



Lesson AHS.51

CONDUCTING A WORKSHOP TO HELP OTHERS START SAES

Unit. Components of Agriculture Education

Problem Area. Supervised Agriculture Experience

Precepts. A7: Invest in others by enabling and empowering them

H3: Develop and maintain relationships

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 Prepare a workshop presentation on SAE and the benefits of presenting to others.
- 2 Present information about SAE to others.
- 3 Answer basic questions about SAE to others.



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Time. Instruction time for this lesson: 100 minutes.



Resources

“SAE Handbook”
SAE Central Website



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Computer with Power Point or Similar Presentation Software
- ✓ Computer Projector
- ✓ AHS.51.AS.A—Rubrics Score Sheet—three per student



Key Terms.

There are no key terms in this lesson.



Interest Approach

Note: SAE orientation lessons from Life Knowledge Program of similar level of SAE knowledge and familiarity is required for students to participate in this unit

It is hoped that, prior to use of this unit, students will have developed a pride in their career development and work-based learning or supervised agricultural experience program. To start this lesson, tap into that pride and announce that this is an opportunity to take what they know and share with others. Explain that in their efforts to develop into a total person, they can benefit greatly by encouraging or even mentoring others. Remind them people often learn even more valuable information about a subject by teaching it, and today students will prepare presentations to pass on information to less experienced people about SAE in general and about their own SAE programs specifically. It might sound like the following:



You have achieved a high level of success toward gaining career experiences that will support your financial future as well as a pride in your chosen field of interest. Today, you will learn to prepare to share that information with others who are beginning their career development pathway. The knowledge which you can share with these less experienced people will make a positive difference in their lives, just as your experiences through your own SAE have made a positive and lasting impact on your development as a person. Contributing to the improvement of others helps solidify your future and the future of your country and the world.



Your goal will be to develop presentations on specific SAE subjects, so that each of you can work as mentors to younger FFA members and/or present information to other groups of people in our school and community about SAE.



TEACHING STRATEGIES

Objective 1. Prepare a workshop presentation on SAE and the benefits of presenting to others.



The purpose is to reinforce the concepts, goals, and career development objectives of supervised agricultural experience in advanced level students and have them discover the value transmitted through their experiences in SAE

I. The value of concepts, goals, and career development objectives of SAEs

Review strengths of SAE program in general, including skills gained, competency levels, preparedness for employment and/or further education, and recognitions received. Remind each student of units and experiences and information they received on SAE. Use a brainstorming or brain-writing process to develop a list of topics and materials to cover.

Review key information from lessons 1a–7a of the LifeKnowledge units on SAE to assure that the brainstormed list is complete. Initiate a discussion with students on their own successes through their SAE and underline that their experiences added value and focus to their futures in the world of work. Use the Eyewitness News Moment activity to reinforce the successes of all students.



First, let's brainstorm to make a list of skills and competencies gained, preparedness for employment or further education, and recognitions received from SAEs.

Allow two minutes for this activity.



Now students, I want you to form groups of three. Each one in the group will take turns interviewing while the others in the group answer the interviewer's questions about the values of their SAE experiences. You have three minutes per group to complete your questions. Ready? Begin.

Allow three minutes for this activity.

Objective 2. Present information about SAE to others.

II. Present information about SAE to others

Review and familiarize students with presentation software, such as Power Point. Using a computer with presentation software and screen, demonstrate the presentation software available

on school computers. If necessary and available, use school information technology, staff, or



media staff in this presentation, or consider resource people in the community who use presentation software.

Cover information about starting a blank presentation, selecting slide backgrounds, inserting text, inserting clip art, moving and resizing components, inserting additional pages, sorting pages, and printing documents. Allow students access to computers with presentation software and support their experiential learning of usage and presentation design—if necessary, with assistance of available resource people. Allow ten minutes for the review of software.

Give the following directions:



Choose one SAE subject to develop into a presentation. In a moment, you are going to race to a computer. Once there, open the presentation software that has just been demonstrated. Then, you have three tasks to complete:



First, choose a template and style of presentation.
Second, create a title slide with your name and the title of your SAE program.
Third, save the file where it will be safe and accessible.



What are the three things you need to do?

Elicit responses.



You have ten minutes. Begin.

You might need to adjust the time and directions based on the number of students, computers, and their accessibility.

Objective 3. Answer basic questions about SAE to others.

