

SAE

RECORD

BOOK

NAME _____

TYPE OF SAE _____

SCHOOL YEAR _____

SAE RECORD BOOK

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WHAT IS AN SAE?

SAE IS OPPORTUNITY

- ✗ TO LEARN NEW SKILLS AND KNOWLEDGE
- ✗ TO APPLY LESSONS LEARNED IN CLASS
- ✗ TO DEVELOP EMPLOYABLE SKILLS
- ✗ TO DEVELOP RECORD KEEPING SKILLS
- ✗ TO ACHIEVE INDEPENDENCE
- ✗ TO DEVELOP WORK ETHIC

Part of a **complete agricultural program** that includes classroom instruction, SAE, and FFA

SAE IS EXPOSURE

- ✗ TO THE MOST CURRENT TECHNIQUES USED IN AGRICULTURE
- ✗ TO A POSSIBLE AG CAREER
- ✗ TO SCHOOLS AND UNIVERSITIES FOR FUTURE CAREERS
- ✗ TO COMMUNITY ACTIVITIES
- ✗ TO AGRICULTURE OUTSIDE SCHOOLS

Expected to be **meaningful** and conducted by all agricultural students according to Smith-Hughes act of 1917

SAE IS EARNING POTENTIAL

- ✗ WORKING FOR YOURSELF
- ✗ WORKING FOR SOMEONE ELSE
- ✗ DEVELOPING SKILLS FOR FUTURE CAREER
- ✗ DEVELOPING WORK ETHIC
- ✗ SKILLS TO PUT ON YOUR RESUME

SAE IS REWARD

- ✗ RECOGNITION IN NEWSPAPER ARTICLES
- ✗ FFA PROFICIENCY AWARDS
- ✗ FFA DEGREE ADVANCEMENT
- ✗ TEACHING OTHER FFA MEMBERS ABOUT YOUR SAE
- ✗ EXHIBITING AT LOCAL, STATE, AND NATIONAL EVENTS

What is SAE all about?

- Who?.....All students enrolled in a high school agriculture course
- What?.....A business, job, or series of projects linked to the agricultural industry that contributes to the development of agricultural and career skills.
- Where?.....At home, at work, or in the agriculture department
- When?.....It should begin as soon as possible and carry through all agriculture courses
- How?.....Select you area of interest, plan your activities, conduct the activities, and evaluate your performance
- Why?.....To enhance your knowledge of agriculture, increase your skills to be used in a future career, and provide opportunities for achievement through the FFA

Benefits of SAE?

1. aide student in making career choices
2. develop thinking and decision making skills
3. use lessons from agriculture class
4. gain self-confidence
5. develop human-relations skills
6. explore career opportunities
7. gain practical experience, money, and knowledge
8. apply record keeping and money management skills
9. develop personal responsibility
10. develop good work ethics that are valuable to employers and families

Selecting an SAE?

Consider the following:

- Your experience and background
- Your personal interests
- Your ability to finance the activities
- Your career interests
- Your parental/guardian support
- Facilities available to you

Areas of interest?

Agri-mechanics, Animal Science, Plant Science, Agri-business, Leadership, Communications, and Ag-Literacy

Types of SAE's?

1. Entrepreneurship--student owns and uses materials
student plans, implements, operates, and assumes financial risks
student develops skills to establish own business or gain future employment
student shows improvement over time
student must keep accurate financial records
2. Placement—student works on a farm, in an ag-business, or in the school facilities
student gains practical experience
paid employment or unpaid internships
3. Exploratory/Research—allows student to explore ag careers and develop agricultural literacy
student may conduct experiments, research information, practice an agriculturally related skill, etc.

SAE Goals

*****A goal is the end toward which effort is directed.*****

Describe your:

Personal goals _____

Educational goals _____

Career goals _____

Identify your target area of interest for your SAE: (circle one)

Agri-Mechanics

Animal Science

Plant Science

List 3 goals you hope to accomplish with this SAE:

Short term:(this month) _____

Moderate term: (by winter break) _____

Long term: (by end of school year) _____

Outline how you plan to increase the size, scope, and learning value of your SAE as you progress through each year in your SAE:

1st year _____

2nd year _____

3rd year _____

4th year _____

POTENTIAL ENTREPRENEURSHIP SAE'S

AG-MECHANICS:

Small engine repair service	Lawn mowing service
Antique farm equipment sales	Chimney maintenance service
Custom Farm Equipment sales	Auctioneering Service
Farm structure maintenance service	Delivery Service of mechanics equipment
Fence building and repair service	Home maintenance and repair service
Metal collections and recycling	Painting service
Tool sharpening service	Repair and refinishing furniture service
Wood crafting and sales	Repair fishing equipment
Leather craft and repair	Advertising services for ag-mech products
Develop indoor hunting range	Build livestock holding pens and equipment
Construct and sell game feeders	Build and sell bat/bird/duck/squirrel houses
Create & sell soil survey maps	Sell shop safety equipment
Design, build ad sell lawn ornaments	Build garden sheds for homeowners
Custom spraying service	map fields, weeds, etc. using GPS and GIS

ANIMAL SCIENCES:

Trapping service	Raising wild game for sale or release
Farrrier	Plant food plots for wildlife
Fish production	Raising indigenous snakes for release
Aquarium maintenance	Bait shop operation
Fur broker & harvesting	Hay hauling service
Hunting and Fishing guide	Kennel service
Pond maintenance and service	Contract raising fish for the Game & Fish
Predator control	Taxidermy
Wildlife processing	Animal waste collection and removal
Raise and exhibit livestock	Raise and exhibit specialty animals
Bee Keeping and pollination service	Advertising services for animal products
Animal processing	Raise poultry and sell eggs
Fishing fee ponds	Livestock production
Livestock and animal feed store	Pet store
Pond stocking	Animal Rescue
Animal Rehab service	Hunting and Guide service
Dairy food production	Leather craft and repair
Wildlife habitat development	Delivery service for animal products
Form cooperative to raise chickens	Grow organic catfish
Livestock and animal health services (dehorning, castration, AI, ear tagging, branding)	
Canine services (boarding, training, grooming, feeding, walking)	
Equine services (boarding, training, fitting, feeding, riding lessons)	
Petting Zoo service for local fairs and farmers markets	

PLANT SCIENCES:

Brush cleaning service
Landscaping service
Christmas tree farm
Delivery service of plant products
Firewood sales and delivery
Harvesting crops
Lawn and Landscape maintenance
Mistletoe harvesting and sales
Truck patch vegetable sales
Pinecone harvest and sales
Tree pruning service
Top soil and sand sales
Turf installation
Crop production harvesting
Tree and shrub planting service
Pollination service
Nursery operations
Insect scouting service
Bee keeping
Soil testing service
Service to remove algae from ponds
Manure removal service and OM sales
Herb production
Garden Maintenance Service
Leaf collection service in fall, mulch sales in spring

Budding and grafting service
Raising and sell ornamentals
Compost and organic materials sales
Dried foods, herbs, and flower sales
Floral arranging
Hay hauling service
Land clearing
Pea and bean shelling
Pecan harvesting and processing
Planting of trees and shrubs
Plowing garden service
Raise plant crops
Plant delivery service
Fruit & vegetable harvesting and processing
Garden plowing
Aquarium plant production
Wildlife habitat development
Crop dusting service
Tilling Service
Collect and Dispose of pesticide containers
Water sampling service
Wood chipping and mulching service
You-pick-produce farm

AG-BUSINESS, LEADERSHIP, COMMUNICATIONS, and LITERACY

Agricultural Advertising Services
Freelance writer for newspaper, magazine, or radio concerning ag subjects
Freelance photographer for newspaper, magazine, or radio concerning ag subjects
Promotions services
Sign making company
Weather reporter for local radio programming
Create and maintain a recycling program for a business or school
Conduct soil tests in partnership with the Cooperative Extension Agency
Sell gourmet food products
Process and sell specialty products (jams, bison, wildflowers, ostrich, etc)
Process wild game to sell as jerky
Computer help service for area ag producers
Design custom computer programs to solve problems for producers
Provide internet and email training for ag producers
Operate computer business to keep farm records
Make business cards, stationary, etc. for ag businesses, FFA members, etc.

