

Name _____ Date _____ Hour _____

ACTIVITY 1.1

UNIT WORD SEARCH

active
alumni
awards
career development

classroom
collegiate
honorary
jacket

laboratory
leadership
official dress
opening ceremonies

proficiency
segregated
supervised
symbols

L B V Q X M M L B O X D N I N U F P X K O E
J I V J A A B E E O Y C Z O U D K C Z E H L
J E B A S C X A J U X N W R M D E L H T M N
L I V L Y S H D I N M U L A D I A Z F P E B
W C Y C A R E E R D E V E L O P M E N T Y I
S E I N O M E R E C G N I N E P O G A O C D
H D U H B B P S D C G U S F V W L I I V N E
C O R F R W T H E L M T D E T A G E R G E S
N W N A O H A I J H A M G A L E T S Z Y I I
M C D O W M I P K D B I C A L J E Y K W C V
L A B O R A T O R Y A T C L K L K M S X I R
Q H T J V A G H N I I Z O I X R C B H K F E
Y U H L C Z R A M V G C O I F Q A O T R O P
N P P G U I H Y E W A Q P H V F J L G U R U
X V Y W P D C L A S S R O O M X O S J X P S

ACTIVITY 1.2

DISCOVERING SAEs

Student Materials

Pencil

Background

Supervised Agricultural Experience (SAE) programs are teacher-supervised, individualized, hands-on, student developed projects that give students real-world experience in agriculture and/or agriculture related areas. There are four types of SAEs: exploratory, entrepreneurship, placement and agriscience.

An exploratory SAE deals with career awareness and agricultural literacy. An entrepreneurship SAE is the personal ownership of an agriculture related enterprise or agribusiness. A placement SAE is paid employment or non-paid internship in an agricultural related job or career area. An agriscience SAE is a research based project in which the student collects data and reaches scientific based conclusions dealing with agriculture or agriculturally related issues. There are five factors that define a quality supervised agricultural experience program:

Documented

Records should be kept accurately and in a timely manner. Students should develop an understanding of managerial practices and identify alternatives based on his or her records. A resume of skills learned should also be created.

Curriculum Based

Knowledge gained from instruction should be used in planning the SAE. Students should use agricultural and academic principles to arrive at end products.

Student Managed

Student should apply classroom-learned skills in real-world settings with student-initiated assistance.

Planned

An SAE should be planned with the help of the agriculture teacher and parents and grow into an independently managed program.

Recognition

An acceptable SAE corresponds with a National FFA Proficiency award area. Students with an SAE should strive for recognition of their SAE on the local, state and national levels.

<p>Exploratory Career awareness Agricultural literacy</p>	<p>Entrepreneurship Production Agribusiness</p>	<p>Placement Paid Unpaid</p>	<p>Agriscience Seed germination Effective pesticide rates</p>
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Identify the following as one of the four types of SAEs. Write the type of SAE in the blank provided.

Placement **Example:** Working at the local feed store after school.

- _____ 1. Conducting experiments on plant rooting hormones.
- _____ 2. Growing a cotton crop on your land.
- _____ 3. Shadowing a veterinarian to learn about the career.
- _____ 4. Raising lambs to be sold as 4-H and FFA projects.
- _____ 5. Determining the affects various types of fertilizers have on crops.
- _____ 6. Volunteering at a floral shop on the weekends.
- _____ 7. Developing a brochure and speaking to children about agriculture.
- _____ 8. Selling bales of hay to local farmers and ranchers.
- _____ 9. Operating a pet sitting service.
- _____ 10. Growing plants in the school greenhouse.

