



Lesson HS.127

CHOOSING MY VEHICLE

Unit. Supervised Agricultural Experience

Problem Area. Planning My SAE

Precepts. I1: Plan and implement professional goals and priorities

I2: Make clear decisions in my professional life

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 Develop short-term and long-term career goals.
- 2 Develop a plan for establishing an SAE program.
- 3 Identify the action steps to take and the resources needed in establishing an SAE.



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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

- ✓ Overhead Projector
- ✓ HS.127.Assess—one per student
- ✓ HS.127.AS.A—one per student
- ✓ HS.127.TM.A
- ✓ HS.127.TM.B
- ✓ HS.127.TM.C
- ✓ HS.127.TM.D



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

- **Goals**
- **Long-term goals**
- **Short-term goals**
- **Resources**
- **Planning**



Interest Approach

In this lesson, you will want to work with each student on an individual basis as much as possible. Goal setting requires time and effort. For many students, this may be the first time they have done this.

Choices are a part of life that everyone must face on a daily basis. The choices we make can have long-term benefits or consequences. This activity is based on students being given the opportunity to advise someone else on his or her choices. There are three scenarios included in this lesson. Divide the class into three groups. Share the Scenario handout with the class. Have the groups develop recommendations for the scenarios that they have been given.



And now for the “meat and potatoes” of career planning: I hope you are ready to work hard today, because today may be one of the most important lessons you learn. In this lesson, you will begin to set goals that will determine what kind of SAE you will have. Let’s get to work.



Making choices is not always easy. At some point, you already have experienced this in school, at home, or maybe at a part-time job. In a moment, you are going to divide into three groups by counting off. Each group will be given a situation in which you have to advise someone on the decisions he or she should make. Each group will need to select a recorder to report back to the



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class. Each group’s situation will be different. Any questions. Okay, let’s break into groups and come back together in a few minutes to discuss what your group decided.

Check with the groups to make sure they understand the scenario that they have been given. Give the groups five or six minutes for the activity.



Okay class, let’s come back together and see what you learned. Share with the class your group’s scenario and what your group decided should be done. How does it feel to be in an advisory role? Did you see the results of choices the individuals made? Are choices important?



We are going to learn about some tools you can use in career planning. These tools may be useful to you in other parts of your life as well.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Develop short-term and long-term career goals.

I. Career goal setting



Goal setting is a process that can benefit you for the rest of your life. We are going to learn about this tool.

These types of questions can help students to begin to start thinking about their goals and ambitions. Have some open discussion with these questions.

What do you do like to do?

What do you want to do?

At what do you think that you are good?

Have some class members respond to these questions as a part of open class discussion.

Your students should have identified one or two career clusters that interested them in HS.126.

For the purposes of this process, each student will now need to narrow in on one cluster and one or two career options.



Now that you have narrowed your focus to one career cluster, I want you to identify one or two career options that interest you. On HS.127.TM.A, you can see five terms you will need to understand as follows:



- A. **Goal:** an objective; something you wish to accomplish
- B. **Short-term goal:** something you wish to accomplish in one year or less
- C. **Long-term goal:** something you wish to accomplish over the next three to five years
- D. **Resources:** opportunities, activities, or relationships that can help you reach your goal
- E. **Planning:** a step-by-step process to follow in achieving your goal

Share HS.127.TM.A and HS.127.TM.B with the students. On this sheet, they should complete their career goals and develop short-term and long-term action steps. Documenting these goals and including dates for completion is important.



Using this handout, insert the correct information for the career cluster and career interest. Take a few minutes to think about goals you would like to accomplish toward your career choice over the next one to three years. What is the goal, and what will you need to do to make that goal a reality? Take a few minutes to think through this process. You should have at least three short-term goals.

Give the students some time to complete this section. This work requires quiet, reflective thought. They will need you to coach them on writing measurable and attainable goals.



Now, think a little more long-term—four to five years. Take a few minutes to develop three to five long-term goals. Remember, goals without action steps are not worth much. Make sure your goals are measurable.

Give the students some time to complete this section. This work requires quiet, reflective thought. They will need you to coach them on writing measurable and attainable goals.



Can you see a plan coming together? These words will require work and determination, but these words can become reality.

Objective 2. Develop a plan for establishing an SAE program.