Entrepreneurship Plan

Area of Interest: Ag-Mechanics Animal Science Plant Science

Student's Career Objective: _____

Description of entrepreneurial enterprise(s):
include the amount of time the enterprise is expected to last

Supplies and Equipment that will be needed:

Facilities that will be needed:

Financial support that will be required:

Skills and knowledge that will be gained:

Additional activities that will be conducted to satisfy monthly grade requirements:

Entrepreneurial Agreement

Student _____

Supervisor (s) _____

Time period for beginning and ending of agreement _____

1. Student agrees to provide the following:

2. Student is to receive the following:

3. Supervisor agrees to provide the following:

4. Supervisor is to receive the following:

Student Signature

Supervisor Signature

ENTREPRENEURIAL SAE RECORDS

Name _____

Record for month of _____ Period _____

	Date	Description of Activity	Receipts	Expenses	Hours of Self Labor
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
Total for the Month					
Previous Months Total					
Total to Date					

Entrepreneurship SAE Monthly Evaluation

Student Name _____ Date _____

Parent/Supervisor Name _____

Grading period _____

Number of days student required assistance with daily activities associated with enterprise _____

Explanation for needing the assistance _____

Directions:

On the items below, please rate the student who is under your supervision as part of his/her Entrepreneurial SAE agreement. Rate the student by using the best numerical descriptor that corresponds, in your opinion, to the quality for the student's on-site performance.

4-Superior, 3-Above Average, 2-Average,
1-Below Average, 0-Unsatisfactory

1. Attitude towards enterprise _____
2. Works well with others/animals _____
3. Follows directions _____
4. Shows respect for tools, materials and equipment _____
5. Uses time efficiently _____
6. Performs tasks satisfactorily _____
7. Accepts responsibility _____
8. Applies knowledge gained _____
9. Exercises good judgment _____
10. Accepts constructive criticism _____
11. Displays good conduct and discipline _____
12. Shows understanding and use of safety procedures _____

Please comment on new skills the student has learned or knowledge gained:

Other comments:

If you had to assign a letter grade (A, B, C, D, or F) on a report card, what would it be: _____

Supervisor Signature

POTENTIAL PLACEMENT SAE'S

AG-MECHANICS:

Small engine repair service
Antique farm equipment sales and service
Custom Farm Equipment sales and service
Farm structure maintenance service
Fence building and repair service
Metal collections and recycling
Tool sharpening service
Wood crafting and sales
Leather craft and repair
Lumber processing yard
Machinery/equipment dealer
Diesel Mechanic Assistant
GPS Mapping Company
Concrete and Masonry Company
Maintain School Shop
Soil & Water Engineer Assistant
Construction Company

ANIMAL SCIENCES:

Delivery service for animal products
Farrier
Fish production
Aquarium maintenance
Fur harvesting and broker
Hunting and Fishing guide
Predatory Control Service
Pond maintenance and service
Predator control
Wildlife processing
Raise and exhibit livestock
Pollination service
Animal Processing Factory
Vet clinic
Farm/ranch hand
Leather craft and repair
Livestock and animal feed store
Pet store
Livestock broker
Animal Rehab service
Dairy food production
White County Humane Society
Meat processing
Feed store
Soil and Water Service
Farm Credit Services
Local Livestock Producer
Game and Fish Commission
Canine Services (training, boarding, grooming, feeding)
Equine services (boarding, training, fitting, feeding, riding lessons)
Livestock and animal health services (dehorning, castration, AI, ear tagging, branding, etc.)
Local feed store

Lawn mowing service
Chimney maintenance service
Auctioneering Service
Delivery Service of mechanics equipment
Home building, maintenance, repair service
Painting service
Repair and refinishing furniture service
Repair fishing equipment
Advertising services for ag-mech products
Farm supply store
Building livestock holding pens
Irrigation Service Company
Welding Shop
Plumber Assistant
Manage School Shop inventory
Surveyor Assistant

Rodeo Company caring for animals
Equine Rehab group
Aquatics lab assistant
Bait shop operation
Hay hauling service
Kennel service
Meat processing plant
Baitfish producer
Taxidermy
Animal waste collection and removal
Raise and exhibit specialty animals
Advertising services for animal products
Fish hatchery
Game and Fish internship
Animal supplies delivery service
Fishing fee ponds
Fishery
Pond stocking
Animal Rescue service
Hunting and Guide Service
Arkansas Game and Fish Comm.
Veterinarian
Wildlife habitat development
Forestry Commission
Exotic animal farm
Livestock/Crop Auction Barn
Local University Lab caring for animals
Grocery Store Meat Department

PLANT SCIENCES:

Brush cleaning service	Budding and grafting service
Landscaping service	Raising and sell ornamentals
Christmas tree farm	Compost and organic materials sales
Delivery service of plant products	Dried foods, herbs, and flower sales
Firewood sales and delivery	Floral arranging
Harvesting crops	Hay hauling service
Compost and organic material production	Plant delivery service
Lawn and Landscape maintenance	Land clearing
Mistletoe harvesting and sales	Pea and bean shelling
Truck patch vegetable sales	Pecan harvesting and processing
Pinecone harvest and sales	Planting of trees and shrubs
Tree pruning service	Plowing garden service
Top soil and sand sales	Raise plant crops
Turf installation	Plant Processing factory
Nursery operations	Plant breeding agency
Soil Conservation Service	Develop marshlands for wildlife
Aquarium plant production	Bee keeper
Nursery operations	Wildlife habitat development
Insect scouting service	Crop dusting service
Soil and Water Service	Forestry Commission
Farm Credit Services	Garden Supply store
NRCS intern	Packaging and Processing Facility
Canning factory	Seed Company/Dealership
Deli/bakery of grocery store	Vegetable/fruit stand
Vegetable/fruit delivery service	Agri-testing laboratory
Cleaning and Pruning Orchards	Logging business
Maintain school outdoor classroom	Sawmill
Nature Centers	Timberland Improvement Assistant
Grain tester/elevator	Fruit and vegetable harvesting and processing
Turf equipment company	Insect scouting service

AGRI-BUSINESS, LEADERSHIP, COMMUNICATIONS, and LITERACY

Farm Bureau	Agricultural Advertising Services
Fair board promotions committee	Bank employee that handles agricultural loans
Farm bureau promotions department	Intern with a meteorologist
Natural Resource Conservation Service	Cooperative Extension Agency
Game and Fish Commission	Farm Credit Services
Ag insurance company	Ag marketing service company
Ag-ed intern	
Freelance writer for newspaper, magazine, or radio concerning ag subjects	
Freelance photographer for newspaper, magazine, or radio concerning ag subjects	
Create promotions for agricultural activities in the community	
Intern with an agriculture company to learn how they market their products	
Conduct outdoor education camp for elementary students	
Work for local Parks and Recreation Department	
Work with tax accountant that handles ag customers	
Assist ag youth in applying for youth loans	
Weekly price reporting service for local media	
Produce column for newspaper about ag issues	

