



High School

National FFA Organization

Lesson HS.130

ENJOYING THE RIDE— KEEPING FUEL IN THE TANK

Unit. Supervised Agricultural Experience

Problem Area. Introduction to SAE

Precepts. F5: Acquire new knowledge

National Standards. NL-ENG.K-12.5 — Communication Strategies — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain the connection between the FFA degree program and his or her SAE experience.
- 2 Describe the connection between the FFA proficiency awards program and his or her SAE experience.



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Time. Instruction time for this lesson: 50 minutes.



Resources

FFA CD, “Guide to National Activities”
FFA Web Site—www.ffa.org
SAE Tool Box—www.cals.ncsu.edu/agexed/sae/toolbox/



Tools, Equipment, and Supplies

- ✓ Small Box
- ✓ 3 x 5 Index Cards
- ✓ Overhead Projector
- ✓ Writing Surface
- ✓ Official FFA Manual
- ✓ HS.130.TM.A
- ✓ HS.130.TM.B
- ✓ HS.130.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- **Proficiency Awards**
- **Degree Program**



Interest Approach

FFA is a great motivational tool for keeping students interested in SAE. This lesson is designed to help the students connect SAE to FFA. This activity is designed to tap into the competitive edge of students. Divide the class into two sections or teams. The game is called SAE Ball!

Draw a diagram of a baseball field on a writing surface. The object of the game is to score runs, just like in baseball. Create a box containing questions on 3 x 5 index cards regarding all the concepts about SAE that have been discussed in this unit. Each card has a question and a value (i.e., single, double, triple, home run). Each question is directed at an individual student; the team cannot help answer the question. Each team gets three outs. A missed question results in an out. Three outs and players change sides. They will play three innings.



Divide into two teams, and I'll explain what we are going to do today. We are playing SAE Ball! A diagram of a baseball field is on the board. I have questions regarding SAE in this box. Each question has a different value, depending on the difficulty of the question. Some questions are singles and some questions are home runs; you get the idea. You get three outs per side. Let's play ball!



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Did the students get excited and express a desire to win? Were the students competitive? Make the point to students that we all enjoy competing and striving toward a goal. FFA provides motivation for students to remain focused on their goals.



Just as you were excited about the game, today we will be introduced to FFA's way of motivating students to excel in their SAE program. FFA's way involves degree programs and proficiency awards.

SUMMARY OF CONTENT AND TEACHING STRATEGIES.

Objective 1. Explain the connection between the FFA degree program and his or her SAE experience.



Staying motivated about an SAE program can sometimes be a difficult challenge. FFA provides the fuel and motivation for keeping you motivated about your SAE experience.

I. *FFA Degrees*



FFA offers five degrees of membership. These degrees are designed to demonstrate the progress a student is making toward success in an SAE. Each degree has minimum requirements that can be found in the Official FFA Manual.

Share HS.130.TM.A with the students. They should take notes in their notebook.

FFA Degree Program:

- *Discovery FFA Degree*
- *Greenhand FFA Degree*
- *Chapter FFA Degree*
- *State FFA Degree*
- *American FFA Degree*



Now that you have the five degrees, take out your copy of the Official FFA Manual and write in your notes the minimum requirements for each degree. Remember, regardless of the type of SAE you have, if it's quality, you can attain various degrees. However, it must be quality.

Many teachers have students complete the background information on their next degree early in the semester and continue to update it throughout the year. This often makes the final process much easier.



Objective 2. Describe the connection between the FFA proficiency awards program and his or her SAE experience.

II. FFA **Proficiency Awards**

- A. Whereas degree programs recognize the attainment of a standard, proficiency awards have students competing against each other for awards based on SAE growth, innovation, size, etc. Proficiency award winners are named at nearly every recognition level, from the local chapter to the national level.

FFA offers proficiency awards for students to gain recognition for their SAE achievements. Share HS.130.TM.B with the students. There are 49 FFA proficiency award (in 2003) areas to choose from.

► **Activity:**

Allow each student to print a copy of the proficiency award application that matches most closely his or her SAE (Refer to FFA web site or FFA CD). Have them take some class time to review the application and include it in their record book.

Based on their area of SAE interest, each student will go on-line to the FFA web site to learn about the national finalists for the past year. Each student is to prepare a two-minute presentation for the class on one of the national finalists. Use the remainder of the class time to prepare presentation. Presentations will be given per the teacher's discretion over the next week.



