



High School

National FFA Organization

Lesson HS.126

TAKING MY TRIP

Unit. Supervised Agricultural Experience

Problem Area. Developing My SAE Experience

Precepts. F5: Acquire new knowledge

National Standards. NL-ENG.K-12.5 — Communication Strategies — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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

- 1 Define SAE as an integral part of the agricultural education experience.
- 2 Define Supervised Agricultural Experience.
- 3 Identify the different types of SAEs.



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Time. Instruction time for this lesson: 50 minutes.



Resources

SAE Tool Box (www.cals.ncsu.edu/agexed/sae/toolbox/)



Tools, Equipment, and Supplies

- ✓ Three Strands of Rope
- ✓ Overhead Projector
- ✓ White Paper
- ✓ HS.126.TM.A
- ✓ HS.126.TM.B
- ✓ HS.126.Assess—one per student



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

- **SAE**
- **Entrepreneur**
- **Placement**
- **Exploratory**
- **Research**
- **Supplemental**
- **Improvement**



Interest Approach



Are you ready? I can sense the excitement. Let's get started! To start this class, you are going to have to work in groups.

Divide the class into groups of three or four students.



Your group has been asked to write directions for another group to go to an unknown destination in your state. Your group will determine the destination but cannot include it in any of the directions. The directions must include a minimum of 10 turns, must be at least 50 miles away, and cannot use interstate highways. You have five minutes to prepare the directions. I will tell you when your time is up. Are you ready? Go!

Monitor the class to make sure that all groups understand the assignment and are making progress.



Turn in your directions to me.

The teacher redistributes these randomly to other groups.



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You have two minutes to determine where the directions are taking you. Start now!

Upon completing the exercise, have the students consider the following:

How would you like to begin a trip without knowing where you are going?

How would you like letting someone else determine your direction and your destination?

Would you have found an easier way to get to your destination?

In today's lesson, the students will begin to determine destinations and a plan for getting there.



Was that frustrating? Did you like letting someone determine where you had to go? Well, the great thing about life is that you can make those choices. You are at a point in life where there are many options and possibilities open to you.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define SAE as an integral part of the agricultural education experience.

I. How does SAE fit into agricultural education?

You need to have three strands of rope that are 12 inches in length. You are going to show students how SAE fits into the agricultural education experience, and that without it, they are not getting full benefit of the program.



Each of these strands represents a different component of the agricultural education experience. Strand #1 represents the instruction component. Strand #2 represents the FFA student organization component. Strand #3 represents Supervised Agricultural Experience. I will now take the ends of the three strands and tie them together. Now, I will weave the strands together tightly and tie the other ends together.



Are the strands stronger apart or together?



Clearly, the woven strands are stronger. This is an example of how agricultural education works. Each strand on it is important. However, when all three components work together, the experience for the student is much better.



The SAE component (strand) of agricultural education is vital to the student's success. Each student must have a quality SAE experience as a part of his or her agricultural education course enrollment.

Have the students reflect on this illustration and summarize it in their notebooks.



Can you name other examples where things are interdependent? How about an engine without gasoline? How about an airplane without a propeller? Gas and propellers are integral to the engine and the airplane. SAE is integral to your agricultural education experience. So how do you do this SAE component? We are about to learn how.

Have the students use a Picasso Moment to illustrate the integral nature of the SAE to the agricultural education program experience. Give the students an opportunity to share these with their classmates.

Objective 2. Define Supervised Agricultural Experience.

II. Define SAE

Using HS.126.TM.A, have the students write the definition of SAE in their notebooks as follows:

A. ***Supervised Agricultural Experience*** is ...

planned practical activities conducted outside of class time in which students develop and apply agricultural knowledge and skills.



Remember several key concepts from this definition. First, the activities are planned. Second, the activities are conducted outside of class time. Third, the activities must focus on agricultural knowledge and skills.

Have the students use a Descartes Moment to reflect on these three components of SAE. This should be a part of their class notes.