Placement Training Plan

Area of Interest: Ag-Mechanics Animal Science Plant Science

Student's Career Objective: _____

Company/Individual student will be working with: _____
Phone number and location for work:

Anticipated skills and knowledge that will be gained:

Additional activities that will be conducted to satisfy monthly grade requirements:

Paid _____ Non-paid _____

Placement Training Agreement

Place of Employment/Training _____

Direct Supervisor _____

Time period for beginning and ending of agreement _____

Type of Business _____

Person responsible for training _____

Wages _____ Frequency of Payment _____

Working hours _____ Time off _____

1. It is understood that the employer/trainer will:
 - a. instruct the student in proper performance of designated tasks
 - b. make an honest appraisal of the student's performance
 - c. ensure the student works safely
 - d. notify the student's parents and instructor in the event of accident, sickness, or other problems immediately
 - e. assign the student new experiences relating to their program and opportunities to learn new skills

2. The student agrees to:
 - a. work diligently to earn payment from the employer
 - b. be punctual, dependable, and considerate
 - c. follow instructions, avoid unsafe acts and be alert to dangers
 - d. keep accurate records of their training experience
 - e. work toward improving skills and developing new ones

Student Signature

Employer/Trainer's Signature

**PLACEMENT, EXPLORATORY, & RESEARCH
SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM RECORDS**

NAME _____

DATE _____ CLASS PERIOD _____

Activities Performed	Amount of time spent	Income/earnings for activity	\$ spent on activity

Description of skills or knowledge I learned thru this activity:

Description of how this activity is related to the industry of agriculture:

Supervisor's Signature _____ phone # _____

Parent Signature _____ (if different from Supervisor)

**PLACEMENT, EXPLORATORY, & RESEARCH
SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
SAE MONTHLY EVALUATION**

Student Name _____ Date _____

Parent/Supervisor Name _____

Grading period _____

Number of days student required assistance with daily activities associated with enterprise _____

Explanation for needing the assistance _____

Directions:

On the items below, please rate the student who is under your supervision as part of his/her Entrepreneurial SAE agreement. Rate the student by using the best numerical descriptor that corresponds, in your opinion, to the quality for the student's on-site performance.

4-Superior, 3-Above Average, 2-Average,
1-Below Average, 0-Unsatisfactory

- 1. Attitude towards enterprise _____
- 2. Works well with others/animals _____
- 3. Follows directions _____
- 4. Shows respect for tools, materials and equipment _____
- 5. Uses time efficiently _____
- 7. Performs tasks satisfactorily _____
- 7. Accepts responsibility _____
- 8. Applies knowledge gained _____
- 9. Exercises good judgment _____
- 10. Accepts constructive criticism _____
- 11. Displays good conduct and discipline _____
- 13. Shows understanding and use of safety procedures _____

Please comment on new skills the student has learned or knowledge gained:

Other comments:

If you had to assign a letter grade (A, B, C, D, or F) on a report card, what would it be: _____

Supervisor Signature

Potential Exploratory, Service, Research & Ag-Science SAE's

Welding

- ___ Interview a pro welder about working conditions, demand, activities, profession training, earning potential
- ___ Compare metals used in welding for weldability, hardness, strength, uses, etc.
- ___ Conduct an experiment to determine the content of unknown metals using a grinder to create sparks
- ___ Visit a local welding shop and evaluate their attention to safety
- ___ Create a display for the various types of welding rods and their applications
- ___ Research the cost of various types of metal used in the welding shop
- ___ Visit a local welding supply store, list all the available welding supplies and cost of each item
- ___ Create the different types of weld joints using an arc welder
- ___ Create the different types of weld joints using a mig welder
- ___ Create the different types of weld joints using a gas welding unit
- ___ Report on the differences between arc, gas, and mig welding
- ___ Interview an owner of a welding shop or professional welder concerning the different applications of welding, job requirements for employees, management skills, earning potential, working conditions, etc.
- ___ Interview various farmers/ranchers to determine the most popular type of welding unit used
- ___ Design a welding project on paper, include dimensions and a bill of materials
- ___ Locate various welds in a structure, determine the strength of that weld (chapter 8 in textbook)
- ___ Make flash cards for identifying welding symbols used on blueprints
- ___ Copy a welding plan and label with appropriate welding symbols as though someone would do the welding
- ___ Create a pipe weld
- ___ Create welding pads using the arc, gas, and mig welding units
- ___ Create a spread sheet comparing different brands of mig welders based on their specifications, uses, cost, etc
- ___ Create a welding sample plate illustrating various improper welding techniques, be sure to include on good satisfactory weld
- ___ Take a CPR and safety course from the Red Cross
- ___ Report on the various methods of testing welds
- ___ Conduct a spark test on metals of unknown content and report on your findings
- ___ Research the cost of various types of metal that can be used in the ag shop
- ___ Visit local welding supply stores, select several items each sells and create a comparison for brand, quality, price, inventory
- ___ Locate various welds in a structure, determine the strength of that weld (chapter 8 in textbook)
- ___ Make flash cards for identifying welding symbols
- ___ Copy a welding plan and label with appropriate welding symbols as though someone would do he welding from your notes
- ___ Create a pipe weld
- ___ Construct a useful project using welding
- ___ Create a demonstration model to show proper and improper welding techniques
- ___ Test the strengths of different types of welds

General Ag Mechanics

- ___ Report on agriculture inventions and inventors that are related to ag-mechanics
- ___ Choose an everyday product and trace its production, processing, and marketing until it became a finished product. List points along the way where ag mechanics were used.
- ___ Identify an ag-mechanics career that interests you, research its requirements, earning potential, future outlook, working conditions, educational requirements, hazards, etc.
- ___ Using the yellow pages, record businesses and agencies that employ people in the ag-mechanics job of interest to you
- ___ Using the classified ads of the Little Rock paper, list all the jobs available that require a knowledge of ag-mechanics
- ___ Visit a local business that hires people with agricultural mechanics skills, interview the employer or workers concerning working conditions, travel requirements, employee benefits, skills needed, salary, etc.
- ___ Collect 10 newspaper and magazine articles on home, shop, farm, or work accidents. Classify each as preventable or not preventable. Explain your classification
- ___ Study the machines in a home shop, evaluate each for hazards, safety features or lack of, and proper operation
- ___ Create a display of samples of various nails or screws
- ___ Create a pattern on paper for a small object you would like to make out of wood or metal
- ___ Create a display of different types of woods used in ag-mechanics
- ___ Report on the steps necessary for preparing lumber from log to finished board
- ___ Study the furniture at your home, record the item and joints used to create it, report on the quality of the item
- ___ Examine the portable tools you have at home, report on each: make, amount of use, condition of tool, repairs needed, accessories,
- ___ Create a bill of materials for completing a fence, deck, or other lumber project from around your home
- ___ Obtain a bill of materials for a shop project, gather prices for the materials and estimate the cost of materials for that project
- ___ Examine various labels for latex paint and enamel paint, list the ingredients, proper use, and disposal for each, what is the recommended cleanup and disposal techniques
- ___ Properly replace an outlet or light switch at home
- ___ Create a display of pipe fittings
- ___ Conduct a soil percolation test to determine if your home sits on property that is well drained and suitable for building on
- ___ Visit a concrete company and report on how it is made
- ___ Properly prepare and finish a wood or metal surface (sand, prime, paint or stain)
- ___ Take a CPR and safety course from the Red Cross
- ___ Interview a professional surveyor and report on the working conditions, training and education, who they work for, job tasks, potential earnings, job competition, etc.
- ___ Compile a list of the different ways concrete has been used in our community. No less than 25
- ___ Interview a local merchant that supplies parts, blades, etc. for woodworking power tools, report on the size and scope of their business, who their customers are, the items they stock, what they special order, etc.
- ___ Replace an electrical fixture at your home or for someone else. Must have pictures of you doing it
- ___ Tour an agricultural machinery museum
- ___ Research methods of preventing common accidents in the ag-department shop
- ___ Conduct field demonstration using GPS
- ___ Develop "hands-on" shop activities
- ___ Complete home/farm improvement project
- ___ Construct prototype of hydraulic system
- ___ Create a technical model to show how a small engine works
- ___ Study latest advancements in robotics with an agricultural application
- ___ Research energy use of different types of lighting systems in farm buildings
- ___ Research water savings accomplished by new irrigation techniques

