



Non Traditional SAE Programs

AGSC 405



Raise your hand if the
following photos
appeal to you?



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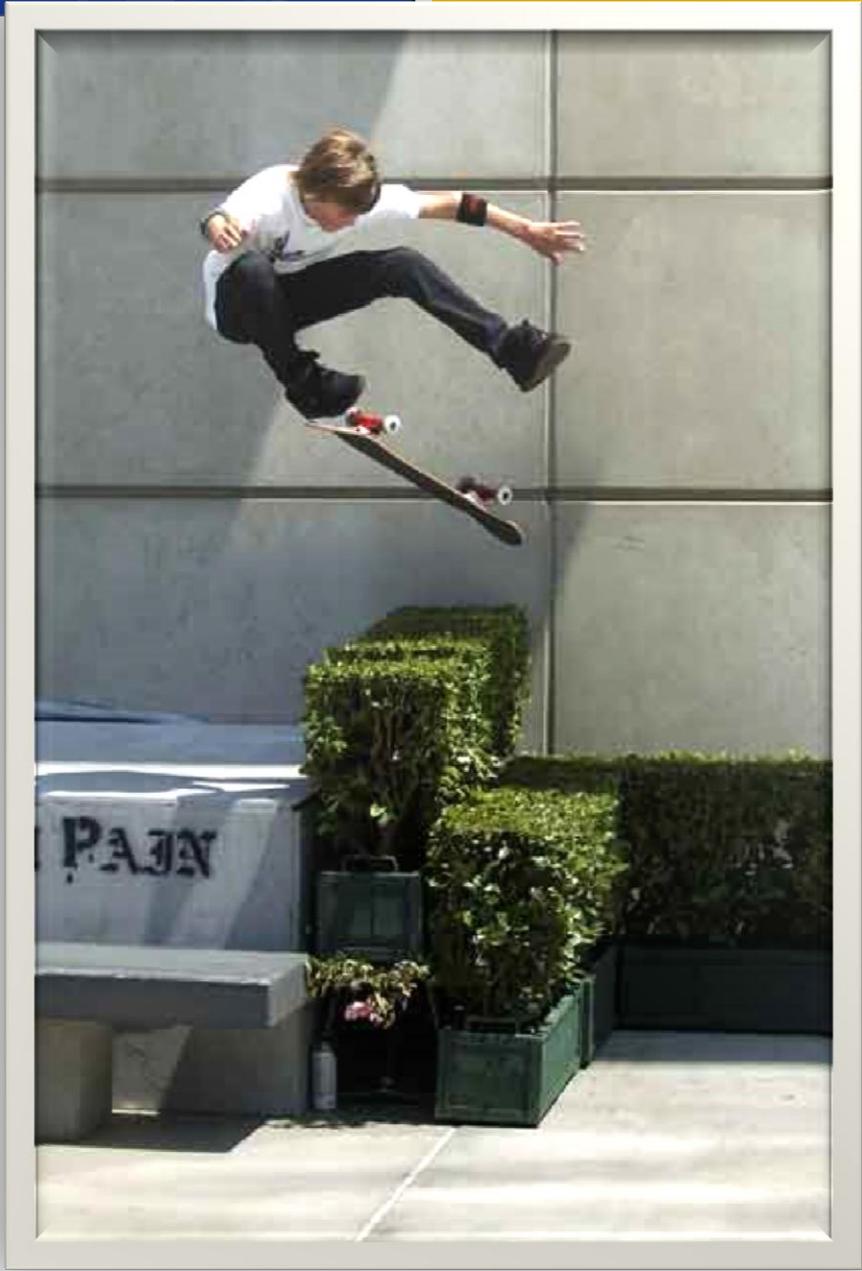


















What is a “non-traditional” agriculture student?

- Discussion

What does National FFA say about our students?

- 38% of FFA members are female; women hold more than 50% of state leadership positions
- 75% of our membership is Caucasian; 11% is Hispanic and 4% is African-American
- 27% of FFA members live in rural farm areas
- 39% live in rural non-farm areas
- 34% of members living in urban and suburban areas
- FFA chapters are in 16 of the 20 largest cities, including New York, Chicago and Philadelphia

Non Traditional Students

- May have interest in “traditional projects”
- May want to live on a farm
- May not want to live on a farm
- May have interest very DISSIMILAR to the ones you “want them to have”
- May not have any space at home

Getting to know students

- Each student is different
- Some will shut down when you begin teaching about SAE
- Some will be excited and disappointed at the same time
- Some will really have “0” interest in ag as we know it



Can all students benefit from
an SAEP?