You will now select a proficiency award area based on your SAE. After you have selected your area, go to a computer station to download and print the award area in which you are interested. Take some time to familiarize yourself with this award application.

Have your students do a Little Professor Moment to reinforce today's lesson on degree programs and proficiency awards.



Are you ready? We have made the trip through redefining agriculture, understanding career clusters, choosing clusters and career options, developing an SAE, and understanding how to utilize FFA opportunities.



Carpe Diem. Seize the day!



Review/Summary

Have the students complete the following in their notebooks:

- 1. Name the five FFA degree programs.*
- 2. What is the FFA proficiency award program?*



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Application

►Extended Classroom Activity:

Have students find out who the first female Star American Farmer was. From what area was she? What was her SAE program?

►FFA Activity:

Have students research how many students from your school have received the State and/or American FFA Degree.

►SAE Activity:

Direct students to attach the appropriate proficiency and degree application to their SAE record

books.

✓ Evaluation

A written test, *HS.130.Assess*, is provided to measure the objectives of this lesson.

Answers to Assessment:

Rank items:

5

4

2

1

3

Fill-in the blank:

1. SAE
2. 49
3. 4
4. American
5. Discovery



HS.130.Assess Name: _____

ENJOYING THE RIDE— KEEPING FUEL IN THE TANK

Rank the following FFA degrees from lowest to highest.

- _____ American FFA Degree
- _____ State FFA Degree
- _____ Greenhand FFA Degree
- _____ Discovery FFA Degree
- _____ Chapter FFA Degree

Answer the following fill-in-the-blank questions.

1. The FFA proficiency award program recognizes achievement in _____.
2. There are approximately ____ proficiency awards.
3. There are _____ national finalists chosen for proficiency awards each year by the National FFA Organization.
4. The highest degree FFA offers is the _____ FFA Degree.
5. The _____ FFA Degree was developed for middle school students.



HS.130.TM.A

FFA DEGREE PROGRAM:

- ◆ **Discovery FFA Degree**
- ◆ **Greenhand FFA Degree**
- ◆ **Chapter FFA Degree**
- ◆ **State FFA Degree**
- ◆ **American FFA Degree**



HS.130.TM.B

FFA PROFICIENCY AWARD AREAS

The agricultural proficiency award areas approved for sponsorship by the National FFA Board of Directors for 2001 and beyond. An award area must be sponsored before it is offered in any given year.

◆ **Agricultural Communications:** typically includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facility to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio or TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. Also includes any use of technology (such as Web sites) aimed at communicating the story of agriculture.

◆ **Agricultural Mechanization and Technical Systems Cluster:** will be split into the categories below if adequate sponsorship funding is acquired. Otherwise, Agricultural Mechanization and Technical Systems will include all of the following areas:

- ➔ **Agricultural Mechanics Design and Fabrication:** involves the design and construction of agricultural equipment and/or structures, or the structural materials selection and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.
- ➔ **Agricultural Mechanics Repair and Maintenance:** involves the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.
- ➔ **Agricultural Mechanics Energy Systems (Ag Power):** involves the adjustments, repairs, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power, and/or water power.

◆ **Agricultural Processing:** Involves students working in assembling, transporting, processing, fabricating, mixing, packaging, and storing food and non-food agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food processing. Non-food products could include by-product processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool and cotton, cubing and pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See Forest Management and Products.



◆ **Agricultural Sales and/or Service Cluster:** will be split into the categories below if adequate sponsorship funding is acquired. Otherwise, Agricultural Sales and/or Service will include all of the following areas:

➔ **Agricultural Sales:** involves students working in sales of feed, seed, fertilizer, or agricultural chemicals. Students also may own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities also may include the merchandising of crops, livestock, processed agricultural commodities, horticultural, or forestry items at either the retail or wholesale level.

➔ **Agricultural Services:** involves students working in custom equipment operation and maintenance, agricultural management and financial services, agricultural education-related services, animal breeding services, custom baling, crop scouting, horse shoeing, taxidermy services, animal hospital services, custom and contract feeding services, or other appropriate services offered through agricultural enterprises.

◆ **Aquaculture:** using the best management practices available to produce and market aquatic plants and animals. Programs may include catfish farming, shrimp farming, crawfish farming, mollusks, salmon ranching, tropical fish rearing, and tilapia culture.

◆ **Beef Production:** using the best management practices available to efficiently produce and market beef.

◆ **Dairy Production:** using the best management practices available to efficiently produce and market dairy cattle and dairy products.