Ag Structures

- ___ Visit a local construction site and report on the steps taken to protect workers from injury
- ___ Interview a structure construction employee concerning working conditions, education/training, earnings, etc.
- ___ Interview a foreman concerning the role of reading blueprints on the job
- ___ Research a particular job relating to designing, maintaining, and building ag structures
- ___ Pick a piece of vacant property, evaluate it according to site considerations for ag structures
- ___ Research what kinds of permits are required to erect a structure in Searcy and in White County
- ___ Interview a surveyor and report on their job activities
- ___ Create a display of stationary tools used in building ag structures with a description of each item's uses
- ___ Create a display of hand power tools used in building ag structures with a description of each item's uses
- ___ Create a display of hand woodworking tools used in building ag structures with a description of each item's uses
- ___ Visit a work site that has the foundation prepared for pouring, report on what you find
- ___ Create a chart identifying the good qualities and poor qualities of different types of flooring in relation to a raised slab, flat slab, raised wood floor with crawl space
- ___ Visit local lumber yards and compare lumber sold and pricing
- ___ Build a model pole barn
- ___ Interview or shadow a plumber, electrician, or mason, etc. and report on their activities, working conditions, earning potential, education/training, etc.
- ___ Assist in building an agricultural structure, roof, floor, etc.
- ___ Using design skills, draw a simple plan for a pole barn and create a bill of materials that would be necessary for its construction
- ___ Create a chart comparing OSB, hardboard, particle board and MDF materials for uses, weight, cost, and composition
- ___ Visit a local lumber store and create a list of the available framing connectors, include function and pricing
- ___ Use a CAD program to design a simple ag structure
- ___ Take a CPR and safety course from the Red Cross
- ___ Create a chart comparing the good qualities and poor qualities of the various types of agricultural structures (Post-frame wood-frame, metal-frame, concrete/masonry, and pole buildings)
- ___ Create an inventory of all the professionals that are involved in creating structures, describe what each person is responsible for
- ___ Locate a company that specializes in remodeling, interview the supervisor concerning common difficulties associated with the job
- ___ Research a particular job relating to designing, maintaining, and building ag structures
- ___ Assist in building an ag structure, installing a roof, laying a floor, etc.
- ___ Build a model pole barn

Animal Science

- ___ Research several species of livestock/specialty animals for history, beneficial characteristics, uses, physical descriptions, etc.
- ___ Interview a local livestock/specialty animal producer
- ___ Shadow a local livestock/specialty animal producer and summarize activities
- ___ Attend Arkansas State Fair livestock show and write a report on activities that occurred
- ___ Tour an agricultural museum and write a report on exhibits, pictures are good too
- ___ Attend a livestock/horse/specialty animal show-describe the different breeds represented and the benefits of each
- ___ Compare feed tags for nutrients provided for different breeds of livestock/specialty animal and chart on a poster
- ___ Compare the differences between ruminants, non-ruminants, and poultry
- ___ Make an art collage that illustrates the different breeds of livestock/specialty animal (must have a key for explanation)
- ___ Develop a word search puzzle or cross word puzzle using livestock/specialty animal production terms to be completed by the class
- ___ Make a time line illustrating when the various livestock and specialty animals were domesticated in relation to major world events of the times
- ___ Make a chart illustrating the breeds of livestock raised in our county and the numbers of each (census available from instructor)
- ___ Survey the Sunday newspaper classifieds for 3 weeks and find the average costs of the livestock animals being offered for sale in the state
- ___ Visit local agribusinesses and survey the items sold for livestock/specialty animal production uses
- ___ Create a poster illustrating the 8 functions of animals in our society
- ___ Create a map of the great cattle drives in early American history
- ___ Write an essay describing current trends in animal agriculture and compare them to trends of the past
- ___ Research career opportunities for graduates with degrees in Animal Science
- ___ Create a poster illustrating the difference between genotype and phenotype
- ___ Create a poster illustrating the difference between homozygous and heterozygous
- ___ Using pedigrees from animals, show and explain examples of line-breeding, cross-breeding, and in-breeding
- ___ Write an essay on how genetic selection has used hybrid vigor to improve the livestock industry
- ___ Write an essay comparing the practices of raising purebred livestock versus commercial livestock
- ___ Compile a list of appropriate feedstuffs for various groups of livestock
- ___ Compile a list of poisonous/toxic feedstuffs for various groups of livestock
- ___ Illustrate the use of a Pearson square when combining 2 commercial feeds to get a desired amount of protein, include the feed tags
- ___ Compile a list of feed additives/supplements appropriate for a particular species of livestock/specialty animal and explain the basis for adding each item
- ___ Develop a feeding program for a gestating female of your favorite livestock/specialty animal species
- ___ Compare the nutritional quality of 3 types of hay commonly used in the area
- ___ Outline the building requirements for raising cattle, hogs, sheep, horses. Compare the differences and similarities between species
- ___ Research the various watering systems used in hog operations and poultry operations

Animal Science (Continued)

Write an essay on one of the following topics (symptoms, vector, spread, treatment, potential for recovery):

- | | |
|---|---|
| <input type="checkbox"/> Hoof & mouth disease | <input type="checkbox"/> Pseudorabies |
| <input type="checkbox"/> Brucellosis | <input type="checkbox"/> Leptospirosis |
| <input type="checkbox"/> Bovine spongiform encephalopathy | <input type="checkbox"/> Rhinotracheitis |
| <input type="checkbox"/> Rhinitis | <input type="checkbox"/> Mastitis |
| <input type="checkbox"/> Blackleg | <input type="checkbox"/> Scrapie |
| <input type="checkbox"/> Tetanus | <input type="checkbox"/> Equine distemper (strangles) |
| <input type="checkbox"/> Sore mouth | <input type="checkbox"/> Vibriosis |
| <input type="checkbox"/> Heaves | <input type="checkbox"/> Founder |
| <input type="checkbox"/> Equine infectious anemia | <input type="checkbox"/> Rabies |
| <input type="checkbox"/> Parainfluenza | <input type="checkbox"/> or other disease associated with specialty animal production |