11. What type of SAE interests you most? _____

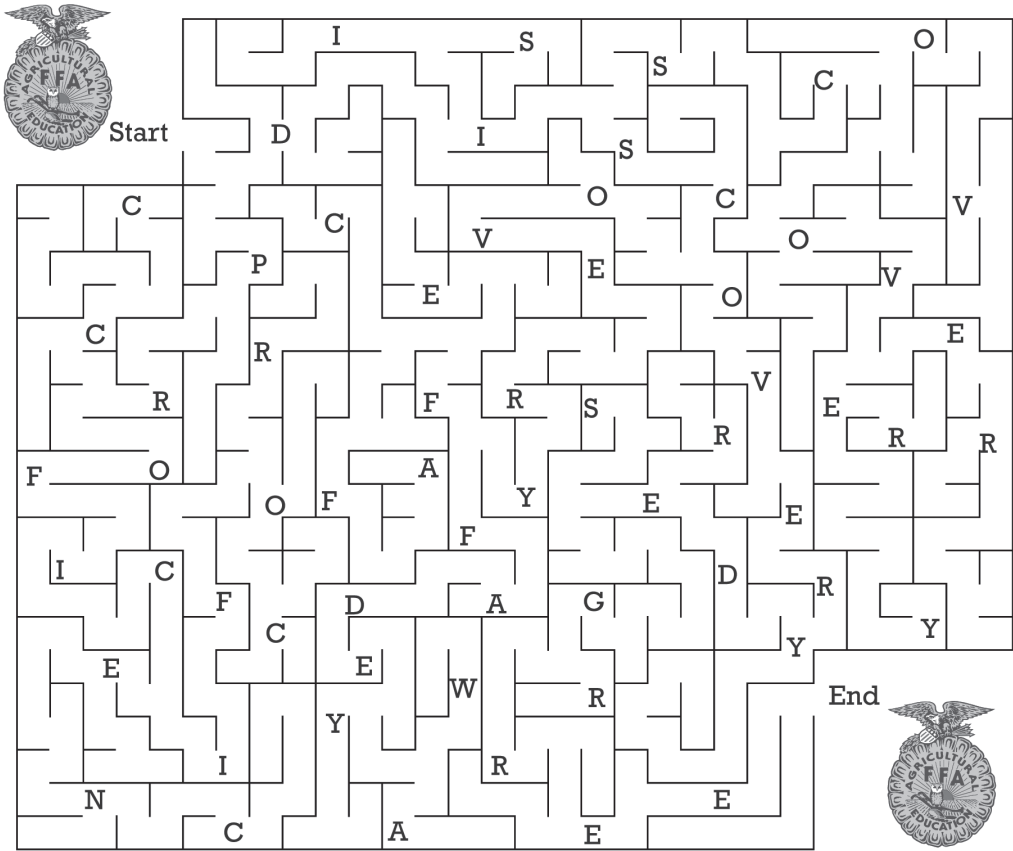
12. Explain the SAE you could see yourself having. _____

Extension Assignment:

Fill out the National FFA SAE Career Pathway Grant Application found at www.ffa.org.

ACTIVITY 1.3 A"MAZE"ING FFA AWARDS

As you find your way through the maze, you will cross through letters. Once you find the end, write the letters in order on the Maze Answer blank.



The maze starts at the top left with the FFA logo and the word "Start". The path through the maze consists of the following letters in order: D, I, S, S, C, O, V, E, O, V, E, R, S, R, E, F, A, Y, E, E, I, C, F, D, A, G, D, R, Y, E, W, R, Y, N, C, A, E, E.

1. Maze Answer: _____

2. What must an FFA member do to receive this award? _____

3. What other awards are available to FFA members? _____

ACTIVITY 1.4

FFA DRESS AND FFA EMBLEM

Student Materials

Pencil

Introduction

FFA members have a responsibility to correctly represent FFA and to understand the history of the organization. Read the scenarios below and answer the questions that follow.

1. Bradley is getting ready for an official FFA event and is running late. He quickly puts on the first pants he can find, a pair of navy slacks and finishes getting dressed for the event. Bradley makes it to the event on time. What did Bradley do incorrectly in getting ready for the event?

2. Kendra is preparing to present a speech at an official FFA event. She recently bought a gold scarf that she believes goes great with the FFA jacket. Kendra puts on the gold scarf and finishes getting ready for the event. What did Kendra do incorrectly in getting ready for the event?

3. Nicole and a friend are waiting outside for a ride to pick them up from school. Nicole is carrying her FFA jacket and her friend asks if she can put it on since she is chilly. What should Nicole do?

4. Nate has had his FFA jacket for several years and has worn it a lot. He really likes the jacket even though it has become quite faded recently. What should Nate do with the jacket?

5. Chris is proud of his FFA medals and wants to put them on his jacket. He picks out his favorite four medals and puts them on his jacket. What did Chris do improperly?

6. Amanda and Jason are both FFA members and are walking along the sidewalk. It recently snowed and there is quite a bit of snow on the ground. When they get to an intersection, they decide it would be funny to throw snowballs at the cars stopped at the light. What did they do that was inappropriate?

7. Dave is wearing his FFA jacket and a younger student asks him why the plow is on the jacket. What should Dave tell the student?

8. Casey is talking with a friend who views agricultural and FFA as “old-fashioned” and doesn’t see why Casey is so interested in FFA. What symbol on Casey’s jacket could she refer to that would help dispel that notion?

