find that one picture or diagram, your presentation would be complete? Wouldn't it be easy if you could just do a google search for other PowerPoints on the topic? Now you can! Just follow the instructions below.

1. Go to <http://www.google.com>.
2. Click on "Advanced Search."
3. Under the "File Type" option, select "Microsoft PowerPoint (.ppt)"
4. In the "All These Words" field, type in the key words of the topic you are teaching, e.g., animal reproduction. (Shortcut: You could just go to Google and type animal reproduction filetype:ppt.)

Other great tips can be found at:

[http://www.tammyworchester.com/Tips/Tammys\\_Technology\\_Tips\\_for\\_](http://www.tammyworchester.com/Tips/Tammys_Technology_Tips_for_)

### **Professional Development in Horticulture**

Are you building your first greenhouse this summer and wish you had a better understanding of how to maximize its use? Or do you want to learn more about landscape and turf grass? Don't miss this summer's edition of horticulture workshops from Hummert International. Both workshops are offered at their Earth City, Mo., location just outside of St. Louis. These workshops are designed for agriculture educators, and space is limited, so reserve your spot soon.

- Greenhouse Operation and Management—June 27-28; cost: \$275.00.
- Landscape Design and Turf Grass Management—July 31-Aug. 1; cost: \$225.00.

Visit [www.naae.org](http://www.naae.org) for course details and registration information. <http://www.naae.org/links/workshops/>

### **Alternative Energy Thoughts**

What would you do with 270 tons of turkey guts and 20 tons of pig fat? Please don't say "host a barbeque!" Check out [Discover magazine](#) to learn how a slaughter plant in Missouri is handling the byproduct from their facility. Additional information on this process can be found at [Changing World Technology's](#) website. While you're there, click on the video tab and look at the "searching for sweet" and "reprogramming sheep" videos. Interesting information to stimulate discussions.

### **"All in One" Agriculture Information Site**

Trying to stay current with all the agriculture programs, policies, organizations and news can be an impossible feat. [Ag1Stop](#) might be the answer you're looking for. This website has been designed to be a "one stop" site that allows users to easily access information and resources concerning agricultural regulatory program requirements, implementing conservation programs and sustainable practices, and agricultural policy updates from national websites and organizations located in all 50 states. Links to national and state commodity trade associations and environmental groups have also been listed. This reference website allows the user to access multiple federal and state agencies and non-governmental organizations for online information through the use of one Internet location, rather than navigating multiple agency websites.

### **Resource for Agricultural Math Examples**

If you are in need of some math examples and/or case studies or are looking for a way to incorporate math into your agriculture curriculum, you should check out <http://www.math.dartmouth.edu/~matc/eBookshelf/index.html>. It features ready-made examples relating to different areas, some of which could be related to agriculture, especially in an agribusiness application. There is no fee to download; however, you will need to supply your name and e-mail.

### **Where Does All This Stuff Come From?**

"Build a common-ground bridge of understanding and respect between urban youth, rural youth and their natural resource providers."

This is the mission of [Provider Pals](#), an organization created to build a link between students in urban settings with those whose occupations provide the "stuff" that we all use in our daily lives.

Provider Pals® exists because of a number of current realities: In the United States and Canada, there is a large and growing resource linkage problem. Our largely urbanized culture (80% of us now live in urban areas) has lost track of where their "stuff" comes from. This disconnection between consumption and production is problematic for all involved in addressing the difficult decisions we face in protecting the natural environment, while continuing to provide the products society consumes. It is especially problematic for those who live in, work in, love and manage the environment.

Bruce Vincent, founder, was passionate about bridging this gap. He designed Provider Pals® based off of years of experience trying to fulfill this mission. He built a program that uses education and once-in-a-lifetime opportunities to produce lifelong understanding and respect between urban and rural cultures. Provider Pals encourages people to discuss their cultural realities, embrace their differences and celebrate their similarities. Find out more about this program and the opportunities it offers at [Provider Pals](#).