- Research parasites that infect your favorite species of livestock/specialty animal
- Tour a local slaughter/packing plant and report on the facilities
- Interview a local butcher and report on how the meat is processed thru their facility
- Price compare similar products at various meat counters in the community
- Conduct an experiment to determine which meat counter sells the highest quality meat products by purchasing the same product at various stores, preparing the product the same, and the taste testing
- Create a poster illustrating the difference between animal welfare supporters and animal rights activists
- Research an animal rights group and report your findings (you'll have to do this one at home, the school filter won't allow access to most of their websites)
- Create a poster illustrating the various cuts of meat from a particular livestock animal
- Tour a livestock museum
- Shadow a USDA inspector
- Volunteer at local animal shelter
- Conduct a survey of all livestock operators in the area to determine their concerns
- Survey local wildlife populations
- Conduct a horse safety camp
- conduct a livestock/specialty animal showing clinic
- maintain chapter show equipment
- plan and implement a livestock related field trip
- adopt homeless pets and care for them
- visit a nursing home with certified therapy pets
- volunteer at the county fair livestock show
- conduct feed trials for broilers, swine, cattle, etc.
- research cage layers versus floor layers for egg production
- research estrus synchronization hormone effectiveness
- research methods of predator control and trapping
- survey community pet owners and prioritize their concerns
- research various pet diets
- study effects of genetic selection in groups of animals over time

Natural resources

- ___ Attend a hunter education class
- ___ Interview a game warden, park ranger, or conservationist about their job and activities
- ___ Make an art collage of the various species of wildlife in Arkansas (with a key)
- ___ Analyze a local river or stream for biology and cleanliness
- ___ Conduct a water experiment using tap, pond, and river water to determine which is the healthiest for wildlife
- ___ Research the major trees grown in Arkansas for the lumber industry
- ___ Evaluate the local water sources for their potential for recreational use, cleanliness, accessibility, etc.
- ___ Inventory the natural resources in White County, include soil, water, forest, fish and wildlife, metals, minerals, energy, and outdoor recreation
- ___ Write a report on a selected natural resource and how it affects the community and how the community affects it
- ___ Interview someone who has lived continuously in our community for 50-60 years about how the use of natural resources has changed over the years
- ___ Evaluate how the goals of conservation have changed over the past several decades
- ___ Compare non-exhaustible, exhaustible, and renewable resources that are present in our county
- ___ Pick a natural resource issue and write a conservation point of view and a preservation point of view
- ___ Make a rock collection from the local area, label each as igneous, sedimentary, or metamorphic as well as their location where found
- ___ Make a poster using real pictures showing sheet, rill, and gully erosion
- ___ Conduct an experiment on a bare sloping bank by raking and covering one area with straw and leaving another area exposed, after rain, report your findings
- ___ Conduct a survey of local businesses to determine types of erosion control being used
- ___ Locate articles National Geographic magazine addressing international grasslands
- ___ Compare the various problems and solutions being employed
- ___ Select a career related to soil management and research the activities, working conditions, education/training required, etc.
- ___ Keep a log of the water you use in one day, evaluate where and how you could have reduced your usage
- ___ Evaluate the industries in the area concerning their usage of water
- ___ Report on how wastes are disposed of in our community
- ___ Explain how rainfall is predicted
- ___ Evaluate the temperature range between various locations in town, out of town, in the sun, in the shade, etc.
- ___ Prepare a report on a species of endangered animal and how it can be prevented
- ___ Evaluate the various game hunting management techniques employed by the regulating body in our state
- ___ Chart the various species of wild game according to their locations, hunting seasons, and regulations concerning harvest
- ___ Attend a and pass a hunter's ed course
- ___ Interview a game warden, park ranger, or conservationist about their job/activities
- ___ Make an art collage of the various species of Arkansas wildlife (with a key)
- ___ Analyze a local river or stream for biology and cleanliness
- ___ Outline the requirements for an area of land to be labeled as a game protection area

Natural resources, continued

- ___ Contact the state game and fish commission concerning employment opportunities
- ___ Compare the various careers in the wildlife area concerning activities, working conditions, training/education, and earnings
- ___ Create a map of national and state outdoor recreation sites in Arkansas
- ___ Locate web sites related to wildlife species in Arkansas, evaluate them according to usable information, identify the best one for use by Arkansans based on your criteria
- ___ Using a selected species of wildlife, outline where on the food chain the species is found and illustrate its relationships with other organisms
- ___ Study sources of pollution on the school grounds that could damage habitat (parking lot runoff, drainage ditches, chemical use, emissions, transportation, etc) and how it could be reduced
- ___ Conduct a survey of fellow students concerning their hunting ethics
- ___ Make a list of nuisance animal wildlife in your area, determine how these pests can be legally controlled
- ___ Learn to use a compass
- ___ Make a poster identifying various wildlife tracks
- ___ Research the making of bio-fuels and how to make them available locally
- ___ Create a list of native plants for the area and determine how prevalent they are
- ___ Research impact of ATV's on public land
- ___ Research local parks and activities most people prefer
- ___ Study changes in the mining industry technology over time
- ___ Research effectiveness of habitat restoration projects in the community
- ___ Establish greenbelts along stream banks on a farm
- ___ Research CRP
- ___ Research area pollution concerns
- ___ Study pollution practices
- ___ Monitor dust levels in the area at various sites and times of the year
- ___ Monitor pollen counts in the ag department and lab
- ___ Research effects of erosion on various crops
- ___ Shadow a water quality lab worker
- ___ Tour area farms to determine effective pollution control
- ___ Develop plan to manage school food waste
- ___ Monitor water quality for commercial ponds
- ___ Collect water samples for local/state agencies
- ___ Participate in STREAMTEAM
- ___ Attend meetings of the local/state conservation board
- ___ Interview a naturalist
- ___ Shadow NRCS employees
- ___ Shadow Game & Fish Commission employees
- ___ Assist with habitat construction
- ___ Develop walking trails
- ___ Create activities/labs for Natural Resource class
- ___ Participate in wildlife field day
- ___ Attend Soil & Water camp
- ___ plan and implement a wildlife field trip
- ___ Clean shelter belts & stack refuge in piles
- ___ Campground cleanup
- ___ Create posters on soil conservation for home owners
- ___ create brochure on how to establish wildlife habitat in back yards
- ___ Study soil profiles from multiple locations in the community and develop a soil map
- ___ Study effects of excessive lawn chemicals by wildlife

