

POSTER

- Use of color (5) _____
- Ability to read text from far... (5) _____
- Relevance (5): (1) Information missed the point of the project; (3) Somewhat relevant info; (5) Mostly relevant info.
- Accuracy (5): (1) Some inaccurate; (3) Mostly accurate; (5) accurate
- Organization (5): (1) Poorly org; (3) Somewhat org; (5) Well org.
- Creativity (5): (1) Very little; (3) Some; (5) Great
- Overall poster quality (10): (6) Below average; (7) Average; (8) Above average; (9) Great; (10) Exceptionally Awesome

Poster grade: _____/40

ORAL PRESENTATION

- Introduction (2) _____
- "In Control" (2) _____
- Take presentation serious (2) _____
- Conclusion (2) _____
- Q & A (2) _____
- Knowledge of topic, no plagiarism, use common sense words(5) _____
- Smiling faces (5): (1) The back of your head was all we saw, (3) face poster too much, (5) Face class majority of the time
- Speaking Voice (5): (1) unclear/ hard to understand; (3) partially understandable; (5) clear/ understandable
- Attitude (5): (1) Dull; (3) Some enthusiasm; (5) Dynamic
- Overall presentation (5): (2) Below average; (3) Average; (4) Above average; (5) Great; (6) Exceptionally Awesome

Presentation grade: _____/35

Overall: _____/75

THE LETTERS:

F
F
A

- THE FFA AIMS TO PROVIDE:

- THREE COMPONENTS OF AN AGRICULTURE PROGRAM

- 1.
- 2.
- 3.

- THE FFA IS A NATIONAL ORGANIZATION FOUNDED IN _____
- FOUNDED IN CALIFORNIA _____
- FOUNDED IN SHELDON _____
- CHARTERED NAME _____
- CHARTER DATE _____
- CHARTER NUMBER _____

FFA IS A NATIONAL ORGANIZATION, SPLIT INTO:

NATIONAL REGIONS:

-
-

STATE ASSOCIATIONS:

-

STATE REGIONS:

-
-
-

SECTIONS WITHIN THE CENTRAL REGION:

-
-
-

HIGH DOLS WITHIN OUR SECTION:

5. PARTS OF THE EMBLEM

FILL IN THE BLANKS (I AM IN THE...)

CHAPTER OF THE _____
 SECTION OF THE _____
 REGION OF THE _____
 STATE ASSOCIATION OF THE _____
 NATIONAL REGION OF THE _____
 NATIONAL _____

1. CROSS SECTION OF EAR OF CORN:

2. THE RISING SUN

2. THE PLOW:

4. THE EAGLE:

5. THE OWL:

6. "AGRICULTURE EDUCATION", and "FFA"

DEGREES OF ACTIVE MEMBERSHIP

- 1.
- 2.
- 3.
- 4.

FFA OFFICERS & SYMBOLS OF OFFICE

OFFICE	SYMBOL	CHAPTER PERSON
PRESIDENT		
VICE PRESIDENT		
SECRETARY		
TREASURER		
REPORTER		
SENTINEL		
ADVISOR		

KNOW THE FOLLOWING!!!

1. MOTTO

2. CREED

3. SALUTE:

4. OFFICIAL FFA COLORS

CHAPTER MEETING PROCEDURE

OPENING CEREMONIES:

1. PRESIDENT ASKS "TAPS OF THE GAVEL: _____?"
2. _____
3. THE MEMBERS RESPOND:

"TO PRACTICE BROTHERHOOD
HONOR AGRICULTURE OPPORTUNITIES AND
RESPONSIBILITIES
AND DEVELOP THOSE QUALITIES OF
LEADERSHIP
WHICH AN FFA MEMBER SHOULD POSSESS."

4. _____ TAP OF THE GAVEL: _____
5. MEETING
6. CLOSING CEREMONIES:
 1. _____
 2. PRESIDENT MAKES ANNOUNCEMENTS THEN _____ MEETING.