Objective 3. Identify the different types of SAEs

III. What are the types of SAE?



There are six types of SAE as follows: Entrepreneurship, Placement, Research (experimental, non-experimental), Exploratory, Improvement, Supplemental. These are designed so that each of you can have a good SAE program that will help you make career decisions.

Use HS.126.TM.B. Have the students write these types of SAEs and definitions in their notebooks.

- A. **Entrepreneurship:** student plans, implements, operates, and assumes financial risks in a farming or agricultural business.
- B. **Placement:** student is placed on farm, ranch, agricultural business, school laboratory, or community facility to provide a learning-by-doing experience; may be paid or unpaid.
- C. **Research:** student plans and conducts a major agricultural experiment using the scientific process.



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- D. **Exploratory:** student becomes literate in an agricultural career area by conducting research.
- E. **Improvement:** student is involved in learning activities that improve the value or appearance of the place of employment, home, school, or community; the efficiency of the enterprise/business; or living conditions of the family.
- F. **Supplemental:** student performs one specific agricultural skill outside of class time; the activity is very specific, does not require a series of steps, and usually requires less than a day.



In lessons three and four, you were asked to choose a career cluster area you want to explore further. As a reminder, the list is as follows:

- Food Products and Processing Systems: Food Scientist, Toxicologist, Meat Processor
- Agribusiness Systems: International Agri-Marketing Specialist, Farm/Ranch Manager, Agricultural Economist
- Environmental Service Systems: Toxicologist, Water Quality Manager, Environmental Sampling Technician
- Natural Resources Systems: Wildlife Manager, Park Manager, Fisheries Manager

- Power, Structural, and Technical Systems: Agricultural Engineer, Machinist, Welder, GPS Technician
- Animal Systems: Poultry Manager, Feed Sales Representative, Animal Scientist
- Plant Systems: Tree Surgeon, Botanist, Greenhouse Manager

Make sure students have a grasp on the different options they have in agriculture. See if they can name other careers that are not listed on the transparency and identify which category they fit.



Now that you have chosen a career cluster area to explore further, it is time for you to choose an SAE. Which of the SAE types that we have discussed most interests you?

Have the students use a Dickens Moment to write a brief story of what type of SAE they would like to have. They should include their career cluster choice and the type of SAE. This is a great opportunity for the students to begin putting together what they have learned thus far.



Review/Summary

Have the students answer the following questions in their notebooks:

What are the three integral parts of the agricultural education program?

What is SAE?

What SAE are you interested in pursuing?



Application

►Extended Classroom Activity:

Have students interview a former agricultural education student from their school who is involved in an agricultural experience.

► **FFA Activity:**

Assign students to find out how SAE is connected to receiving a FFA degree.

► **SAE Activity:**

Invite students to determine what SAE they are interested in pursuing.

✓ **Evaluation**

A written test, HS.126.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

1. d
2. a
3. c
4. b
5. f
6. e



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HS.126.Assess Name: _____

TAKING MY TRIP

Match the following items with the correct description:

- | | |
|---------------------------|------------------------------|
| _____ 1. Placement | a. Conduct an ag. experiment |
| _____ 2. Research | b. One specific ag. skill |
| _____ 3. Entrepreneurship | c. Assume financial risk |
| _____ 4. Supplemental | d. Work for someone else |
| _____ 5. Improvement | e. Research an ag. career |
| _____ 6. Exploratory | f. Improve your home |



HS.126.TM.A

SUPERVISED AGRICULTURAL EXPERIENCE IS ...

planned practical activities conducted outside of class time in which students develop and apply agricultural knowledge and skills.



HS.126.TM.B

TYPES OF SUPERVISED AGRICULTURAL EXPERIENCES

- ◆ ***Entrepreneurship:*** student plans, implements, operates, and assumes financial risks in a farming or agricultural business
- ◆ ***Placement:*** student is placed on farm, ranch, agricultural business, school laboratory, or community facility to provide a learning-by-doing experience; may be paid or unpaid
- ◆ ***Research:*** student plans and conducts a major agricultural experiment using the scientific process
- ◆ ***Exploratory:*** student becomes literate in an agricultural career area by conducting research
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