Aquaculture

- ___ Tour the fishery at, report on the facilities and tasks carried out at the facilities
- ___ Visit the seafood/fish department at a local grocery store. Note the different species available, price, inventory, how stored, etc.
- ___ Contact the local regulatory agencies to obtain example applications for permits to operate an aquaculture business in the area
- ___ Interview a local aqua-farmer concerning their production practices, facilities, and investments in the business
- ___ Dissect one of each: fish, oyster, frog. Compare and contrast the body parts
- ___ Conduct an experiment with filter feeders (clam, mussel, or oyster). Place two in clear water, 2 in water with food coloring. After one day, dissect one from the colored water and one from the clear. Record your observations. Place the one in the colored water in the clear water now. After one day, dissect them both. Report your findings and conclusions.
- ___ Create an album showing the different species of fish raised in Arkansas
- ___ Select an occupation in aquaculture, interview someone in the job or research its requirements, report on your findings
- ___ Select a body of water that is, or could be, used for aquaculture. Test the water for pH, DO, nitrogen compounds, hardness, and other qualities. Assess your findings and report on its suitability for aquaculture
- ___ Report on a chosen fish disease that affects the aquaculture industry
- ___ Create a poster illustrating the various fish diseases and methods of treatment
- ___ Diagram the parts of a fish (don't just print a picture off the computer!)
- ___ Select various types of fish food and compare the nutrients provided for each
- ___ Plan a hypothetical aqua-farm. Determine facilities needed, costs, types of water structures, etc.
- ___ Report on the ways to improve the dissolved oxygen problems encountered by Aqua-farms
- ___ Take photographs or print them from the internet illustrating the numerous types of aquaculture facilities found in Arkansas
- ___ Study the procedures for marketing aquaculture crops in our area. This can include ornamental and food fish. Report your findings.
- ___ Conduct a survey among students to determine their preferences for fish, crustaceans, and mollusks. Draw conclusions concerning how to increase their consumption and/or awareness of aqua-crops.
- ___ Interview a grocery store manager concerning the aqua-crops sold there, how they are received, packaged, sold, etc
- ___ Set up an aquarium and raise a species of commercially produced fish. Record water quality data, growth, etc.
- ___ Prepare a poster that summarizes how to distinguish between the major species of warm freshwater aqua-crops.
- ___ Report on the grading processes for fish
- ___ Prepare a poster board illustrating the production of trout
- ___ Determine the price of salmon, shrimp, and oysters at a local grocery store. How do they compare with locally grown aqua-products? Explain why.
- ___ Set up and maintain a saltwater aquarium and include shrimp and oysters. Report on your techniques for setting up and management steps to keep it healthy
- ___ Using an existing aquarium, keep a log of the water quality, fish health, and management techniques used to keep it healthy
- ___ Tour a local pet store and determine the species of ornamental fish for sale, equipment, and costs for setup.
- ___ Survey local grocery stores for aquatic plant and algae products. Develop a chart outlining availability of fresh watercress, fresh and canned Chinese water chestnuts, frozen mixes containing Chinese water chestnuts, and seaweed products. Include prices and inventory.
- ___ Collect publications from the county extension office concerning aquaculture practices, give brief review of their contents
- ___ Develop a poster depicting the growing stages of each of the 3 most common types of algae (seaweed) grown
- ___ Visit a fee-lake and interview the manager to determine how fees are assessed, source of fish, and services provided to customers.
- ___ Plan a hypothetical fee-lake, select a site, type of water, facilities, species, source of fish, services to provide, local laws, etc.
- ___ Start a fish pond and teach others to fish
- ___ Research the best practices for improving fish habitat in local ponds

Horticulture and Plant Science

- ___ Install a landscape feature
- ___ Make an art collage of the different ornamental plants used in our area (with a key)
- ___ Compare local greenhouse businesses for size, # of plants, average prices of commonly purchased items, # of employees, etc
- ___ Shadow an individual working in the nursery/landscape/greenhouse sector and report findings
- ___ Interview a Master Gardener concerning their interests and participation in the organization
- ___ Investigate the opportunities for horticulture professional degrees at universities and colleges
- ___ Make a poster illustrating the horticulture occupations in the local community (include pictures of the businesses and employees at work with a description of their activities)
- ___ Shadow a horticulture professional and report on their activities
- ___ Make a leaf collection of plants of economic importance in the local horticulture Industry
- ___ Conduct a growth experiment using plants
- ___ Research a horticulture career and report on the working conditions, education and training required, earning potential, etc.
- ___ Attend the county fair and record your observations of the horticulture entries
- ___ Install a landscape plan
- ___ Plant a perennial flower bed
- ___ Plant trees and/or shrubs
- ___ Interview someone in the horticulture industry about their work, education, training, activities, earnings, etc.
- ___ Select a method of propagation illustrate, demonstrate, or give a detailed report on the steps to complete it successfully
- ___ Select 3 different plants of your choice and report on their cultural requirements for successful growth
- ___ Report on biological pest management techniques employed by the horticulture Industry
- ___ Make an insect collection of insects that are harmful to the horticulture industry
- ___ Make a leaf collection of the damages caused by the pests and diseases combated by the horticulture industry
- ___ Interview an entomologist concerning control of horticulture pests
- ___ Create a spreadsheet containing label information for commonly used chemicals by horticulturalists and home owners
- ___ Research the occupation of interior landscaping and report on working conditions, education/training, earning potential, etc.
- ___ Visit a local mall or business that has interior landscaping, report on what you find- species of plants, size of planting areas, soil, mulch, how it affects the overall look of the space, etc.
- ___ Conduct an experiment using interior landscape plants to determine the optimal amount of light, water, and nutrients necessary for the plant to be successful
- ___ Plant a dish garden
- ___ Plant a terrarium
- ___ Attend a garden show
- ___ Plant shrubs
- ___ Plant spring bulbs, report on proper techniques
- ___ Create a spreadsheet of plants that are suitable for growing in our climate zone, include mature size, water and sun requirements, physical description of desirable characteristics, etc.
- ___ Visit a local nursery and compile a list of available trees, shrubs, or ground covers
- ___ Interview a local nurseryman/woman concerning their activities, education/training, earning potential, etc.
- ___ Design an annual planting bed to include plants appropriate for our growing area
- ___ Design a perennial planting bed to include plants appropriate for our growing area and that would provide color throughout the various seasons of the year
- ___ Visit a local grower of perennial plants and report on your findings
- ___ Locate a landscape that is appealing to you, sketch the plants as they are and label each with their common and scientific names, cultural requirements, and where the landscape is located
- ___ Design a flower bed using bulbs that will flower throughout the spring and summer
- ___ Conduct an experiment to force bulbs to grow in the greenhouse
- ___ Create a poster of the various bulb flowers (identify each with cultural info)
- ___ Create a spread sheet of the cultural requirements, blooming dates, uses, etc. for the various bulbs in the horticulture industry
- ___ Practice correct pruning techniques
- ___ Conduct composting workshops for homeowners
- ___ Report on control systems in typical greenhouses
- ___ Process and deliver seeds to elementary students
- ___ Research impact of various insects on wood lot management

Horticulture and Plant Science, continued

- ___ Research genetic crossings in various vegetables
- ___ Create a display showing labeled samples of lawn seed
- ___ Create a spreadsheet of plants that are suitable for growing in our climate zone, include mature size, water and sun requirements, physical description of desirable characteristics, etc.
- ___ Visit a local nursery and compile a list of available trees, shrubs, or ground covers
- ___ Interview a local nurseryman/woman about their activities, education/training, earning potential, etc.
- ___ Design an annual planting bed to include plants appropriate for our growing area
- ___ Design a perennial planting bed to include plants appropriate for our growing area and that would provide color throughout the various seasons of the year
- ___ Visit a local grower of perennial plants and report on your findings
- ___ Study the construction, type of greenhouse, and how they are heated and cooled
- ___ Construct models of the various styles of greenhouses
- ___ Design the layout of a potential greenhouse operation, identify what is grown and how much, heating and cooling, construction materials, etc.
- ___ Visit a local greenhouse operation and video the various jobs required by the business, be able to explain the different tasks, etc. being performed
- ___ Grow a greenhouse crop, keep detailed records of planting, germination, growth, fertilizers, etc.
- ___ Review a variety of nursery and greenhouse supply catalogs, identify the products available from each, create criteria for a satisfactory catalog and give an overall rating for customers to use when choosing a supplier
- ___ Identify a greenhouse occupation and report on job requirements, working conditions, education required, skills and knowledge required, etc.
- ___ Participate in the FFA CDE for nursery landscape
- ___ Collect samples of greenhouse covering materials and develop a chart showing the positives and negatives for each one
- ___ Develop a list of common greenhouse framing materials and develop a chart showing the positives and negatives for each one
- ___ Compare different heating systems used in the commercial greenhouse
- ___ Compare different cooling techniques used in the commercial greenhouse
- ___ Compare ventilation systems used in the commercial greenhouse
- ___ Compare different watering systems used in a commercial greenhouse
- ___ Construct a hotbed and grow seedlings in it
- ___ Construct a cold frame and grow cold crops in it
- ___ Construct a model shade structure
- ___ Compare the advantages and disadvantages of glass greenhouses
- ___ Select a variety of seed, perform scarification and stratification on samples, plant and report on your findings
- ___ Sterilize a sample of soil for seedling use
- ___ Harvest a sample of cuttings from various plants and report on your success
- ___ Perform the various types of layering methods and report on your success
- ___ Visit several lawn and garden stores, report on the crops they sell, compare each business on variety and quality of products
- ___ Select 5 common products sold by local horticulture businesses, compare each business for display of the product, price, inventory, and projected potential of sales for each product
- ___ Report on common diseases for seeds and seedlings that affect the greenhouse industry
- ___ Research the development and use of edible soybeans
- ___ Interview sales person about customer buying habits at a greenhouse or nursery
- ___ Growing vegetables to give to a local food pantry
- ___ Glean fields for food to give to local shelters