FFA UNIFORMS

1. _____ FFA UNIFORM

- | | | |
|----------------------------|--|------------------------|
| BOYS | | GIRLS |
| • FFA _____ | | • FFA JACKET |
| • FFA _____ COLLARED SHIRT | | • FFA _____ BLOUSE |
| • _____ SLACKS | | • WHITE _____ |
| • _____ SOCKS | | • BLACK _____ |
| | | • BLACK LOW HEEL _____ |
| | | • _____ COLORED NYLONS |

2. FFA _____ UNIFORM (BOYS & GIRLS)

- FFA _____
- FFA TIE OR SCARF _____ SHIRT OR BLOUSE
- WHITE _____ PANTS
- BOOTS (_____ OR _____ COLOR)

2006 - 2007 Sheldon FFA Calendar of Events

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JULY:

- 17 FFA Officer and Parent Meeting
- 17, 24 Summer ROP Class
- 25-26 FFA Chapter Officer Retreat

NOVEMBER:

- Project Buying
 - County fair swine and sheep
- 1 Campus Food Fair Fundraiser #1
- 7 FFA Meeting - (Kickball) D101 3:30-4:30pm
- 8 FFA Best Informed Greenhand Contest - E&H.S. 4:00-7:00pm
- 10 School Holiday - Veterans Day
- 15 Fundraiser award lunch and drawing - D101 Lunch A & B
- 22-24 School Holiday - Thanksgiving Break

AUGUST:

- 1, 8 Summer ROP Class
- 1-3 FFA Chapter Officer Retreat
- 14-27 California State Fair
- 19 Freshman Orientation Fundraising BBQ - Quad 8:00-2:30pm
- 28 First day of school

DECEMBER:

- 7 Local Agri-Science Project Fair I - D101 6:00-7:00pm
- 14 FFA Holiday Extravaganza - Cafeteria 5:30-7:00pm
- 20 Campus Food Faire Fundraiser #2
- 25-31 School Holiday - Winter Break

SEPTEMBER:

- Fundraisers
 - o Teal & Black Cards; Entertainment Book; Flower Bulbs
- 4 School Holiday - Labor Day
- 15 Senior BBQ Fundraiser - Churchill Downs park 7:30-3:00pm
- 18 Agri-Science Center Landscape Design Day 8:00-6:00pm
- 26 Back to School Night
- 28 FFA Welcome Back BBQ - Churchill Downs Park 5:30-7:30pm
- 30 Reemer Pumpkin Patch 8:00-2:00pm

OCTOBER:

- 3 Greenhand Conference- Lodi H.S. 7:00-4:00pm
- 7-8 FFA Chapter Officer Leadership Conference - Location TBA 10:00-3:00pm
- 17 FFA Opening/ Closing Ceremony Contest - Galt H.S. 7:45-12:00pm
- 18 FFA Greenhand Potluck Banquet - (SAE, Degree and Agri-Science Project showcase) Cafeteria 6:00-7:30pm
- 25-28 FFA National Convention
- 26-27 Finals (End Session 1, Term 1)

JANUARY:

- 1-5 School Holiday - Winter Break
- 6-7 FFA Made For Excellence and Advanced Leadership Academy - Sacramento 10:00-2:00pm
- 10 Local SAE Project Competition
- 11 FFA Meeting (FFA Opportunities Showcase) - D101 3:30-4:30pm
- 13 FFA Sectional Basketball Tournament - Galt H.S. 8:00-1:00pm
- 15 School Holiday - Martin Luther King Jr. Day
- 16-18 Stockton Ag Expo - San Joaquin County Fairgrounds
- 17 Deadline to sign up for ROP summer class
- 18 State FFA Degree Record Book Scoring
- 18-19 Finals (End Session 2, Term 1)
- 28 Counselor Ag Awareness Breakfast
- 30 Sacramento Section FFA Speech Contest - Galt H.S. 4:00-9:00pm
- 30 Senior Course Selections

FEBRUARY:

- Fundraisers
 - Flower Bulbs
- 6 Back to School Night
- 8 FFA Meeting (SAE, Degree and Agri-Science Project showcase) - D101 3:30-4:30pm
- 12 School Holiday - Lincoln's Birthday
- 12 Regional FFA Officer Interviews
- 13 Junior Course Selections
- 13 Regional FFA Proficiency Applications scoring
- 15 Central Region FFA Speech Contest- Galt H.S. 4:00-9:00pm
- 19 School Holiday - Washington's Birthday
- 19-23 National FFA Week
- 20 Sophomore Course Selections
- 22 Smedberg Ag Day Recruitment Lunch - Smedberg Middle School Quad - Lunch A & B
- 24 Spring Regional FFA/ CATA Mtg. - Cosumnes River College
- 27 Freshmen Course Selections

MARCH:

- 2-3 Statewide FFA Competition - University of California, Davis 8:00-5:00pm
- 10 Statewide FFA Competition - California State University, Chico 5:00-8:00pm
- 13 FFA State Degree Ceremony - Delta College 6:00-9:00pm
- 15 FFA Greenhand Meeting (games) - Chapter Officer applications available - Cafeteria 3:30-4:30pm
- 17 Statewide FFA Competition - Cosumnes River College 7:30-5:00pm
- 27-29 EGUSD Science Fair - Trigg Education Center
- 28 County Fair Exhibitors Meeting
- 29-30 Finals (End Session 1, Term 2)
- 31 Statewide FFA Competition - Modesto Junior College 6:00-6:00pm

APRIL:

- 2-6 School Holiday - Spring Break
- 11 Local Agri-Science Project Fair II - D101 6:00-7:00pm
- 14-17 FFA State Leadership Convention - Fresno
- 20 FFA Officer Applications Due- D101 3:30pm
- 23 FFA Officer Interviews - D101 3:30-4:30pm
- 28 FFA Chapter Degree/Officer Election Banquet - Cafeteria 6:00-8:00pm

MAY:

- 2 FFA Officer and Parent Meeting - D101 6:00-7:00pm
- 5 Statewide FFA Competition - California Polytechnic State University, San Luis Obispo
- 9 FFA Annual Awards Banquet/ Officer Initiation - Cafeteria 6:30-8:30pm
- 10 Sacramento Sectional FFA/ CATA Mtg. - Cosumnes River College 3:30-6:30pm
- 16 FFA Point Award Trip - Golfland Sunsplash 3:00-7:00pm
- 23-28 Sacramento County Fair
- 24-25 Senior Bards
- 28 School Holiday - Memorial Day
- 30 County and State Fair Meeting - D101 3:15-4:30pm
- 30 Deadline to sign up for ROP summer class
- 30-31 Senior Finals

JUNE:

- 6 Graduation
- 5-7 Finals (Last Day of School)
- 11, 18 Summer ROP Class
- 12-14 FFA Chapter Officer Retreat

JULY:

- 2, 9, 16, 23, 30 Summer ROP Class

AUGUST:

- 7, 14 Summer ROP Class

Activity point value

FFA Meetings

September Welcome back BBQ (2)
October Greenhand Banquet (2)
November Meeting (1)
Dec. Holiday Extravaganza (2)
January Meeting (1)
February Meeting (2)
March Greenhand Meeting (1)
April Chapter Degree Ceremony
/Officer Election (2)
May Awards Banquet (2)

FFA Conferences

Chapter Officer Leadership
Conference (2)
Greenhand Conference (2)
National Convention (3)
MFE/ALA (2)
Sacramento Leadership
Experience (3)
State Convention (3)
Washington Leadership
Conference (3)

FFA Advancement

State degrees applications (1)
Proficiency Award Applications (1)
Swine, Beef, Sheep Educ. Day (1)
College Preview Day (1)
Project Competition (1)

FFA events

Cook or set-up and clean-up (1)
Ag Center Improvement Day (1 for
every 2 hrs)
Roemer Pumpkin Patch (2)
Food Faire (1)
FFA Basketball Tournament (1)
Smedberg Recruitment (1)
Sectional/ Regional FFA Mtg. (1)
Committee work (1)
National FFA Week (1)
Sacramento County Fair (2)
California State Fair (2)
Course selection (1)

Fundraising *

Teal & Black cards (3cards/
activity)
Entertainment book fundraiser (2
books/ activity)
Bulbs (\$40 sales/ activity)
Donations (~\$40/ activity)

Competitions

Opening/Closing (1)
Best Informed Greenhand (1)
Speaking competition (2)
Field Day (2)
Agri-Science Fair (1)

An FFA Point Award Trip to Golfland Sunsplash will be awarded to the top 10 participants for each grade level.

