

Lesson Plan: Writing Effective AET Journal Entries

Course: Agricultural Education / SAE Recordkeeping

Grade Level: 9–12

Time Required: 1 Class Period (45–60 Minutes)

Topic: Writing and Reflecting in AET Journals for SAE, FFA, and Community Service Activities

Standards Alignment

AFNR Career Ready Practices

- CRP.02: Apply appropriate academic and technical skills.
- CRP.04: Communicate clearly, effectively, and with reason.
- CRP.05: Demonstrate productivity and accountability.
- CS.09: Apply leadership and personal development skills in agricultural contexts.
- CS.06: Evaluate the role of agriculture, food, and natural resources systems in society and the economy.

FFA Standards

- Maintain accurate, current SAE records.
- Reflect on learning, growth, and leadership development.
- Connect classroom, FFA, and work-based learning experiences.

ELA Integration (CCSS)

- CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to convey complex ideas clearly and accurately.

Learning Objectives

By the end of this lesson, students will be able to:

1. Identify the purpose and structure of an AET journal entry.
2. Distinguish between SAE, FFA, and Community Service entries.
3. Write a complete, accurate, and reflective AET journal entry using appropriate grammar and detail.
4. Evaluate their own writing using the [**AET Journal Entry Rubric**](#)
5. Explain how maintaining accurate journal records supports career readiness and employability.

Connection to the World of Work & Career Readiness

- AET Journals mirror professional workplace documentation. Employers value employees who can clearly and accurately report time, outcomes, and progress.
- Recording SAE, FFA, and service activities builds accountability, organization, and reflection skills needed in all careers.
- Journals help students articulate transferable skills (leadership, time management, communication) for job interviews, FFA degree applications, and resumes.
- Accurate recordkeeping supports college and scholarship applications, FFA awards, and professional networking opportunities.

Materials Needed

- Computers or tablets with AET access
- Projector or smartboard
- Example AET journal entries (strong and weak models) - ATTACHMENT !
- [AET Journal Entry Rubric](#) (25 points)
- AET Self-Assessment Checklist - ATTACHMENT 2
- Notebook paper or digital writing platform (Google Docs, LMS submission area)

Lesson Procedures

1. Bell Ringer (5–7 Minutes)

Prompt:

"Think about something you did recently for your SAE, FFA, or community service. In 2–3 sentences, describe what you did and what you learned."

Students should write a response on a sheet of notebook paper

Discussion:

1. Why might this information be valuable later?
 - **Student Reports:** Journal Reports, Competency Mastery Reports, Degree and Award Application verification
 - **Chapter Reports:** Economic Impact Report, AFNR Skill Development Report, Journal Reports
 - **State Education Reports:** Work-Based Learning Reports

Resource: *AET/Reports TAB* (Student & Teacher)



2. How do professionals keep records of their work?
 - Log Books: Truckers, Cosmetologists, Lawyers, Researchers, Medical professionals
 - Invoices: Services, Sales, Labor provided
 - Inventory: Production, Military
3. Can you name a profession that does not require documentation or record-keeping?
 - Does not exist:
 - a. Surfers: record weather conditions, board length, body weight, entries
 - b. Digital Gamers: Competitor names, game features/challenges, earnings, tax reports
 - c. Doctors/Nurses: My Chart information of patient vitals, health history, etc

Lead into: "Your AET journal is your professional record — your résumé in progress."

2. Direct Instruction (10–12 Minutes)

Teacher Presentation & Discussion:

- Define AET Journals and their purpose.

Who can define a journal?

Allow students to provide a variety of answers.

Definition:

A **journal** is a **written record of experiences, activities, observations, and reflections** that is kept over time to document what was done, what was learned, and why it matters.

In an **educational and career-readiness context** (like AET, SAE, FFA, or community service), a journal:

- Records **dates, tasks, and time spent**
- Describes **skills practiced and outcomes**
- Reflects on **learning, growth, and improvement**
- Serves as **evidence of responsibility, progress, and professional development**

Simple student-friendly definition:

A journal is a place to write down what you did, what you learned, and how the experience helped you grow.