Floriculture

- ___ Select 5 common products sold by local floriculture businesses, compare each business for display of the product, price, inventory, and projected potential of sales for each product
- ___ Survey local florist stores concerning most popular products sold, seasonal items, additional items sold besides flowers
- ___ Conduct an internet search for on-line flower orders and report on findings
- ___ Visit a local wholesale florist and report on the facilities, products offered, procedures for purchasing
- ___ Participate in the FFA Floriculture CDE contest
- ___ Identify a floriculture occupation and report on job requirements, working conditions, education required, skills and knowledge required, etc
- ___ Interview a local florist business owner concerning management and problems with it
- ___ Conduct an experiment to force bulbs commonly sold in the florist businesses
- ___ Create a list of the most common flora crops used in the floriculture industry
- ___ Attend a flower show
- ___ Visit a local florist and report on how they reduce the affects of ethylene gas in their business
- ___ Make a floral arrangement
- ___ Make an art collage of the different floral plants used in our area (with a key)
- ___ Make a poster illustrating the floriculture occupations in the local community (include pictures of the businesses and employees at work with a description of their activities)
- ___ Shadow a floriculture professional and report on their activities
- ___ Investigate the opportunities for floriculture professional degrees at universities, colleges, and technical schools
- ___ Make a leaf/flower collection of plants of economic importance in the local floriculture Industry
- ___ Conduct a growth experiment using floral plants
- ___ Research a floriculture career and report on the working conditions, education and training required, earning potential, etc.
- ___ Interview someone in the floriculture industry about their work, education, training, activities, earnings, etc.
- ___ Create a poster of the various bulb flowers (identify each with cultural info)
- ___ Visit a local florist store and record the varieties of plants available for interiors
- ___ Interview an interior landscape maintenance profession concerning their training, working conditions, activities, earning potential, etc.
- ___ Survey a local business and illustrate where interior landscaping would be beneficial
- ___ Interview a salesperson at a local florist about customer buying habits

Agronomy

- ___ Research major chemicals used in our area for agriculture purposes
- ___ Write a report on the impact of biotechnology in agriculture
- ___ Make an art collage of the different crop plants grown in our area (with a key)
- ___ Take soil samples, submit for analysis, and analyze the data
- ___ Collect insects related to the crops in our area
- ___ Write a report on water and/or air pollution
- ___ Plant a monocot seed (corn) and a dicot seed (bean) and observe the differences before planting, at germination, and while growing
- ___ Conduct an experiment that limits the amount of a growth necessity (water, air, light, nutrients) and report on the affects
- ___ Collect vegetable seed packets and compile a listing of all the information on the packages, explain how the information can be used
- ___ Soak bean seeds and compare what happens with those that aren't soaked, split the soaked seed and illustrate your findings
- ___ Conduct an experiment to determine which brands of rodent and/or slug/snail baits work the best
- ___ Create a display showing labeled samples of the different soil types
- ___ Obtain several plants of one kind. Use different fertilizers, various application methods and rates. Record your observations and growth results
- ___ Report on the various types of integrated pest management
- ___ Properly apply pesticides to plants
- ___ Review a pesticide label and report on your findings
- ___ Develop a growth chart for planting and harvesting fruits and vegetables for seeds that can be purchased locally
- ___ Take soil samples from your lawn, submit for analysis and report on findings
- ___ Interview an entomologist concerning control of agronomic pests

Forestry

- ___ Survey a local lumber sales yard for types of wood products available
- ___ Interview a forester concerning job activities
- ___ Visit a tree farm, report on management techniques used
- ___ Report on the use of fire as a tool in the forestry industry
- ___ Interview a fireman concerning the experience of fighting forest fires
- ___ Tour a metal salvage/recycling yard, report on how metal sorted, processing, shipping, pricing, etc.
- ___ Compare the various careers in the energy resource fields concerning activities, working conditions, training/education, and earnings
- ___ Research and report on alternative sources of energy becoming available
- ___ Conduct a water experiment using tap, pond, and river water to determine which is the healthiest for wildlife
- ___ Interview an entomologist concerning control of forestry pests

Agriculture Business, Literacy, Communications, and Leadership

- ___ Create an FFA History Poster
- ___ Report on latest ag innovation
- ___ Create “Ag in our lives” poster
- ___ Report on an ag career of choice, include education/training required, working conditions, advantages/benefits, disadvantages, salaries and job activities
- ___ Interview an ag professional
- ___ Chart the requirements, salaries, and education for ag-careers of choice, and what you can do now to prepare for the career
- ___ Survey local ag-businesses for number of employees, starting salaries, number of hours worked, job tasks
- ___ Photograph poster of agriculture technology, crops, livestock, etc.
- ___ Shadow an agricultural professional and summarize activities
- ___ Make an art collage that illustrates the many jobs in agriculture (must have a key for explanation)
- ___ Make a detailed timeline showing the major FFA events as they occurred in relationship to large American events
- ___ Participate in an FFA CDE for leadership and communications
- ___ Track weather patterns that affect and report on how they affect agriculture
- ___ Research the way GPS and satellites influence weather tracking and how it relates to agriculture
- ___ Tour agricultural businesses and report on findings
- ___ Tour an agricultural museum and report on findings
- ___ Report on agricultural development of a foreign country over the past 50 years
- ___ Prepare a report on food science careers including salaries and educational requirements
- ___ Contact agricultural universities and colleges and gather information concerning degrees offered
- ___ Attend an agricultural career day or field day at a college or university
- ___ Collect sample job applications from area ag-businesses
- ___ Outline the process a food item makes from the grower to the table
- ___ Compare the differences and similarities between prepared speaking and extemporaneous speaking techniques
- ___ Pick 4 famous people and evaluate their speaking abilities according to the proper techniques of communicating
- ___ Observe a formal meeting of a group and outline the parliamentary procedures you witness
- ___ Attend a local civic group meeting and report on their agenda, officers and their duties, committees and how they accomplish their goals
- ___ Interview the president of the local school board and report on his/her perception of how the board conducts business, each person’s duties, committees, and how they accomplish their goals
- ___ Research universities and colleges that offer Communications in Agriculture degrees
- ___ Develop newspaper ads for commonly used agriculture products in the area
- ___ Shadow ag banker or loan officer who deals with agriculturally related business
- ___ Volunteer to assist FFA members filling out applications and records
- ___ Compare the roles of women in agriculture
- ___ Research changes in buying habits among farmers
- ___ Study changes in input costs over time for a given agri-business
- ___ Research cost of production for a commodity in the area and compare with the state
- ___ Take inventory of and categorize all ag related businesses in the community
- ___ Food safety info kit covering safe handling of meat, eggs, and other fresh products
- ___ Conduct a food safety demonstration for elementary students
- ___ Establish a community garden
- ___ Create a poster illustrating food from raw to finished products
- ___ Interview three companies that process/package food
- ___ Create an ad promotion for local food products on the chapter website
- ___ Research environmental affects on milk
- ___ Create classroom activities to increase agricultural awareness
- ___ Test ideas for new food products