* A lunchtime barbeque will be provided for every student who earns one activity from fundraising.

* A raffle ticket will be provided for each activity earned for fundraising.

The FFA

History

The original idea for the organization was forged after courses in vocational agriculture were established by the Smith-Hughes National Vocational Education Act in 1917.

In the early 1920's, Virginia formed a Future Farmers club for boys in agriculture classes. This innovation caught fire across the country and the national organization was established in 1928 at the Baltimore Hotel in Kansas City, Missouri. National dues to the Future Farmers of America were set at 10 cents per member.



The National FFA Center is located in Indianapolis, Indiana and the Center houses the National FFA Organization, National FFA Alumni and National FFA Foundation.

Membership grew, and the following year's convention was distinguished by the selection of the national colors and the naming of the first Star Farmer of America. By 1934, the only states which had not chartered associations were Rhode Island and Alaska. As the years went by, the organization began providing services to support its expanding membership. In 1939, a national FFA camp was founded on the grounds of the past national center in Alexandria, Virginia.

The National FFA Foundation was created in 1944 to provide funds from business and industry to support new programs. Public Law 740, passed by Congress in 1950, granted the FFA a federal charter. P.L. 740 was revised in 1979. In 1998 Public Law 740 underwent technical revision and became Publication 105-235 by the 105th Congress. 1952 marked the establishment of *The National FUTURE FARMER* magazine, now known as *FFA New Horizons*.

A consolidation of the New Farmers of America, the organization for African American agriculture students, with the FFA took place in 1965. More new members were admitted in 1969 when the delegates voted to allow girls to become members.

The next two decades would bring a host of new programs and changes designed to keep pace with the evolving membership and the rapidly changing needs of the agricultural industry. The National FFA Alumni Association was formed in 1971, bringing another arm of support to the organization. In 1988, the

delegates voted to change the official name from the Future Farmers of America to the National FFA Organization. Another name change occurred in 1989, that of the magazine to *FFA New Horizons*. The National FFA Organization is a driving force in developing leadership in today's youth. Active participation in public speaking, career development events (CDE), chapter meetings, award and recognition programs, committees and community projects provide FFA members with opportunities to develop personal leadership skills. The organization motivates young people to make positive contributions to their homes, schools, communities, country and world.

In 1997, ground was broken in Indianapolis, Indiana, for the new National FFA Center. The doors opened on June 1, 1998, at the new building which houses the National FFA Organization, National FFA Alumni and the National FFA Foundation.

On June 1, 1998, the Agricultural Education National Headquarters opened its doors in Alexandria, Virginia. This office houses the National Council for Agricultural Education, National Association of Agricultural Educators, Dr. Larry Case, National FFA Advisor and CEO, and C. Coleman Harris, National FFA Executive Secretary.

The FFA is structured on three levels—local, state and national. The National FFA Organization is led by a board of directors and six state national officers. Together, they set on recommendations from the national convention delegates and set

operational policy for the FFA. The national FFA staff carry through the policies, and provide programs and services for the organization. The national officers represent the members and actively guide the course of the organization. A president, secretary and four regional vice presidents are elected each year at the national convention.

State associations function within the constitution of the national organization, but also may create individual leadership, award and contest programs. Chapters are chartered through the state associations. As on the national level, state officers lead the membership of the associations, and are elected by state convention delegates. The number and types of officers at the state level may vary.

The heart of the organization is at the local level. FFA chapters may be chartered in any public school with an agricultural education program. Leadership is provided by student officers elected each year and the agriculture instructor who serves as an advisor to guide the chapter. Officers include a president, vice president, secretary, treasurer, reporter and sentinel. Additional officers may be elected to serve other chapter needs, such as a chaplain, parliamentarian and historian. More members can get involved in leadership positions with a mini-chapter system in which each agricultural class elects its own officers.

A Program of Activities (POA) organizes each chapter's year, serving as a road map for planning activities and accomplishing goals. Each member is assigned specific responsibilities

within the program of activities to ensure total involvement of chapter members. A wide range of activities is planned to meet the needs of members and the community.