◆ **Diversified Agricultural Production:** using the best management practices available to efficiently produce and market a combination of two or more livestock and crop-related proficiencies. Must include at least one livestock and at least one crop-related proficiency.

◆ **Diversified Crop Production:** using the best management practices available to efficiently produce and market two or more crop-related proficiencies such as grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

◆ **Diversified Horticulture:** using the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas—Floriculture, Landscape Management, Nursery Operations, Turf Grass Management.

◆ **Diversified Livestock Production:** using the best management practices available to efficiently produce and market a combination of two or more livestock-related proficiencies

such as beef, dairy, swine, equine, specialty animals, small animal production, or poultry.

◆ **Emerging Agricultural Technology:** involves students gaining experiences in new and emerging agricultural technologies, such as agriscience, biotech nology lab research, computers, and other new and emerging technologies that are not covered in any of the existing award categories.



◆ **Environmental Science and Natural Resources Management:** typically results in FFA members receiving practical experiences concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include management of agriculture waste; recycling of agriculture products; environmental clean-ups; conservation corps; agricultural energy usage; multiple uses of resources; land use regulations including soil, water, and air quality; preservation of wetlands, shorelines, and grasslands; wildlife surveys; erosion prevention practices; public relations; and education concerning pollution.

◆ **Equine Science:** typically provides insights into horse production, breeding, marketing, showing, and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, riding lessons, and therapeutic horseback riding if horses are owned and/or managed by the member.

◆ **Fiber and Oil Crop Production:** using the best management practices available to efficiently produce and market crops for fiber and/or oil, such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

◆ **Floriculture:** using the best management practices available to efficiently produce and market field or greenhouse production of flowers (fresh and dried), foliage, and related plant materials for ornamental purposes, including the arranging, packaging, and

marketing of these materials.

◆ **Food Science and Technology:** involves students working for wages and/or experience in applying microbiology, biochemistry, or food product research and development to improve taste, nutrition, quality, and/or value of food. Programs could include research, development of new products, food testing, grading, and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities, or by testing milk or other foods for quality and safety. Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

◆ **Forage Production:** using the best management practices available to efficiently produce and market crops for forage, such as sorghum not used for grain, alfalfa, clover, bromegrass, orchard grass, grain forages, corn and grass silages, and all pastures.

◆ **Forest Management and Products:** involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood, and wood chips/mulch.



◆ **Fruit and/or Vegetable Cluster:** will be split into the categories below if adequate sponsorship funding is acquired. Otherwise, Fruit and/or Vegetable Cluster will include all of the following areas:

➔ **Fruit Production:** using the best management practices available to efficiently produce and market crops for fruit, such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts, and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peach, nectarine, plum, apricot, and cherry.)

➔ **Vegetable Production:** using the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables, and all common garden vegetables.

◆ **Grain Production:** using the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice, and rye.

◆ **Home and/or Community Development:** typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning, or labor-saving devices. Also includes community development activities such as volunteerism, community development, and community betterment activities.

◆ **Landscape Management:** typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations, and improvement of recreational areas.

◆ **Nursery Operations:** typically provides students with job-entry experience in areas such as turf, plants, shrubs, and/or tree production for the purpose of transplanting or propagation. Could include water garden plants if produced to sell.

◆ **Outdoor Recreation:** typically strives to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where member does not own or manage animals.

◆ **Poultry Production:** using the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese, and guinea, and their products.

◆ **Sheep Production:** using the best management practices available to efficiently produce and market sheep and wool.



- ◆ **Small Animal Production and Care:** using the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, etc., and programs that typically provide a service in caring for the well being of pets. Programs could include working at a pet shop, grooming, dog training, serving as a veterinary assistant, providing pet sitting services, or working at a kennel.
- ◆ **Specialty Animal Production:** using the best management practices available to efficiently produce and market specialty animals not covered in any of the existing award categories, such as bees, goats, mules, donkeys, miniature horses, mink, worms, ostriches, emus, alpacas, or llamas. Placement could include zoo worker or placement at any specialty animal facility.
- ◆ **Specialty Crop Production:** using the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian corn and other specialty corns, all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, or production of crop seed.
- ◆ **Swine Production:** using the best management practices available to efficiently produce and market swine.
- ◆ **Turf Grass Management:** typically involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and golf course management.
- ◆ **Wildlife Production and Management:** typically strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail, and pheasants are eligible if used as an income enterprise.



