



Lesson AHS.50

DEVELOPING INNOVATIVE SAES

Unit. Components of Agriculture Education

Problem Area. Supervised Agricultural Experience

Precepts. A3: Plan effectively

National Standards. NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify innovative SAE opportunities for all types of SAEs.
- 2 Develop a plan for establishing an innovative SAE.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“SAE Tool Box,” <http://www.cals.ncsu.edu/agexed/sae/toolbox/>
“SAE Handbook”



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Computer with Power Point or Similar Presentation Software
- ✓ Computer Projector
- ✓ Overhead Projector
- ✓ AHS.50.AS.A—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Innovation***
- ▶ ***Innovative SAEs***



Interest Approach

This lesson would best follow an introduction to SAE.

Start by reviewing what students already know about SAE. Share that this lesson will challenge

them to think about SAE at the next level. Also share that students will first work together with the entire group to stimulate thought and idea sharing. After that, students will need to concentrate on individual ideas as much as possible. The innovative SAE development will require time and effort.

Start with the following conversation about agriculture in the world today.



Today's agriculture presents new opportunities almost on a daily basis. Few people produce, process, or distribute food the same way as they did 100 or 50 years ago. What are some of the innovations you can think of in agriculture and food?

Elicit responses.

Explain to students that the reason there has been so much change is because people are always thinking of new ways to do things. Announce that you will challenge them to think of new ways to do things during this lesson regarding an SAE.

Activity

Use the Descartes Moment to assess students' prior knowledge about everything SAE. Ask students the following questions in three steps. What do you know about SAEs, What do you think you know about innovative SAEs, and what don't you know about innovative SAEs? Ask students to record their responses quietly and allow for time to share.



Before we begin, let's take a moment to see where we are before we can know where to go. Here are three questions to think about. When you hear the question, quietly write your response on a sheet of paper. You will only have 2 minutes for each question, so record as quickly as possible. Here is the first question: if someone asked you, "What is an SAE?", how would you respond? *Allow for writing.* Next, what would you say if someone asked you what an innovative SAE was or looked like? *(give an example or define the word "innovative" if necessary)* Finally, if you could answer the last question better, or if you were to start one of your own, what would you need to know about innovative SAEs? Be ready to share your answers in a few moments!

Allow for students to share after the writing and transition into objective one.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify innovative SAE opportunities for all types of SAEs.

Identify a farm or local business that has been innovative in response to changes in industry or in the community. Have students identify the change and why the change was useful.



Can you think of a farm or local business that has been innovative in response to changes in industry or in the community?

Allow for responses.



Can you identify the change and why the change was useful?

Allow for responses.

Write the following notes on the board. Have students leave a space after the notes.

I. Innovative SAEs

A. **Innovation:** the introduction of a new idea, method, or device

B. **Innovative SAEs:** new ideas or methods in SAEs

1. Innovative Entrepreneurship SAEs—give examples
2. Innovative Placement SAEs—give examples
3. Innovative Exploratory and Research SAEs—give examples
4. Innovative Service and Improvement SAEs—give examples

Impress upon students to think about what they know about SAEs. You will be faced with times when you have students who do not have an interest in traditional agriculture or in traditional SAEs. You still need to impress upon these students the need to have an SAE. Challenge them to identify innovative SAEs. Divide the class into equal groups; try not to have more than five groups. Have each group identify the new cutting-edge opportunities they know about in today's agriculture. Have them focus on items that can be converted to a student's SAE.



Today, let's challenge your creative side. I realize some of you will say, "What creative side?"



However, each of you has one. In a moment you are going to divide into five equal groups by counting off. Each group will need to select a recorder to report back to the class. Each group is

to use their creativity to come up with innovative SAEs. Any questions? Okay, let's break into our groups and come back together in a few minutes to discuss what your group discovered.

Allow students five minutes to finish.



Have students share responses and capture them on the writing surface. Ask the following questions:



What could be the benefits of an innovative SAE?



What could be some of the challenges of an innovative SAE?

Allow for responses. Highlight the opportunity for FFA awards and recognition for innovative SAEs.

Objective 2. Develop a plan for establishing an innovative SAE.

II. Develop a plan for establishing an innovative SAE.

Activity

Give each student an SAE planning sheet, AHS.50.AS.A. Carefully review the planning sheet with the students. Give directions for students to develop a plan for an innovative SAE. Check with the groups to make sure they understand the assignment that they have been given. Give the students some time to complete this section. This work requires quiet, reflective thought. They will need for you to coach them on writing measurable and attainable goals.



You have five minutes to complete the planning sheet. Indicate the type of innovative SAE experience or experiences that you believe will enable you to reach your career goals.

Allow five minutes for this activity.



Let's come back together and see what you have uncovered as possibilities. Share with the class what your group has identified as innovative SAE possibilities. Explain what makes these possibilities innovative.



Review/Summary

Have students share the following information with the entire class and then have students seek their classmates' input and ideas for strengthening their SAE plan.

My innovative SAE is _____.

I chose this innovative SAE because _____.

My first action steps in establishing my innovative SAE are _____.



Application

►Extended Classroom Activity:

Each student should further refine his or her plan and share it with his or her parent or guardian. It is vital that parental or guardian support exist for SAE success.



►FFA Activity:

Students should explore the FFA website or FFA manual to see what FFA activities might match up well with their chosen SAE. Identify one possible Career Development Event and one Proficiency Award area. Include the completion of degree applications and completion of Proficiency Award application.

►SAE Activity:

Have students complete this lesson as well as establish both short-range and long-range goals for their chosen innovative SAE. Monitor student record book to assure that information is transferred to the book so further progress can be monitored. The instructor should make a monthly visit to students' program area sites.

Answers to Assessment:

No Assessment



AHS.50.AS.A Name: _____

MY INNOVATIVE SAE PLANNING SHEET

► Career Cluster Interest Area:

Innovative SAE—

What makes it innovative?

► Short-Term Goals

Goal 1

Action Steps

Timeline

Goal 2

Action Steps

Timeline

Goal 3

Action Steps

Timeline

Goal 4

Action Steps

Timeline

Goal 5

Action Steps

Timeline