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## FFA Buzz

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### Days of Service Landscape Contest

The National FFA Organization's National Days of Service team wants your chapter's best creative landscaping ideas for one of our 2008 National Days of Service project sites. Which service site? The Indiana State Fair Grounds, which attracts more than 2 million visitors annually. The chapter with the winning plot plan will receive national recognition, be commemorated through Indiana State Fair Grounds signage, be featured in various publications and will receive \$2,000 to conduct a landscaping project in their local community! All submissions must be postmarked or e-marked by June 13, 2008.

The main aspects of the desired plot plan are:

- Accessibility
- Sustainability
- Creating a vibrantly aesthetic environment
- Innovation
- Cost effectiveness

For administrative questions, please contact Damon Spight at [dspight@ffa.org](mailto:dspight@ffa.org) or call (317) 802-4413. For additional plot information and images, please contact Justin Armstrong at [jarmstrong@indianastatefair.com](mailto:jarmstrong@indianastatefair.com) or call (317) 927-7559

### Million Hour Challenge

MHC encourages members across the country to improve their communities through civic engagement. Project hours contributed by members and advisors are captured to provide recognition within FFA as well as in the communities themselves. Awards will be given during the 2008 National FFA Convention to the chapters having the greatest number of community service hours in the following categories—Environment, Government, Social/Human Service, Healthy Lifestyles and Education. The awards total \$12,500. Eligible project hours are those earned during the Oct. 2, 2007 to Oct. 1, 2008 period. Hours from all programs above are eligible for the Million Hour Challenge. Please remember, hours must be entered by advisors into the Million Hour database to earn credit.

### Living to Serve Grant Opportunities



Sponsored by the National FFA Organization through grant funding from the United States Department of Agriculture (USDA), the Living to Serve program will provide more than \$130,000 in grants and awards to chapters or members nationwide.

Grant applications for the next round of LTS project funding are now being accepted. Visit [www.ffa.org/ltsgrants](http://www.ffa.org/ltsgrants) or click "Apply for Grants" on the home page.

LTS grants are available for the following FFA programs: Washington Leadership Conference (WLC), Partners in Active Learning Support (PALS), National Days of Service (NDoS), and the H.O. Sargent Diversity Award. In addition, the Million Hour Challenge program is now offering more chapter awards, now for different service categories.

Find out more about these great opportunities and the Living to Serve state grants. Visit the website, or contact the Living to Serve program staff at 317-802-4413 or [lts@ffa.org](mailto:lts@ffa.org).

### **Agri-Entrepreneurship Program**

When submitting your applications to state, please submit all applications. Your state staff will then submit all applications to us, not just the state winners. All applications are eligible at the national level regardless if they were the state winner or not. In fact, last year we had three winners from Ohio; two from the same chapter! If your state does not have a state competition, you may submit applications directly to National FFA. More information is available at:

[http://www.ffa.org/index.cfm?method=c\\_programs.AgEntrepreneurship](http://www.ffa.org/index.cfm?method=c_programs.AgEntrepreneurship)

If you have more than one application from your chapter, please indicate the chapter winner. And remember the chapter level award is now \$150 and there isn't a matching fund requirement.

For more information, contact Deborah Sellers at [dsellers@ffa.org](mailto:dsellers@ffa.org).

### **Watch Episodes of FFA Today!**

If you missed the RFD-TV broadcast of FFA Today! on April 24, don't despair! The show is posted online at [www.ffa.org](http://www.ffa.org), along with [previous episodes](#) and other great video stories. Want to know when we've added something new? Then sign up for our [FFA video feed](#) or subscribe via [iTunes](#).

### **Chapter Video Contest**

Encourage your state's chapters to enter the Chapter Video Contest! Each month, a winner will be featured on the FFA Today! television show and on ffa.org. Members can show why their chapter is special or make a video promoting FFA.

They can even create a segment educating others about an important issue like environmental awareness or childhood obesity. Winners will be chosen based on quality of content, quality of video and adherence to guidelines. For past winners visit [ffatoday.ffa.org](http://ffatoday.ffa.org) and click [here](#) for contest details.