II. SAE planning

Now that students have a career direction, it is time to give them a tool, or SAE, to use to lead them toward their goals. This is how SAE makes sense to a student.

Give each student an SAE planning sheet (HS.127.TM.C). Carefully review the planning sheet with the students.



Complete the planning sheet by indicating the type of SAE experiences you believe will enable you to reach your career goals. You will need to re-visit this sheet regularly and update it periodically. Understand that this is an ongoing process, and that it will need to change and be adjusted from time to time.

Questions you might ask students as they complete their SAE planning sheet include:

Why are dates important?



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Why are progress reports important?

Can you see the link between your overall career goals and your SAE program?

Have your students do a Cartographer Moment to illustrate the relationship between the definition of agriculture, career clusters, career goals, and SAE. Have the students share these with a partner as a means of reinforcement.

Objective 3. Identify the action steps to take and the resources needed in establishing an SAE.

III. Resource development



Resources come in many forms. Normally, we think of resources as either financial or human. A financial resource obviously refers to money or some non-human object of value (land, animals, equipment, etc.). A human resource may be a helping hand, an expert, or maybe someone to donate time to a worthy cause—like your future. Both are important. However, you will find that human resources will be extremely important to your SAE and career success.

►Activity

Give each student an SAE Action/Resources Sheet (HS.127.TM.D). This document will be used to guide them in the actions that they will take in establishing their SAE.

It is critical that the teacher supervise this process to assure student success. The planning process is critically important to making this process work effectively.



Think through the resources that you need to be successful in your SAE. What will you need, when will you need it, how much will you need. These are questions that you need to consider. Work on this sheet individually for a few minutes and then you will share one resource that you have identified with the class. This sharing of ideas will be beneficial to you. Start now.

Give your students time to complete this task thoroughly. They may need to come back to this later for further revisions. Your coaching and advising are very important.



Review/Summary

Have students share the following information with two other classmates and seek their input and ideas for strengthening their SAE plan.

My SAE is _____.

I chose this SAE because _____.

My first action steps in establishing my SAE are _____.



Application

►Extended Classroom Activity:

Student should further refine their plans and share them with their parents or guardians. It is vital that parental or guardian support exist for SAE success.

► FFA Activity:

Students should explore the FFA web site or FFA manual to see what FFA activities might match up well with their chosen SAEs.

► SAE Activity:

Completion of this lesson.

✓ Evaluation

A written test, HS.127.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

1. Planning offers a person the opportunity to think through his or her SAE program. It also enables him or her to set goals and to seek resources (human and financial) to assist in the process.
2. Resources may be human assistance, financial support, or in-kind contributions (gifts).
3. Target dates help a person keep the project or activity moving forward. It keeps the process from dragging out too long.
4. Goals can change. Goal setting is a dynamic process and, therefore, it is ever-changing.
5. Long-term goals are three to five years and short-term goals are usually less than one year.



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► Short Answer:

1. Why is planning important in the development of an SAE?
2. What types of resources should a person look for when developing an SAE?
3. Why are target dates important for the goal-setting process?
4. Can goals change?
5. What is the difference between long-term goals and short-term goals?



HS.127.TM.A

MY CAREER GOAL PLANNING SHEET

Career Cluster Interest Area:

Career(s) of Interest to Me:

Short-Term Goals

Goal 1

Action Steps

Timeline

Goal 2

Action Steps

Timeline

Goal 3

Action Steps

Timeline

Goal 4

Action Steps

Timeline

Goal 5

Action Steps

Timeline



Long-Term Goals

Goal 1

Action Steps

Timeline

Goal 2

Action Steps

Timeline

Goal 3

Action Steps

Timeline

Goal 4

Action Steps

Timeline

Goal 5

Action Steps

Timeline



HS.127.TM.C

MY SAE PLANNING SHEET

My SAE is:

Date:

Goal:

Progress Report:



HS.127.TM.D

MY SAE ACTION/RESOURCES SHEET

Resource(s) Needed

Action to be Taken:

Target Date:

Resource(s) Needed

Action to be Taken:

Target Date:

Resource(s) Needed

Action to be Taken:

Target Date:

Resource(s) Needed

Action to be Taken:

Target Date:

Resource(s) Needed

Action to be Taken:

Target Date:



HS.127.AS.A Name: _____

TERMS

Goals:

Short-term Goals:

Long-term Goals:

Resources:

Planning:



