



Types of Supervised Agriculture Experience (SAE) Programs

FFA.OH.4.5

Time Needed:

IA – 5 min

Activity 1 – 20 min

Materials:

The Official FFA Student Handbook – one copy per student

Public writing Surface

FFA.OH.4.5.AS.A – one set per team

FFA.OH.4.5.AS.A.Key – one copy per teacher

Objective:

1. Explore the four types of Supervised Agricultural Experience (SAE) areas.

Content Outline

1. Explain the four types of Supervised Agricultural Experience (SAE) areas.
 - a. Exploratory – students experience the “big picture” of agriculture and its many related careers.
 - i. This type of program is great for beginning students and those who are uncertain about their interests, but others can also benefit.
 - b. Research – students conduct research using the scientific process.
 - i. Agriculture is a science-based industry, and there are limitless opportunities for research-based SAEs.
 - c. Placement – students work for someone, either for pay or for the experience.
 - i. These SAEs may be located in agribusinesses, school labs, farms and ranches or in community facilities.
 - d. Entrepreneurship – students create and manage their own businesses as owners of the operations.
 - i. Students plan and operate an agriculturally related enterprise or business.

- ii. Examples include producing and marketing livestock, crops, nursery plants or forest products; providing a service, such as lawn care; processing agricultural products; repairing, designing or fabricating agriculturally related equipment.

Interest Approach –

1. Capture the following words on a public writing surface: Produce, Bakery, Frozen Food, Meat and Dairy.
2. Ask the students to think about a grocery store and the common items that they would find in each of these sections in the store. Challenge the students to list as many items as they can think of for each of these sections. Give the students 90 seconds to complete this task.
3. Once time is up, have the students share their lists of items for each category and discuss the following question as a class: Why do grocery stores have different sections within the store?
4. Transition the conversation from the grocery store to FFA and Supervised Agricultural Experiences (SAE) programs. Explain that the grocery store is divided into different sections to make it easier for customers to find what they are looking to purchase. It makes sense that all the dairy items, such as milk, cheese and yogurt, all are found near each other. A similar situation exists in FFA in that students with similar SAE projects are categorized together and would fit into one of four types of programs.

Activity 1 –

1. Cut apart FFA.OH.4.5.AS.A. to create a complete set of 12 scenario cards for each team before class begins.
2. Students should read pages 72-78 in *The Official FFA Student Handbook* to learn more about the different types of SAE programs available to them. Review the information that the students have read to ensure they have a clear understanding of the four types of SAE programs.



3. Split the students into teams of four. The teams will compete against each other and will need to select one person to be a messenger and one person to serve as the team reporter.
4. Explain to the teams that they are going to be playing SAE Challenge. Share with the students the following rules for the game.
 - a. There will be a total of 12 scenarios that will need to be completed by the team. Each team will be given the same scenarios, so it will be essential that each team work closely and quietly when formulating their answers. The team that completes all 12 scenarios first will be the winner.
 - b. The messenger for each team is responsible for picking up the scenario card for each round and turning in the team's answer card before picking up the next scenario. There will be no running during this process. If this occurs, the team will be penalized by having to wait 30 seconds before receiving the next scenario.
 - c. The reporter is responsible for reading the scenario and capturing the group's answer on the card.
 - d. If the team provides an incorrect answer, the messenger will be asked to return to the team and bring forward a new answer. This will continue until the team has the correct answer.
5. Once the students have completed the activity, review the scenarios with the class to be certain that they are able to align SAE programs to the correct SAE type.

Additional Resources:

FFA.OH.4.5.ASSESS – one copy per student

FFA.OH.4.5.ASSESS.KEY – one copy per teacher

**Scenario 1**

This SAE program would be classified as this type of SAE: _____

Johnny noticed that every time he visited his local pet store to purchase supplies for his 10 rabbits that they never seemed to have good supply of rabbits for people to purchase. He talked to the owner and asked her if she would be interested in purchasing the offspring from his last litter. She was interested and now he has a contract with her and three other pet stores to supply them with rabbits.

Scenario 2

This SAE program would be classified as this type of SAE: _____

Sally is very interested in the various environmental issues that are affecting her community. She has decided to attend various conservation board meetings to gain a better understanding of the policies related to each environmental issue.

Scenario 3

This SAE program would be classified as this type of SAE: _____

Tyler has really enjoyed his Turf and Landscape class, especially learning how to install an irrigation system. He has taken the knowledge he has learned and is now working for the Value Landscaping company and completes projects with their sprinkler technician.

Scenario 4

This SAE program would be classified as this type of SAE: _____

Jim is interested in biofuels and the different crops that are used to create them. He is also interested in working with small engines. He has combined these two interests by conducting research to compare the impacts of these fuels on a single cylinder, four-stroke engine.

Scenario 5

This SAE program would be classified as this type of SAE: _____

Sharon has been working at the local flower shop, and her boss has just expanded her job responsibilities to include deliveries and helping set up weddings. Sharon has been working at Best Blooms Florist for two years.

Scenario 6

This SAE program would be classified as this type of SAE: _____

David has always been interested in science and has excelled in all of his science classes. He has competed in various science fairs and all his projects revolve around the nutrient needs of corn.



Scenario 7

This SAE program would be classified as this type of SAE: _____

Benny has always enjoyed the outdoors and used to help his grandparents mow and take care of their yards. He grandparents' friends started to ask Benny to help them and they started to pay him for his services. Benny now has a lawn and landscape business serving 15 customers.

Scenario 8

This SAE program would be classified as this type of SAE: _____

Clair works at the local grocery store in the produce section. She is responsible for restocking shelves and making sure that the produce is evaluated so only the freshest items are available for the store's customers.

Scenario 9

This SAE program would be classified as this type of SAE: _____

Tamika is interested in helping her community learn more about food safety. She has been doing lots of research and has prepared a food safety information kit covering safe handling of meat, eggs and other fresh food products. She attends information meetings in the community and distributes these packets.

Scenario 10

This SAE program would be classified as this type of SAE: _____

Shantanu volunteers time at the local retirement community. He has noticed that a lot of the residents have plants and are always asking him for advice on how to care for them. So he has done some research and has created a brochure about common houseplant diseases and how to take care of them for the residents.

Scenario 11

This SAE program would be classified as this type of SAE: _____

Ingrid has been raising a garden for two years. Each year she has realized she has grown more produce than her family could eat. The community has a farmer's market every Saturday during the summer. She has purchased space at the farmers market and now sells the produce that she grows in her garden.

Scenario 12

This SAE program would be classified as this type of SAE: _____

Loretta likes to go fishing at the local lake. She has noticed that over the years the lake seems to be getting darker in color and that fish are starting to die. She has decided to collect water samples and monitor the nutrient levels within the lake.



Scenario 1 – Entrepreneurship

Scenario 2 – Exploratory

Scenario 3 – Placement

Scenario 4 – Research

Scenario 5 – Placement

Scenario 6 – Research

Scenario 7– Entrepreneurship

Scenario 8 – Placement

Scenario 9 – Exploratory

Scenario 10 – Exploratory

Scenario 11 – Entrepreneurship

Scenario 12 – Research



Name: _____

Date: _____

Class: _____

Directions: Put the correct letter of the SAE Type next to the examples provided.

A. Exploratory

B. Entrepreneurship

C. Placement

D. Research

- _____ 1. Conduct a survey of all livestock operations in your area.
- _____ 2. Work at a local feed store.
- _____ 3. Monitor pollen counts in an area by working with labs and weather stations.
- _____ 4. Raise trout and sell to local restaurants.
- _____ 5. Research best practices for improving fish habitats in local ponds.
- _____ 6. Raise and sell pumpkins.
- _____ 7. Work in a welding shop.
- _____ 8. Start a dog obedience training service.
- _____ 9. Work for a company that installs plastic drainage tile for farm fields.
- _____ 10. Do a garden projection for school land and have it mapped out four years in advance.



Name: _____

Date: _____

Class: _____

Directions: Put the correct letter of the SAE Type next to the examples provided.

A. Exploratory

B. Entrepreneurship

C. Placement

D. Research

 A 1. Conduct a survey of all livestock operations in your area.

 C 2. Work at a local feed store.

 D 3. Monitor pollen counts in an area by working with labs and weather stations.

 B 4. Raise trout and sell to local restaurants.

 D 5. Research best practices for improving fish habitats in local ponds.

 B 6. Raise and sell pumpkins.

 C 7. Work in a welding shop.

 B 8. Start a dog obedience training service.

 C 9. Work for a company that installs plastic drainage tile for farm fields.

 A 10. Do a garden projection for school land and have it mapped out four years in advance.