



Supervised Agricultural Experiences (SAE) Ideas

FFA.OH.4.6

Time Needed:

- IA – 5 min
- Activity 1 – 20 min
- Activity 2 – 25 min

Materials:

- The Official FFA Student Handbook* – one copy per student
- Public writing surface – enough room for eight lists
- FFA.OH.4.6.AS.A – one copy cut into eight slips
- FFA.OH.4.6.AS.B – one copy per student

Objectives:

1. Identify the eight career pathways.
2. Brainstorm six SAE project ideas.

Content Outline

1. Identify the eight career pathways.
 - a. Agribusiness Systems
 - b. Animal Systems
 - c. Biotechnology Systems
 - d. Environmental Service Systems
 - e. Food Products and Processing Systems
 - f. Natural Resources Systems
 - g. Plant Systems
 - h. Power, Structural and Technical Systems
2. Brainstorm six SAE project ideas.
 - a. Use *The Official FFA Student Handbook* to review career opportunities.
 - b. Allow students to brainstorm six SAE projects.

Interest Approach –

1. Ask students to describe their favorite aisles in the grocery store. What products do they like? What products don't they like? Give them a few moments to defend and discuss as a class.

2. Relate the experience of walking into a grocery store to get food to choosing an SAE. Everyone likes something different for different reasons. There really is something for everyone to choose from.

Activity 1 –

1. Before this activity begins, cut FFA.OH.4.6.AS.A into eight strips and place them around the room.
2. Go-Get-It e-Moment®
 - a. Once students have arrived, tell them there are eight slips of paper placed around the room.
 - b. The goal is to find the eight slips of paper.
 - c. The students who find the slips of paper should stand in front of the room, those who do not find a slip of paper should return to their seats.
3. Have each student read the slip of paper aloud and write what it says on the public writing surface. Make sure there's enough space to make a list below each.
4. The eight career pathways should now be written on the public writing surface.
5. Divide students into eight groups.
6. For the next eight minutes, students will rotate around the career pathways listing all the careers they can think of that relate to that pathway. Each group will have one minute at each pathway.
7. Once each group has contributed to each list, review the pathways and the types of careers under each.

Activity 2 –

1. Ask students to read pages 109 and 115 – 117 in *The Official FFA Student Handbook* on Careers in Agriculture. This will help them get a better idea of each pathway and read about an FFA Alumni's career in agriculture.
2. After the students have reviewed these pages, facilitate discussion around what they learned from the handbook.
 - a. Are there careers we didn't know existed?
 - b. What careers did we never connect with



agriculture until now?

3. Pass out FFA.OH.4.6.AS.B.
4. Ask students to select their three favorite pathways and consider jobs, activities or learning experiences they could pursue right now to learn more about the area.
 - a. These ideas are potential SAE ideas.
 - b. Discuss other potential SAE ideas related to each pathway.

Additional Resources:

FFA.OH.4.6.ASSESS

LifeKnowledge Lessons – <http://ffa.learn.com/lifeknowledge>

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|--------|-------------------------------------|
| MS.68 | Understanding SAEs |
| HS.126 | Taking My Trip (Understanding SAEs) |
| HS.127 | Choosing My Vehicle (Planning SAEs) |
| AHS.50 | Developing Innovative SAEs |



Name: _____

Date: _____

Class: _____

Careers and Supervised Agricultural Experiences

1. What are the eight agriculture career pathways?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

2. List at least six SAE ideas.



Agribusiness Systems

Animal Systems

Biotechnology Systems

Environmental Service Systems

Food Products and Processing Systems

Natural Resources Systems

Plant Systems

Power, Structural and Technical Systems



Name: _____

Date: _____

Class: _____

Career Pathway: _____

1. What drew you to this career possibility? Why does it sound interesting?

2. What SAE would you like to investigate related to this pathway?

3. Of the four types of Supervised Agricultural Experience programs, how would you categorize this idea?

4. In order to sustain this SAE program, what types of commitments and investments would you have to personally make?

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