World-of-work connection:

Journals are similar to **work logs, reports, or professional documentation** used by employers to track performance, accountability, and skill development.

- Discuss the 3 main types of entries:
 - **FFA Entries:** Meetings, contests, officer duties, leadership events.
 - **Community Service Entries:** Volunteer work, civic projects, service learning.
 - **SAE Entries:** Work hours, responsibilities, financial data, skills learned.

KEY Helpful Tips:



Allow students to hover over green question marks to reveal tips and examples for components of a journal entry

- Journal Sample Entries (strong vs. weak)
- Review the [AET Journal Rubric](#) and categories:
 1. Completeness
 2. Reflection and Learning
 3. Professionalism and Clarity
- Use Self-Assessment Checklist categories:

Date, Category, Group Served, Skill Area, Activity Description, Time, Photos

3. Guided Practice (15 Minutes)

Activity:

Students log into AET and draft one journal entry about a recent activity.

- Teacher models writing process step-by-step.
- Students use the rubric and checklist to ensure all components are included.
- Teacher circulates, giving targeted feedback on clarity and reflection.

Optional: Peer review using the Self-Assessment Checklist.

4. Independent Practice (10–15 Minutes)

Students finalize their journal entry and input it into AET.

They then complete the self-assessment checklist and submit both:

- Screenshot or copy of AET entry
- Completed checklist for grading and feedback

5. Closure (5 Minutes)

Class Discussion:

“Why are AET journals more than just recordkeeping? How do they prepare you for your future career?”

Teacher Summary:

- Good journal entries show growth, responsibility, and employability.
- Clear writing = clear thinking = career readiness.
- Regular and quality AET records help earn FFA degrees, awards, and scholarships more efficiently during award season.

Assessment

Formative:

- Participation in discussion and guided practice
- Draft journal entry feedback

Summative:

- Final AET journal entry scored using AET Journal Entry Rubric (25 pts)
- Completed Self-Assessment Checklist

Differentiation

- For Beginners: Provide sentence stems and model examples ("Today I learned that...").
- For Advanced Students: Require deeper reflection on technical skills or career connections.
- For Accommodations: Allow voice-to-text dictation, extended time, or verbal reflection in AET.

Extension & Enrichment

- Write a monthly reflection summary analyzing progress and skill development.
- Generate an AET report to show cumulative learning or work hours.
- Connect entries to FFA Proficiency Awards, Degrees, or Career Portfolios.

Teacher Notes

- ✓ Reinforce AET as a career record system, not just a school requirement.
- ✓ Encourage students to update entries weekly to prevent backlogging.
- ✓ Integrate career discussions: "What would this journal entry show an employer about your reliability?"
- ✓ Implement an accountability system each grading period for all journal types

Journal Sample Entries: ATTACHMENT 1

Community Service - High Quality

Add/Edit Journal Entry	
Date: 9/16/2025 Category: Community Service Activity	
? Group that you served: (not your FFA chapter)	PAINT THE TOWN PINK
? Skill Areas:	+ Add/Explore Skill Areas CS.03.02 Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.
? Activity / Description: Check Spelling	Paint the Town Pink Campaign raises money for the local hospital to assist with breast cancer screening and resources through T-Shirt Sales, Store Front Window Sponsors and a 5K Run Walk. I sold 21 T-shirts and participated in the 5K walk. I also worked 2 hours after school painting pink ribbons on business sponsor windows.
Time:	Hours 5 + Minutes 20
Photos:	

Community Service - Low Quality

Add/Edit Journal Entry	
Date: 8/31/2026 Category: Community Service Activity	
? Group that you served: (not your FFA chapter)	PAINT THE TOWN PINK
? Skill Areas:	+ Add/Explore Skill Areas CRP.06.01 Synthesize information, knowledge, and experience to generate original ideas and challenge assumptions in the workplace and community.
? Activity / Description: Check Spelling	I participated in Paint the Town Pink
Time:	Hours 5 + Minutes 20
Photos:	

