



Lesson Plan

SAEs: It Takes a Village

Created: 03/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Create an inventory of resources and connections to develop a supervised agricultural experience (SAE) project.
2. Plan opportunities for SAEs within their school or community.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "Abbey Rinker – SAE – Horse Showing," <https://vimeo.com/164628856>
3. Website: "AgExplorer," <https://agexplorer.ffa.org/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "It Takes a Village" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an SAE lesson/unit.
2. A lesson on career preparation.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/1uw1ie1vzq3huhgjr43bcil1bqvdsd851> (Word)

<https://ffa.box.com/s/vseka2hv943hknm2982ly8fcbismv97vr> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction:* Ask the class the following questions:
 - a. "Who helps you do activities in your life? Give a few examples of these individuals."
 - i. Examples can include parents, grandparents, older siblings, mentors, coaches, etc.
 - b. "How could these individuals help you find an SAE or help you with your SAE?"
 - i. Examples: sharing information on the SAE area, sharing business tips, driving large machinery, driving the trailer, mentoring, etc.
 - c. "Why would it be beneficial to create an SAE with the help of another individual?"
 - i. Potential answers: There is already an interest in the activity; it's something that you love and not just a job; there is potential for the SAE to be a profitable business opportunity that will progress after high school; multiple family members bring different assets to the SAE; etc.

Transition: As we watch this quick video about an FFA member's SAE, think of ways that you could learn from her and create a profitable and rewarding SAE with help from an individual in your life.

2. *Activity:* Each student needs a copy of the handout, "It Takes a Village."
 - a. Show the video, "Abbey Rinker – SAE – Horse Showing." The direct URL is <https://vimeo.com/164628856>. Students will complete the worksheet as they watch the video.
 - b. At the conclusion of the video, have students complete the inventory activity at the bottom of the worksheet.
3. *Follow Up:* At the completion of the activity, have a class discussion about what students learned and found interesting about the video.
4. *Follow-up Questions:*
 - a. How will Abbey's SAE help her with her career goals?
5. *Leveling Up:* To take this activity one step further, have the students brainstorm additional SAE opportunities that can come as a result of personal relationships they have. Have students implement these projects into successful SAE opportunities.

NAME: _____

It Takes a Village

Aligned to the following standards:
CS.05., FFA.PL-A., FFA.CS-M., CCSS.ELA SL.9-10.1,
CCSS.ELA SL.9-10.2, CCSS.ELA-W.9-10.2, CRP.04., CRP.10.

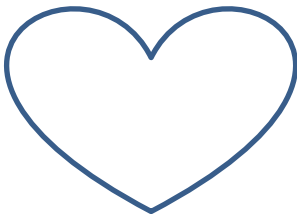
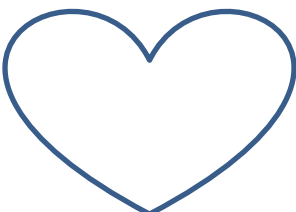
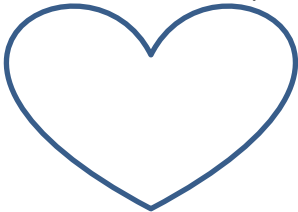
DIRECTIONS:

Watch the video, "Abbey Rinker – SAE – Horse Showing" and complete the top portion of the worksheet as you watch the video.

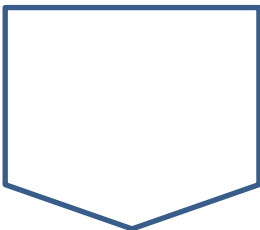
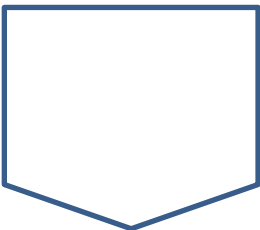
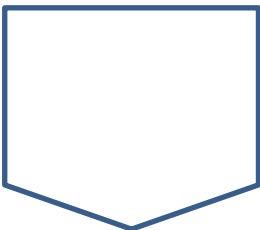
1. Explain Abbey’s supervised agricultural experience (SAE). What are her plans for it after high school?

2. How did Abbey get started with her SAE? Who could help you get started with an SAE?

3. List at least three resources you would need to start an SAE:



4. List three activities that Abbey does with her horse in preparation for an event:



At the completion of the video, think about what resources, connections, etc. you have that could lead to an SAE project. Complete the chart below. (If you need more room, move to the back of your worksheet.)

Resource/Connection	SAE Idea