Chapter meetings are held regularly. By participating, members learn communication and parliamentary skills. Developing fellowship with recreation and refreshments after the meetings is also important.

Supervised Agricultural Experience (SAE) programs are a primary "earning by doing" tool in agricultural education. All students are required to conduct an SAE which reflects their agricultural interests and career goals. Through these individual programs, members receive hands on training in goal setting, planning and record keeping.

The FFA is structured into a degree program which rewards active FFA members for progress in all phases of leadership, skills and occupational development. The Greenhand FFA Degree and the Chapter FFA Degree are awarded at the chapter level. State associations award top members with the State FFA Degree. The highest degree, the American FFA Degree, is conferred on an elite group of members at the national level.

In addition to active membership, individuals can become members in three other categories—honorary, alumni and collegiate. Honorary membership is conferred on those individuals who have rendered outstanding service to FFA and agricultural education. The Honorary

Chapter, State and American FFA Degrees are limited at each level by a majority vote at regular meetings or conventions. Alumni membership is open to former active members, collegiate and honorary members and others supportive of the FFA. Collegiate members belong to FFA chapters at two- or four-year post-secondary schools and are enrolled in agricultural courses.

Annual national dues are \$5 for active members, which includes a year's subscription to *FFA New Horizons* magazine. State associations and local chapters may also collect dues. FFA clothing, jewelry and gift items, as well as chapter supplies, plaques, trophies, award pins and official FFA jackets are available from the National FFA Organization through the official FFA Chapter Catalog.

Profits earned from the sale of official items help to finance the overall FFA organization and national activities.

FFA is a vital component of agricultural education programs. Millions of Americans have benefited from the organization and today thousands of young people are learning to meet the challenges in agriculture for a promising future.

FFA Creed Worksheet

PARAGRAPH ONE

I (1) _____ in the (2) _____ of
 (3) _____ with a (4) _____ born
 not of words but of (5) _____
 (6) _____ won by the present and past
 (7) _____ of (8) _____
 in the promise of better days through better (9) _____ even as
 the better things we now enjoy have come to us from the (10) _____
 of former years.

PARAGRAPH TWO

"I believe that to (1) _____ and (2) _____
 on a good farm or to be engaged in other (3) _____ pursuit, is
 (4) _____ as well as (5) _____
 for I know the (6) _____ and
 (7) _____ of agricultural life and hold an
 (8) _____ fondness for those
 (9) _____ which, even in hours of
 (10) _____ I cannot deny."

PARAGRAPH THREE

"I believe in (1) _____ from ourselves and
 (2) _____ from others. I believe in my own
 (3) _____ to work (4) _____
 and think clearly, with such (5) _____ and
 (6) _____ as I can secure, and in the ability
 of (7) _____ (8) _____ to serve
 our own and the public interest in (9) _____ and
 (10) _____ the product of our toil."

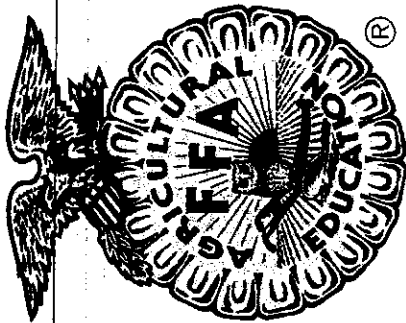
PARAGRAPH FOUR

"I believe in less (1) _____ on (2) _____
 and more (3) _____ in (4) _____
 in the life (5) _____ and enough
 (6) _____ wealth to help make it so for others as well
 as myself; in less need for (7) _____ and more of it
 when needed; in being (8) _____ myself and
 playing (9) _____ with those whose happiness
 (10) _____ upon me."

PARAGRAPH FIVE

I believe that (1) _____ (2) _____
 can and will hold (3) _____ to the best (4) _____
 in our (5) _____ life and that I can (6) _____
 in (7) _____ in my (8) _____
 and (9) _____ which will stand solid for my
 part in that (10) _____ task."

The FFA Creed



I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

Chapter 1 What's in FFA for Me?

