



Lesson Plan

SAEs: Using Your Voice

Created: 08/2017 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) program.
2. Plan opportunities for SAEs.
3. Understand the importance of being an agriculture advocate in our world.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "Emily Seifert—SAE—Agriculture Communications," <https://vimeo.com/223140883>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Using Your Voice" and "Rubric" worksheets 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/xpjifcotdrqysasu8czgs4s68w6adkw5> (Word)

<https://ffa.box.com/s/ke36ieh7na8vw8k488w1ddtcvilf270d> (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. "What is a misconception about you or a friend?"
 - i. Examples could include many different aspects of opinions.
 - b. "What is a misconception about being in an agriculture class?"
 - i. Examples: You are from a farm, you love animals, you are a hick/hillbilly, you are in FFA, you can't be from the city, you love GMOs, you love organic farming, you believe in factory farming, etc.
 - c. "What is a misconception or tradition within agriculture that you are passionate about?"
 - i. Examples could include factory farming, FFA, genetically modified organisms, organic farms, family farms, urban farms, agricultural education, etc.
 - d. "Why do you think it is important that we discuss issues and hot topics within the world of agriculture?"
 - i. Examples: If we do not, then the consequences can be detrimental; we have an opportunity to educate the public about important misconceptions; we have a unique platform to share our opinion in an effective and persuasive manner; 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 an SAE that advocates for agriculture."

2. *Activity:* Each student needs a copy of the handout "Using Your Voice."
 - a. Show the video "Emily Seifert—SAE—Agriculture Communications." The direct URL is <https://vimeo.com/223140883>. Students will complete the worksheet as they watch the video.
 - b. At the conclusion of the video, have students complete the other activities about agricultural advocacy and SAEs.
3. *Follow Up:* At the completion of the activity, have a class discussion about the SAE opportunities that students designed to advocate for agriculture. Have students with current SAEs explore how they may be able to expand an area of their SAE to advocate for local, state, national or international agriculture.
4. *Follow-up Questions:*
 - a. "How will Emily's SAE pave the way for other students that want to use an SAE to advocate?"
5. *Leveling Up:* To take this activity one step further, have the students brainstorm additional SAE opportunities that can meet an agricultural advocacy need. Utilize the SAE Idea Cards to brainstorm ideas. Have students implement these ideas into successful SAE opportunities and chapter-wide outreach events.

NAME: _____

Using Your Voice

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 “Emily Seifert—SAE—Agriculture Communications.” Complete the top portion of the worksheet as you watch the video.

1. Explain Emily’s supervised agricultural experience (SAE) program in five words.

2. How did Emily get started with her SAE? What are her favorite parts of her SAE? What was her advice on how to find an SAE?

DIRECTIONS:

Use your computer to read some blogs that advocate for a topic within the industry of agriculture. After you have read a few, pick a topic that you are passionate about and write your own blog entry below.

A large rectangular area with a blue border and a curved top. The interior is filled with horizontal blue lines, providing a space for writing. The lines are evenly spaced and extend across the width of the area.

Rubric:

DIRECTIONS:

Utilize this simple rubric to grade the blog writing assignment.

	Exemplary 16 – 20 points	Accomplished 11 – 15 points	Developing 6 – 10 points	Beginning 0 – 5 points	Points
Organization	Information presented in logical, interesting sequence.	Information in logical sequence.	Difficult to follow the blog article.	Cannot understand the blog article—no sequence of information.	
Content and Subject Knowledge	Content was thoroughly addressed, and the author demonstrated full knowledge of the content.	The author had a solid understanding of the content but did not elaborate.	The author had only a superficial understanding of content.	The author had little to no understanding of the content addressed in the blog article.	
Research	Used a variety of sources in reaching accurate conclusions.	Used a variety of sources in reaching conclusions.	Presented evidence that was available from materials provided in class—showed no signs of additional research.	Did not justify conclusions with research or any supporting materials.	
Total Points					