



Lesson Plan

SAEs: Volunteering and More!

Created: 10/2016 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 volunteering that could lead to SAE opportunities.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "Ashley Yanego-SAE-Floral Shop," <https://vimeo.com/165364620>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Floral Shop SAE with Ashley" 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.

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/89bz6wqw61ye0gx4deiw8d5d1vvpo5wv> (Word)

<https://ffa.box.com/s/0kthjcbz22jmo6m0f0h11qzvq8wwusdm> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 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.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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. "What are SAEs?" (record the answers on the board.)
 - b. "Who has an SAE project? What is it?"
 - i. If no one has an SAE, brainstorm ideas as a class on SAEs that could fit into the nearby community.
 - c. "What are different methods you can use to obtain an SAE?"

Transition: As we are watching this quick video about an FFA member's SAE, think of ways that you could learn from her about implementing or improving the SAEs we just discussed as a class.

2. *Activity:* Each student needs a copy of the handout, "Floral Shop SAE with Ashley."
 - a. Show the video, "Ashley Yanego – SAE – Floral Shop." The direct URL is <https://vimeo.com/165364620>. 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. *Leveling Up:* To take this activity one step further, have the students brainstorm different places they can volunteer that will add to their SAE experience or potentially create a basis for an SAE for a classmate without one.

DIRECTIONS:

1. List two duties that Ashley has with her SAE in floriculture placement:
2. Explain how Ashley obtained her SAE:
3. What is Ashley's favorite part of her SAE?
4. What was Ashley's motivation for starting her SAE?
5. Where in your community could you volunteer that would result in a satisfying or award-winning SAE?

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