Worksheet #1-1

1. What are the three major components of the agricultural education program?

2. What role does FFA serve in the agricultural education program?

3. List four benefits of becoming an FFA member.

4. Where is the national FFA convention held?

5. How much money does the National FFA Organization award in scholarships annually?

6. How much are FFA dues per year?

• National dues = _____ • District dues = _____

• State dues = _____ • Chapter dues = _____

• Area dues = _____ • TOTAL DUES = _____

7. Jobs in agriculture and its related fields comprise close to _____% of all jobs in this country.

8. List five categories of agricultural careers.

Structure, SAE and FFA Degrees

Name _____

Worksheet #3-2

1. What are the three basic layers in the FFA structure?

2. What three things do they all have in common?

3. What do the letters "SAE" stand for?

4. Who designs your SAE program?

5. List three different types of SAE programs:

6. List the four FFA degrees and what organizational level presents each one.
Degree _____ Presented By _____

7. The pin symbolizing the Greenhand FFA Degree is made of what type of metal?
Why? _____
8. Where is the Greenhand FFA Degree pin worn?

9. What is the highest award FFA gives in production agriculture?

10. What is the highest award FFA gives in agribusiness?

FFA Fundamentals and Traditions

Name _____

Worksheet #3-3

Complete the following questions.

1. What are the four types of FFA membership?

2. Name the five symbols of the FFA emblem and what each one represents.

3. The National FFA Organization's official colors are _____ and _____
4. What is the FFA Motto?

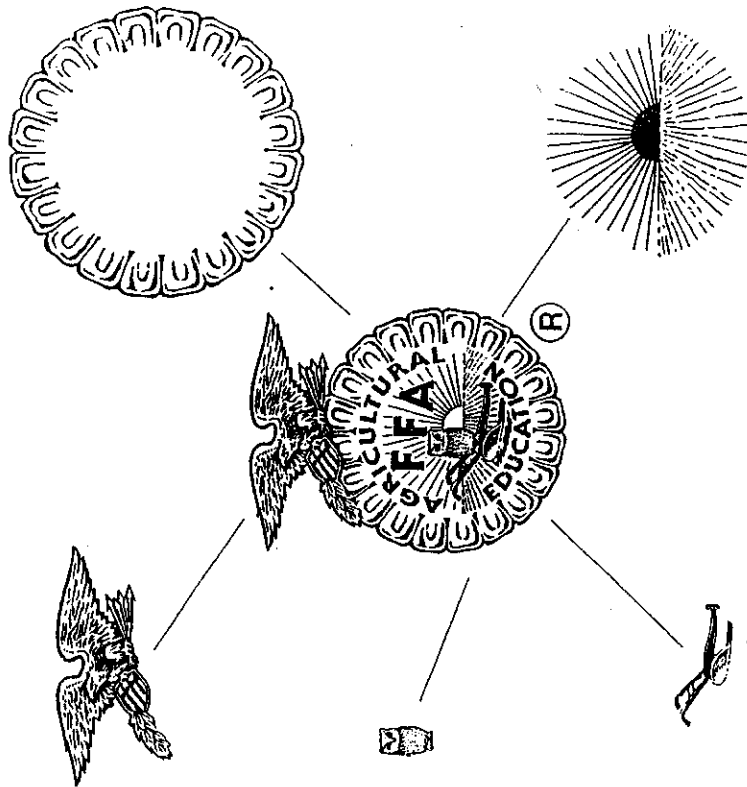
5. The FFA Salute is also known as _____
6. What are the first two words in each paragraph of the FFA Creed?

7. Of what does FFA official dress consist?

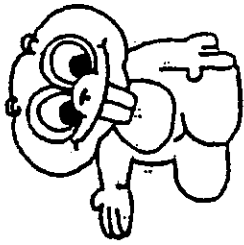
8. The rules which govern the use of the official FFA jacket are known as _____
9. Can people who are not FFA members wear the official FFA jacket?

10. The Code of Ethics was adopted by the delegates at the 19____ national FFA convention.

Building the FFA Emblem



SELF-CHECK TYPES OF SOEPs



REMEMBER: Do all your work on your answer sheet.