### **Million Can Challenge**

Thanks to the 2007-2008 participants, the Million Can Challenge has helped in the fight against hunger by raising over 700,000 nonperishable food items!!

National FFA Alumni, in partnership with Toyota, needs your help reaching the million can goal. Can Hunger—Million-Can Challenge canned food drives will be held at 12 locations across the nation this year and in 2009. The program is designed to encourage FFA members and alumni to partner with their local Toyota dealership to raise food and funds to support the hungry. Application and further details can found on the alumni website at [www.ffa.org/alumni](http://www.ffa.org/alumni).

### **CONVENTION NEWS**

National Band, Chorus and Talent applications now available

Do you have students with musical abilities? The National FFA Band, Chorus and Talent programs are a great way for members to divulge their creative side, while participating in the national convention.

So, have them tune up their horns, exercise their vocal chords or put on their dancing shoes and audition to be part of the National FFA Band, Chorus or Talent. It is an exhilarating experience they will never forget!

Download applications at [http://www.ffa.org/index.cfm?method=c\\_convention.bandchorustalent](http://www.ffa.org/index.cfm?method=c_convention.bandchorustalent). Applications are due by July 1.

### **First Edition Advisors Planning Guide Online Now**

It's here—the Advisors Planning Guide – First Edition! Check out [ffa.org](http://ffa.org) now to start planning your convention experience. Each April, FFA advisors know to expect the Advisors Planning Guide – First Edition in advance of the annual national FFA convention. This guide contains important housing and preliminary event information. This year, the publication is available online only at [ffa.org](http://ffa.org); no print copies will be produced. Please pass this information along to other advisors.

This August, advisors will receive a hard copy of the Advisors Planning Guide—Second Edition. In 2009 both publications will only be available online. Questions? Contact Julie Woodard, [jwoodard@ffa.org](mailto:jwoodard@ffa.org).

## OTHER NEWS

### Save and Relax with the Wyndham Hotel Group

The Wyndham Hotel Group, featuring 10 hotel brands representing more than 6,500 hotels on six continents, is now offering a 10 percent discount off the “Best Available Rate” to FFA advisors, members, families and alumni.

To obtain this discount through the Wyndham Hotel Group FFA Discount Program, just make your reservation on the Internet or by phone and provide the FFA corporate discount number [1000005345] at the time of booking. Please note: If your hotel choice is a Wyndham Hotel or Resort, you must make reservations by phone to qualify for the discount.

- For Internet reservations, go to the [Wyndham Hotel Group FFA Discount Program](#) (the landing page will read Tripwards® Wyndham Worldwide).
- For phone reservations, call 1-877-670-7088 and follow the prompts.
- From FFA Marketplace, go to <http://www.ffa.org/ffamarketplace/index.htm>, then click on Wyndham in the travel section.

### Jacob Ross Parish Memorial Scholarship

Jacob Ross Parish was a proud 2007 graduate of Lockhart High School, in Texas and was attending Austin Community College when an automobile accident took his life. Jacob was a student advisor for FFA and wanted to be an agricultural education teacher and FFA advisor. He won many awards for his livestock and played soccer and football. Jacob loved to hunt and fish with his best friend, his dad, and shared their “stories” with anyone who had time to listen. Jacob never met a stranger and always had the time to talk and listen.

Jacob’s mom, Kathy Parish, worked for DMX in Austin, Texas. Co-workers, friends and family wanted to do something special to remember Jacob, so they established The Jacob Ross Parish Scholarship Fund. The donors wrote that they wished “to remember and recognize, with unconditional love, Jacob Ross Parish, whose dream was to (A) become an Agricultural Teacher and (B) live the Future Farmers of America’s (“FFA”) motto of “Learning to Do, Doing to Learn, Earning to Live and Living to Serve”, by establishing The Jacob Ross Parish Scholarship Fund.”

In the three months following Jacob’s passing, the endowment grew to more than \$100,000. This endowment will, in perpetuity, provide scholarships for FFA members who shared Jacob’s interests.

If you would like to contribute to this endowment, please contact Bobbie Donahue at [bdonahue@ffa.org](mailto:bdonahue@ffa.org).

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