

Name: _____

Aligned to the following standards: FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M;
FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4;
CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

Appendix 1: Go Far With an SAE Grant

Part 1

Directions:

Read the article “Go Far With an SAE Grant” in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What is the name of the SAE highlighted in the article?
2. What category does this SAE fall into?
3. What does Allie do for her SAE? Explain in two or three complete sentences.
4. What is included in the kits?
5. What does Allie promote through her SAE?
6. What were the key components that made Allie's SAE grant application stand out?
7. What is the main goal of Allie's SAE?
8. If you could help teach someone a skill or solve a community need through agriculture, what would you build in a box?

Name: _____

Part 2

Directions:

In groups of three or four, as assigned by your teacher, you are going to create your own kit like Allie makes! Fill out the planning template below as you work.

Kit Name (Make it catchy!)		
SAE Pathway (Circle the pathway below.)		
Agribusiness Systems	Animal Systems	Biotechnology Systems
Education, Communication and Leadership	Environmental Systems	Food Products and Processing Systems
Natural Resource Systems	Plant Systems	Power, Structural and Technical Systems
Target Audience (Who is this kit for?)		
Problem/Need Being Addressed (What issue are you solving?)		
What's in the Box? (List your materials and tools.)		
Activities Included (What will users do?)		
Educational or Community Impact (Why does this matter?)		
Budget Plan (\$1,000 total)		

Name: _____

Part 3

Directions:

Now that you have planned for your kit, you will be pitching it to a panel of grant judges to determine if you receive the grant for your kit. Use the rubric below to help guide your presentation. After the presentations, answer the reflection questions below.

PRESENTATION RUBRIC

Qualification	Very strong evidence of skill is present. (5–4 pts)	Moderate evidence of skill is present. (3–2 pts)	Weak evidence of skill is present. (1–0 pts)	Total Points (20 possible)
Presentation Skills	Is thorough and maintains eye contact	Somewhat professional and depends on the presentation	No evidence of preparation	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Two minutes or more	Between one and two minutes	Under one minute	
Overall Impression	Presentation was professional, and presenter thoroughly explained the plan/idea.	Presentation was complete but lacked some detail.	The presentation lacked polish and information.	
			Total	

Reflection Questions

1. What kit, aside from your own, would you fund and why?
2. How could you turn your idea into a real SAE?
3. How could your kit help solve a real issue in your community?
4. What partnerships or sponsors could support your project?
5. If you had unlimited funding, how would your kit be different?
6. If a judge were deciding whether to fund your kit with a real SAE grant, what one thing would you say to convince them it makes a difference?

Name: _____

KEY: Appendix 1: Go Far With an SAE Grant

Part 1

Directions:

Read the article “Go Far With an SAE Grant” in the fall/winter 2025 issue of *FFA New Horizons* and answer the questions below.

1. What is the name of the SAE highlighted in the article?

Allie's Ag Academy

2. What category does this SAE fall into?

Agricultural Education

3. What does Allie do for her SAE? Explain in two or three complete sentences.

For her SAE, Allie assembles kits for teachers in her community and area. She includes interactive learning materials about livestock, plant and social sciences and sustainable agriculture practices.

4. What is included in the kits?

Learning materials about livestock, plant and social sciences and sustainable agriculture practices

5. What does Allie promote through her SAE?

Agricultural advocacy and literacy

6. What were the key components that made Allie's SAE grant application stand out?

Well-defined goals and describing how the project could affect the community

7. What is the main goal of Allie's SAE?

To create an interest in agriculture

8. If you could help teach someone a skill or solve a community need through agriculture, what would you build in a box?

Answers will vary.

Name: _____

Part 2

Directions:

In groups of three or four, as assigned by your teacher, you are going to create your own kit like Allie makes! Fill out the planning template below as you work.

Kit Name (Make it catchy!) Answers will vary.
SAE Pathway (Circle the pathway below.) Agribusiness Systems Animal Systems Biotechnology Systems Education, Communication and Leadership Environmental Systems Food Products and Processing Systems Natural Resource Systems Plant Systems Power, Structural and Technical Systems Answers will vary.
Target Audience (Who is this kit for?) Answers will vary.
Problem/Need Being Addressed (What issue are you solving?) Answers will vary.
What's in the Box? (List your materials and tools.) Answers will vary.
Activities Included (What will users do?) Answers will vary.
Educational or Community Impact (Why does this matter?) Answers will vary.
Budget Plan (\$1,000 total) Answers will vary.

Name: _____

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Reflection Questions

1. What kit, aside from your own, would you fund and why?
Answers will vary.
2. How could you turn your idea into a real SAE?
Answers will vary.
3. How could your kit help solve a real issue in your community?
Answers will vary.
4. What partnerships or sponsors could support your project?
Answers will vary.
5. If you had unlimited funding, how would your kit be different?
Answers will vary.
6. If a judge were deciding whether to fund your kit with a real SAE grant, what one thing would you say to convince them it makes a difference?
Answers will vary.