The purpose is to have students refine SAE presentations for delivery to various target populations who would benefit from knowing about the planning and implementation of their SAE as relates to the overall goals of the Supervised Agricultural Experience program.

III. Developing an SAE presentation

Allow students to begin development of presentations while providing support and consultation. Students may work individually or in groups, as computers are available, and/or as the students' strengths and needs are considered. Groups may be structured to assure a variety of SAE experiences if the presentations to be developed are to cover all SAE types. If the materials to be developed are specific to a certain SAE type, groups may be structured to capitalize on certain experiences. Students should select and identify a target population for their presentations.



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Circulate among students or student groups beginning to create their presentations. Make positive comments and ask critical questions, allowing the students to consider the answers themselves. Provide support where necessary and keep an eye out for “teachable moments” that might assist other students or groups.



OK students, you will now be given 30 minutes to start developing the SAE presentations you began earlier in this class.



You will have ____ days to complete development of your SAE presentation. Your presentation will be evaluated in your follow-up session. Go to your computers and begin.

Allow 30 minutes for this activity, adjusting as time permits.

Pose the following questions:



Great start! Do you think that another student would be able to initiate a program modeled after yours from the information provided?

Allow for responses.



Excellent concept. Would a parent watching your presentation know how the SAE relates to classroom instruction?

Allow for responses.



Very innovative approach. Would our principal understand the role supervision played in reaching this point through your SAE?

Allow for responses.



Review/Summary

Have the students or groups of students show the rest of the class the progress they made and ask for critique, input, or suggestions from the other students. Allow student critique throughout the presentation process and encourage students or groups to follow up with the revisions that enhance their presentation. Ask for volunteers.



I would like some of you to share what you have developed so far on your SAEs, while the rest of the class makes suggestions on improvement. Would anyone like to volunteer sharing the progress you have made on your presentations?

Allow 30 minutes for this activity, adjusting as time permits.

In the follow-up session, which would be held on a day decided by the instructor, use a presentation review score sheet or rubric to score presentations. Give adequate time for the completion of the presentations—suggested minimum of three days.



► **Extended Classroom Activity:**

Have students select presentations for use with other classes, prospective students, parents, and partner groups in the school and community. Require each to present to at least one group and have appropriate group representatives evaluate the presentation using score sheet or rubric.

► **FFA Activity:**

Have the most outstanding presentation represent the chapter in demonstration competitions, where available, and/or present awards at a banquet for most outstanding SAE presentations.

► **SAE Activity:**

Select outstanding presenters for use in recruiting prospective students at appropriate orientation programs for agricultural education.

✓ **Evaluation**

Use score sheet or rubrics completed by instructor, fellow students, or appropriate group representatives to provide grades for students in this lesson.

Answers to Assessment:

No Assessment



SAE PRESENTATION RUBRIC

1. The SAE presentation is planned and comprehensive.

Initial Student includes information on a limited range of activities, focuses on limited scope and short-term goals.

Commendable Student includes information on implementation, addresses moderate-term goals, and uses multiple competencies and activities.

Superior Student informs others on a wide range of goals that exceed curricular expectations, addresses status on short-, moderate- and long-term goals, and sets new goals.

2. The SAE presentation links curriculum to the experience and career development.

Initial Information (knowledge) level: Student uses knowledge gained from instruction in planning SAE; marginal portions of curriculum are included in the SAE.

Commendable Skill and Application level: Student uses curriculum skills in carrying out the SAE presentation; student applies information for the intended target audience; major portions of the curriculum have been included in the presentation.

Superior Integration and Synthesis level: Student incorporates agricultural and academic principles to arrive at end product/presentation, assesses new situations, and selects appropriate knowledge and skills from curriculum. The entire curriculum is addressed in the SAE presentation.

3. The SAE presentation is the student's effort.

Initial Student applies limited number of classroom-learned skills in real-world settings with direct assistance.

Commendable Student applies an increased number of skills learned in the classroom and applied in real-world settings with little teacher assistance.

Superior Student applies classroom-learned skills in real-world settings with self-initiated efforts and good communication skills.

4. The SAE presentation uses key speech and communication methods/skills.

Initial Student indicates awareness of gestures, facial expressions, voice, emotion, and eye contact but does not use or uses only as prompted.

Commendable Student uses these key presentation skills adequately and without prompting.

Superior Student has effectively and fully integrated key presentation skills into the presentation.