DIRECTIONS: This is a story about two agriculture students and their teacher. Use the words at the bottom of the next page to help fill in the blanks.

Bob: "Our teacher told us that there are two major types of projects: _____ and _____."

Mr. Polo: "That's right, Bob. An ownership project is when you _____ something. What are some examples?"

Cindy: "I know! _____ and _____."

Mr. Polo: "That's right! But how do you make money?"

Bob: "You have to _____ the project; then repay the money."

Cindy: "Then, if you have _____ money left than when you started, you made a _____."

Mr. Polo: "You're both right! What is a non-ownership project?"

Cindy: "Well, it is a project _____ by someone else."

Bob: "It can be done by _____ for someone else, too."

Mr. Polo: "Right! Some examples might be: _____ and _____."

Cindy:

"We also learned about another type of non-ownership project called an _____ project."

Bob:

"Right! It's planned with your _____ and your _____."

Cindy:

"Improvement projects can include: _____, _____ fences, improving your _____, or by making your home or farm look nicer."

Bob:

"Right! Maybe I can plant _____ at my house."

Mr. Polo:

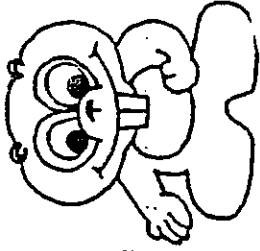
"Good idea Bob! I want all of you to start thinking of projects you can do." List 2 projects that interest you!

1) _____

2) _____

WORDS TO CHOOSE FROM:

FARM WORKER	PROFIT	SELL	OWNERSHIP
RAISING LIVESTOCK	RAISING A CROP	WORKING	SCHOOL
OWNED	NURSERY WORKER	MORE	TREES
IMPROVEMENT	OWN	NON-OWNERSHIP	FIXING
FAMILY	TEACHER	PAINTING	WELDER



SELF-CHECK
CHOOSING YOUR SOEP

REMEMBER: DO ALL YOUR WORK ON YOUR ANSWER SHEET.

SELF-CHECK

29

DIRECTIONS: WRITE A T FOR A TRUE STATEMENT OR AN F FOR A FALSE STATEMENT IN THE SPACE TO THE LEFT OF EACH OF THE FOLLOWING.

REMEMBER: DO ALL YOUR WORK ON YOUR ANSWER SHEET.

DIRECTIONS: MATCH THE FOLLOWING RECORD BOOK SECTIONS WITH THEIR DESCRIPTIONS.

- ___ 1. THE SOEP YOU CHOOSE SHOULD BE CHALLENGING.
- ___ 2. THE LARGER YOUR SOEP, THE BETTER IT WILL BE.
- ___ 3. THE SOEP YOU CHOOSE SHOULD BE IN AN AREA OF AGRICULTURE THAT INTERESTS YOU.
- ___ 4. BEFORE CHOOSING YOUR SOEP, TALK WITH YOUR PARENTS AND AGRICULTURE TEACHER.
- ___ 5. YOUR SPARE TIME IS AN IMPORTANT FACTOR TO CONSIDER IN SELECTING YOUR SOEP.

___ 1. BUSINESS AGREEMENT A. SUMMARIZES YOUR TIME AND MONEY INVESTED DURING THE YEAR.

___ 2. JOURNAL B. SECTIONS TO RECORD FFA, SCHOOL, AND COMMUNITY ACTIVITIES.

___ 3. CALENDAR C. ESTIMATES THE COST OF THE PROJECT AND THE PROFIT YOU MAY MAKE.

___ 4. FFA, SCHOOL, AND COMMUNITY ACTIVITIES. D. SECTIONS TO RECORD IMPORTANT EVENTS DURING THE YEAR.

___ 5. BUDGET E. DESCRIBES THE ARRANGEMENTS YOU MAKE FOR YOUR PROJECT WITH OTHERS.

DIRECTIONS: ANSWER THE FOLLOWING:

6. LIST THREE (3) SOURCES OF MONEY FOR A PROJECT.

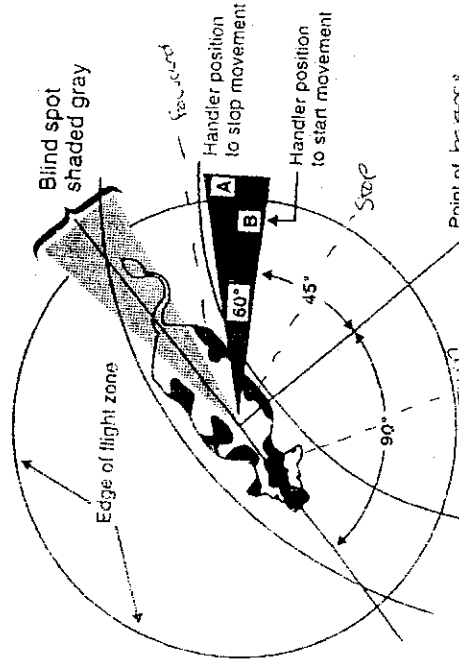
- A.
- B.
- C.

7. LIST THREE (3) WAYS TO SELL A PROJECT.

- A.
- B.
- C.

The Flight Circle

- To move animals, use their natural behavior and your position.
- Allow or train animals to stay in their natural state.
- The flight zone is not a perfect circle, it may increase or decrease as you work the animals.
- There is always a right position, but it changes as the animal moves. The angle you move in relation to the animal determines if you will maintain the proper position.
- The animal needs to feel it is doing what it wants.
- Animals have very little patience.
- When animals have pressure applied, they need to feel there are two ways to go.
- Relieve the pressure when you get the desired position.
- If pressure is applied and you do not get the desired response, then the pressure was applied at the wrong place or the wrong angle.
- Animals want to follow.
- Work the leaders. If worked properly, the rest will follow.
- Animals want to go in the direction they are headed. If pressured too much, they will cut back.
- Do NOT try to anticipate what the animal will do. If you try to move so as to stop what you THINK they are going to do, you will be out of position for what they are currently doing.



Animal By-products Lab

(When an animal is more than "what's for dinner")

Purpose:

Many people in the U.S. do not realize that there are many items that come from animals besides meat products. In this lab you will be studying different products that have animal ingredients in them, that most think are waste products.

Procedure:

Start at an assigned lab station, and observe each product. Answer the questions listed in the observation section for EACH item. Repeat for all products.

Background Information:

Do not write this down! Instead answer the prompt: Explain what can be done with an animal after it is processed for it's primary purpose, so that nothing goes to waste. (Basically what by-products can be derived from that animal)

Materials: (** These items need to come from students)

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|-----------------------------|-------------------------|-----------------------------|
| 1. Rubber boot | 16. Beef honeycomb | 31. Perfume |
| 2. Make up (tripe) | 17. Lard | 32. Liquid bat guano |
| 3. Jell-O | 18. Birth control pills | 33. Chicken Hackle Feathers |
| 4. Heart | 19. Marsh-mallows | 34. Chicken guts |
| 5. Noxema | 20. Head cheese | 35. Wool |
| 6. Carmex | 21. Shaving cream | 36. Hand lotion |
| 7. Calfail | 22. Tape | 37. Blood meal |
| 8. Chicken bouillon | 23. Crayons | 38. Bone meal |
| 9. Charcoal aquarium filter | 24. Porkskin | 39. **Gum |
| 10. Can dog food | 25. Silk tie | 40. Band Aid |
| 11. Apple pie | 26. Deer antlers | 41. Salmon Roe |
| 12. Pig feet | 27. Feather duster | 42. Hot dogs |
| 13. Hares mask | 28. Fishing flies | 43. Cat Toy |
| 14. Glue | 29. Pheasant Feathers | 44. Pig Ears |
| 15. Irish spring soap | 30. Abalone shells | 45. Sable paint brush |

Observations: (List)

- Number & Title (as listed above)
- Draw a brief sketch of the item. (Be sure I can tell what you are drawing)
- List the function or purpose of the item- (What it is used for!)
- List the animal by-product or products you think are in the item.

Conclusion: (Paragraph)

Why is it important for people to know that animals provide more than just meat products? Mention examples of by-products from various species. (Remember - introduction, body and conclusion)