Agriculture Business, Literacy, Communications, and Leadership, (continued)

- ___ Research incidents of food-borne illnesses in the community
 - ___ Study the impact of various styles of labels on people's perceptions of food
 - ___ Research why new foods fail to sell
 - ___ Research rate of accidents on area farms and compare to the national average
 - ___ Study animal waste legislation at local, state, and federal levels
 - ___ Research effects of livestock feed on waste
 - ___ Put together a town safety package to mark all signs, fire hydrants, and water drains
 - ___ Take part in membership program with local NRCS
 - ___ Shadow a computer professional in an ag-related industry
 - ___ Design a website for an ag group/business
 - ___ Research adoption of technology by ag producers
 - ___ Research differences in farm management software systems
 - ___ Research cost versus return of automated systems in ag processing facility
 - ___ Study biggest challenges producers face when adopting new technology
 - ___ Study possible modifications in ag equipment for persons with disabilities
- *** (all page numbers are from the Leadership textbook)**
- ___ Using the 4 identity types (pg. 32), select 4 people you know to match each one, describe why each person fits that personality type
 - ___ Write an essay describing why knowing your strengths and weaknesses of your personality will make you a better leader
 - ___ Study the "big picture" (pg.19) and write a short essay describing 5 connections, observations, or relationships between leadership, personal development, employment, and life skills
 - ___ Create a questionnaire using the X & Y theories, ask your friends and family to complete the survey, compile your results to identify who are the x's and who are the y's
 - ___ Recreate the goal setting chart on pg. 356-357 of the leadership textbook and then complete the questions
 - ___ Using Ben Franklin's formula for personal achievement, select 4 virtues that you would like to acquire or develop, keep a diary of each week describing how you practiced your virtue that week
 - ___ Create a monthly budget illustrating how you plan to save money to purchase a desired item
 - ___ Create a weekly to-do list at the beginning of the week, record the time of completion for each activity
 - ___ Use a monthly calendar to outline events in your life for the coming month, also record when you plan to finish an activity, keep an appointment, when a test in a class is to occur, etc.
 - ___ Research how stress affects physical health
 - ___ Take a yoga class and report on how it can relieve stress
 - ___ Get a relaxing massage and report on how it can relieve stress
 - ___ Take part in an exercise activity (weightlifting, aerobics, running, etc.) and report on how it can relieve stress
 - ___ Create a chart outlining the stress causes in your life and what can be done to eliminate those factors
 - ___ Complete the "Determining Your Decision-Making Style" questions (pg. 310, leadership textbook), based on your findings report on how you can improve your style
 - ___ Identify a problem you've had in the past and evaluate your problem solving techniques for mistakes that many people make and could avoid (pg. 309)
 - ___ Create a problem and use the 7 steps for problem solving to illustrate how you would attempt to fix the problem (pg. 312)
 - ___ Conduct an experiment using your friends to test the best method of group problem solving (pg.319). Create 4 different problems that they can address (where to eat dinner, what fundraiser to conduct, where to go on vacation, etc) and then use one of the 7 group problem solving methods to reach a consensus in the group. Report on what happened, which method worked best, which method was the most comfortable for everyone, etc. Using the right-brain/left-brain theory and the chart on page 323, compile a list of people you know and determine whether they are right/left brain, leadership style, personality type, behavioral style, communication style, and communication forcefulness
 - ___ Write an essay "The career I want", reference 5 sources of information
 - ___ Survey the Sunday paper for the month and report on the jobs available in your career field
 - ___ Research the job opportunities in the area for your chosen career field: Searcy, White Co, Ark
 - ___ Complete a resume for a job of your choice
 - ___ Participate in a job interview and write a follow up letter thanking the employer for the opportunity
 - ___ Interview a local employer and report on what they look for when hiring
 - ___ Pick a job from the classified ad that interests you, write an essay on why you would be perfect for the job
 - ___ Using chapter 17, select 5 job skills and personal attributes that will present the largest problem for you to get a job and write a paragraph on how you can improve each

Exploratory, Service, & Research SAE Plan

Area of Interest: Ag-Mechanics Animal Science Plant Science

Student's Career Objective: _____

Student's description of what they intend to learn thru their SAE concerning their chosen area of interest:

8 specific activities to complete:	What do you plan to learn from the activity:

I agree to assist my student with the 8 tasks chosen to deepen their understanding of the agriculture industry.

_____ parent signature

**PLACEMENT, EXPLORATORY, SERVICE, & RESEARCH
SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM**

SAE MONTHLY EVALUATION

Student Name _____ Date _____

Parent/Supervisor Name _____

Grading period _____

Number of days student required assistance with daily activities associated with enterprise _____

Explanation for needing the assistance _____

Directions:

On the items below, please rate the student who is under your supervision as part of his/her Entrepreneurial SAE agreement. Rate the student by using the best numerical descriptor that corresponds, in your opinion, to the quality for the student's on-site performance.

4-Superior, 3-Above Average, 2-Average,
1-Below Average, 0-Unsatisfactory

- 1. Attitude towards enterprise _____
- 2. Works well with others/animals _____
- 3. Follows directions _____
- 4. Shows respect for tools, materials and equipment _____
- 5. Uses time efficiently _____
- 8. Performs tasks satisfactorily _____
- 7. Accepts responsibility _____
- 8. Applies knowledge gained _____
- 9. Exercises good judgment _____
- 10. Accepts constructive criticism _____
- 11. Displays good conduct and discipline _____
- 14. Shows understanding and use of safety procedures _____

Please comment on new skills the student has learned or knowledge gained:

Other comments:

If you had to assign a letter grade (A, B, C, D, or F) on a report card, what would it be: _____

Supervisor Signature

Financial Statement for _____

(beginning date to ending date)

Student's investment in inventory:

	Beginning Quantity	Value	Ending Quantity	Value
Harvested and growing crops				
Supplies (feed,seed,tools,etc)				
Merchandise, crops, & livestock purchased for resale				
Raised market livestock & poultry				
Non-depreciable draft, pleasure, & breeding livestock				
Land				
Depreciable draft, pleasure & breeding livestock				
Machinery, equipment & fixtures				

Student's Assets:

	Beginning Value	Ending Value
Personal		
a) Cash on hand or in the bank		
b)		
c)		
d)		
Enterprise		
a) Cash on hand or in the bank		
b)		
c)		
d)		

Student's Liabilities:

	Beginning Value	Ending Value
Personal		
Accounts and notes payable		
Real estate mortgages/contracts		
c)		
d)		
Enterprise		
Accounts and notes payable		
Real estate mortgages/contracts		
c)		
d)		