How do we engage those who are disengaged in the “subject”?

- Know what is available for them!!
- Know your community!
- Know that students can succeed!
- What are our goals for the student?
 - Win the top award nationally or be successful?
 - Success should be evaluated on an individual basis.

Options in the “Non-Traditional” Genre

(Technically Entrepreneurship and Placement can be as well.)

- Agriscience Fair
- Improvement SAE
- Exploratory SAE
- Supplemental SAE

Agriscience Fair

(Research SAE) Open to FFA Members in grades 7-12

○ Divisions

- I – 7th, 8th, 9th
- II – 10th, 11th, 12th
- III – Two Member Team of 7th, 8th, 9th
- IV – Two Member Team of 10th, 11th, 12th

○ Categories

- Biochemistry/Microbiology/Food Science
- Environmental Sciences (pollution/ecology)
- Zoology (Animal Science)
- Botany (Plant/ Soil Science)
- Engineering (mechanical/ agricultural engineering science)

○ Scoring

Reference: [Agriscience Handbook](#)

Improvement SAE

- Is there anything at the student's house that needs to be fixed or made better?
- Examples



Exploratory SAE

- What is the student interested in long term
- (Think back to the beginning slides)
- Examples



Supplemental SAE

- Maybe the student is wanting to branch out?
- Maybe they want to try something else out?
- Examples-



Scenario Exercise

- List what type of SAE the student could have
- Identify a few other ways to expand or look at the scenario
- Could this turn into a proficiency on the Regional, State, or National levels?

Scenario # 1

- Jim Bo is not a very outgoing person. He rarely interacts with the others in his ag mech class. You notice he has a great talent for planning, drawing, and building projects. He has built a smoker to pull behind a vehicle in your class in 4 weeks. He is only in 10th grade. When the unit on SAE comes up, he is bummed he doesn't have a steer or hog to show. How would you respond to him and encourage him?

Scenario #2

- Jolean is a very talented speaker and extremely good with technology. She is very energetic and did very well in the Creed Speaking event. She has a passion for agriculture though she lives in a 4th floor apartment. The unit on SAE scared her because she doesn't have room for a garden or an animal. The officers have met recently wanting to take the chapter to the next level to reach out about ag. What would you do to inspire Jolean?

Scenario #3

- Bo Billy just moved into your school from out of state. He did not have a beginning ag class and is clueless about a SAE and FFA. He knows how to weld though- He lives on a small farm with his grandparents who truck farm at the local farmers market. How would you involve Bo Billy in the total program at your school and get him pointed in the right direction? (Lay it out for him so he will understand)

Scenario #4

- Jocelyn is just not very talented when it comes to exhibiting livestock but her daddy insists she show. However, she does live on a farm and has a talent for picking out good animals. She is a natural when it comes to A.I. as well. Her frustrations are evident each time she shows and she often tells her buddies that she really just wants to sell show stock and have a service that helps other students. What would you do to help her expand her SAE?

Scenario #5

- Brothers Dewey, Cheatum, and Howe have always had a knack for selling things. They do not live on a farm or even in a very large house. They are in the 10th grade and you are new to the community. When the lesson on SAE comes up, they get worried about what their “paw” will do when they fail the class and they want to quit. There are two equipment auctions sites in town that always need part-time help. The fruit and Turkey sale is also coming up very soon. Keep the brothers in your class and keep “paw” happy.

Scenario #6

- Arlie is very new to the school and your Plant Science class. She has a hard time understanding your point of view when you talk about pesticides, fertilizer and GMO's, despite your firm understanding and inclusion of sustainable agriculture practices. She often wears shirts that could offend some cattle producers. Her intro speech on animal welfare, the environment, and global warming almost sent Dewey, Chetum, and Howe over the edge. She says she is only taking the class to see what type of lies you are trying to fill people with. She refuses to help out at the local show for points and will not go in the greenhouse because it is not "organic." The administrators back take her side. Her parents contact you and are concerned about their daughter's grade on this "SAE" project. You want her to be successful, regardless of how she may make your blood boil. Friday April 22, 2011 is coming up real soon. How can you help this "non-traditional" be successful and get a good grade on her SAEP?