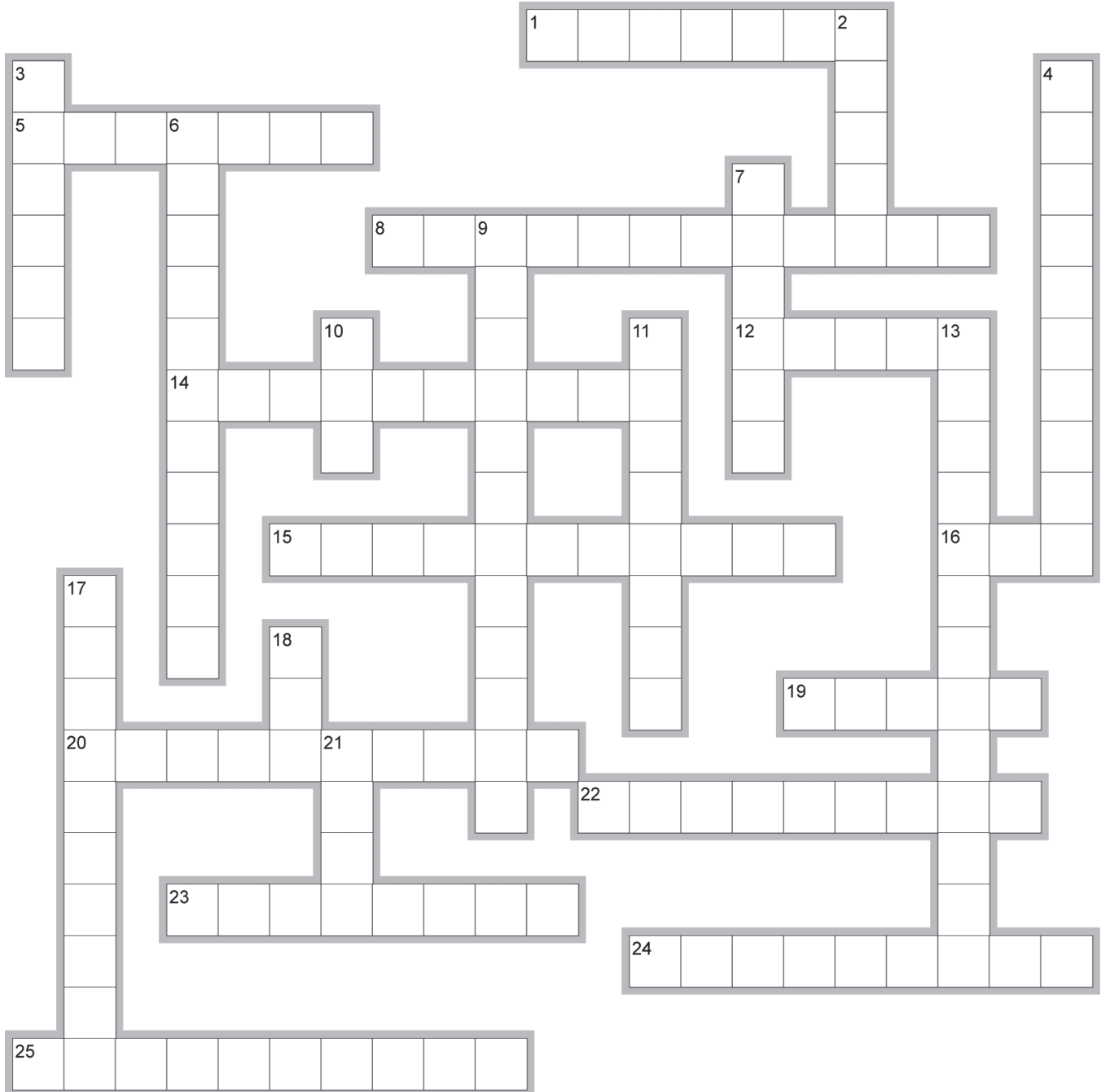
9. Deb is wearing her FFA jacket and a family member comments on the owl and asks why it is on the jacket. What should Deb tell the family member?

10. Andrew is making a poster for an upcoming FFA event at school. He wants to use the FFA colors in the poster. What colors should Andrew use?

Name _____ Date _____ Hour _____

ACTIVITY 1.5

UNIT REVIEW CROSSWORD



EclipseCrossword.com

Across

1. ceremony at the beginning of an FFA meeting
5. only these people can wear the FFA jacket
8. color like the field of blue on the American flag
12. expresses the purpose of the FFA
14. Made for _____
15. awards based on a student's SAE
16. opportunity to develop skills to use in a future career
19. joined FFA in 1969
20. to be separated
22. degree that you can earn
23. fabric used to make the FFA jacket
24. symbolizes progress
25. to show direction

Down

2. a small mallet used by the president to call a meeting to order
3. consists of five symbols
4. membership for students in college
6. to treat people with respect
7. level of FFA membership for former FFA members
9. model to show how FFA, SAE and classroom instruction work together
10. formed for African-American students; _____ Farmers of America
11. first FFA dues (spell out)
13. uniform worn by FFA members
17. "Father of the FFA"
18. project that reinforces what is learned in the classroom
21. color; corn _____