FFA Competition - High Quality

Add/Edit Journal Entry	
Date: 11/4/2025 Category: FFA Competition Activity	
Activity:	District 6 Soils CDE
Type:	Land
Level:	District
? Skill Areas:	+ Add/Explore Skill Areas NRS.01.02 Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.
Description / Awards: Check Spelling	I judged 4 soil pits evaluating soil qualities and land use in rural applications. I = 12/63 T = 3rd/15. My team will advance to the regional contest and I will need to practice my soil types and determination factors to improve my score.
Time:	Hours 2 + Minutes 30

FFA Competition - Low Quality

Add/Edit Journal Entry	
Date:	11/4/2025
Category:	FFA Competition Activity
Activity:	District 6 Land Soils
Type:	Land
Level:	District
Skill Areas: ?	+ Add/Explore Skill Areas NRS.01.02 Classify different types of natural resources in order to enable protection, conservation, enhancement, and management in a particular geographical region.
Description / Awards: Check Spelling	I went on the soils trip to judge dirt at a contest
Time:	Hours 2 + Minutes 10
Photos:	

SAE - High Quality

Add/Edit Journal Entry ?	
Date:	8/31/2026
Project: ?	2025 Beg.- Charlie's Pumpkin Patch
Skill Areas: ?	+ Add/Explore Skill Areas PS.03.05 Harvest crops according to industry standards.
Time: ?	Hours 2 + Minutes 10
Description of Activity: ? Check Spelling	I weighed 25 harvested pumpkins to determine size, variety, and pricing for the weekend's farmers' market. I learned how the growing environment and nutrition can impact the size and weight of a product. Product weights and plant varieties will help make decisions for next year's crop while also helping me to discuss features with the customer. This practice has allowed an improved and more diversified product line while giving me more confidence in
Pictures: ? (optional, up to 5)	Screenshot 2026-08-31 at 2.52.51 PM.png Remove Select
Supervision: ?	If your Ag Science Teacher visited/supervised your project for this journal entry, please choose the Teacher. The "description" above should include your teacher's assessment, comments, and recommendations for your project. (None/Unsupervised)

Add/Edit Journal Entry	
Date:	10/1/2025
Project:	2025 Beg.- Charlie's Pumpkin Patch
Skill Areas:	Add/Explore Skill Areas ABS.05.01 Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans. PS.03.05 Harvest, handle and store crops according to current industry standards.
Time:	Hours 2 + Minutes 15
Description of Activity: Check Spelling	I weighed 25 harvested pumpkins
Supervision:	If your Ag Science Teacher visited/supervised your project for this journal entry, please choose the Teacher. The "description" above should include your teacher's assessment, comments, and recommendations for your project. (None/Unsupervised)
Photos:	

Self-Assessment Checklist - ATTACHMENT 2

Entry: _____ **Task:** _____

ALL _____ **Date:** Record date activity was performed

TIP: Use your AET Calendar to locate FFA Activities and Competitions 
**Click on event to create a journal entry/Participants/Make Entry Here

FFA _____ **Category:** Select one from dropdown to reflect the activity accurately

Other Related FFA Activity
FFA Office Activity
FFA Competition Activity
Program of Activity Committee Activity
Community Service Activity
Parli Law, Speech, Other Activity
Career Preparation Activity

FFA _____ **Activity:** Name of event accurately reflects that in chapter calendar and event

FFA _____ **Type:** Identify specific kind of competition or event found in the dropdown menu

FFA _____ **Level:** Choose the level local to national from the dropdown Menu

SAE _____ **Project:** Select SAE from dropdown menu of active SAE Projects

C. Service _____ **Group Served:** Enter the name of the organization served in the activity

ALL _____ **Skill Area:** Select a skill area from the state or national content standards



Students should select a competency from your state or national content standards that most accurately relates to the work performed in the activity journaled.

ALL _____ **Activity Description:** In complete sentences, write a reflection that includes what was involved in the activity, your roles and results, and any specifics that support learning and reflecting.

ALL _____ **Time:** Enter your hours and minutes involved in the activity on that date

_____ **Photos:** Document your activity with action photos that support your work



Upload evidence of your participation in FFA and Community Service Activities as well as photos that capture your work in your SAE. Tip: Include action shots with your face seen and PPE when applicable.