



Lesson HS.129

ADJUSTING YOUR JOURNEY

Unit. Supervised Agricultural Experience

Problem Area. Introduction to SAE

Precepts. A8: Evaluate and reflect on actions taken and make appropriate modifications

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Develop evaluation skills to use in his or her SAE program.
- 2 Develop skills in making adjustments in his or her SAE program.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA
Organization.
National FFA Organization



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.129.TM.A
- ✓ HS.129.TM.B
- ✓ HS.129.Assess—one per student



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

- ***Adjustment***
- ***Evaluation***



Interest Approach

Evaluation and adjustment are two critical concepts for students to learn. Helping students develop their judgment and decision making ability can benefit them for the rest of their lives.



Evaluation and adjustments enable an individual or group to change. Throughout the history of the United States, agriculture has played a major role. As you think about our earlier discussions about agriculture, do you think agriculture has changed since 1776?



You are now going to divide into groups of five to brainstorm ways agriculture has changed since 1776. All groups will share the results of their discussions. Any questions? Number off, and let's get started!

Give the students about five minutes to brainstorm their ideas, then have each group report. Follow up the report with these questions:

What can we learn from agriculture's changes?

What can we learn from the change process in agriculture?

What caused the changes to occur in agriculture?



2

Objective 1. Develop evaluation skills to use in his or her SAE program.

I. Evaluation skills



How do I know if I am making progress. Am I getting close to where I want to be? Is my SAE experience successful? Am I learning the skills and competencies I need for future career success?

A.: **evaluation:** the act of considering or examining something in order to judge its value, quality, importance, extent, or condition



These are the types of questions that come to mind when one begins the evaluation process. If we fail to evaluate our progress, we will never be sure if we are moving forward or just spinning our wheels.



Two scenarios have been included for use in this lesson. Both are hypothetical situations of high school students who have SAE's. The question is, what should they do next.

Divide the class into two groups. Distribute the scenarios on HS.129.TM.A to the students, giving each group a different scenario. Have each student work quietly at his or her desk and write solutions to the scenarios they have been given. After a few minutes, have the students share their solutions with the rest of the group. Questions to ask:

What did you learn?

Did you have different ideas?

Is there ever a time when it is better to just start over?



Today you get to make the call. You are now going to divide into groups of two. First, you will receive a scenario to review and work on quietly at your desk. I will let you know when you can share your solutions with the rest of your group. Questions you should think about through this activity are:

What did you learn?

Did you have different ideas?

Is there ever time when it is better to just start over?

Give students time to share. As you close this section of the lesson, remind them of the importance of evaluation. To step back and assess the situation is good, not only in your SAE, but in every other component of your life.



Objective 2. Develop skills in making adjustments in his or her SAE program.

II. Adjust, Adjust, Adjust!

A. **Adjustment:** a slight change intended to make something fit or function better



Adjustments may be minor or major. Adjustments may be small or big. Regardless of the type of SAE you are pursuing, adjustments are a given; they will be needed! Unexpected things happen

that you can neither anticipate nor plan for. Sometimes they are good, and sometimes they are bad. In either case, it is vital that you learn to adjust and be flexible. Not only is it good for your SAE, it is good for your health.

Several key points regarding adjustments are found on HS.129.TM.B. Share these with the class and have them record these in their notebooks.

► **Adjustments: Points to Remember**

1. Failure is not fatal.
2. Success is not forever.
3. Every business will fail sometime.
4. There are no undefeated teams in existence.

► **Adjustments: Thoughts to Consider**

1. Planning is critical and must be continual.
2. Learning is a never-ending process.
3. An SAE is an opportunity to learn what you do and don't want to do.
4. Careful record keeping can help you make adjustments.
5. Don't be afraid to ask for help.
6. Bad news should travel first.
7. We're never as smart or as dumb as we think we are.

Now would be a great time to have your students do a Descartes Moment. This is an opportunity to reflect on the concepts that you have taught today. You may want to have them share it with a fellow student or the entire class.



Review/Summary

Have students answer the following questions in their notebooks:

Why is evaluation of your SAE important?

Is it ok to change or make an adjustment in your SAE? Explain.





Application

►Extended Classroom Activity:

Encourage students to visit with someone who coaches an athletic team, and ask them about making adjustments in their game plan. How is it done? When is it done?

►FFA Activity:

Have students explore if FFA has made any adjustments in its history. If so, how?

►SAE Activity:

Completed in class.



Evaluation

A written test, HS.129.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

1. Evaluation allows you to make adjustments or changes in your SAE. It also helps you chart your progress or failures. Failure to evaluate your SAE could lead to serious problems in your SAE.
2. When you evaluate, you should look at profit margins, losses, target dates, educational progress, etc. There are many variables to consider, and they depend on the type of SAE a person has.
3. It is appropriate to make changes and adjustments in an SAE if the evaluation process points in that direction. Part of the learning process is the ability to deal with change. SAE can be a great teacher for understanding change.
4. Every SAE should grow at the pace that is appropriate for the individual and the program. There is not a standard rule on this. It will depend on the situation.



HS.129.Assess Name: _____

ADJUSTING YOUR JOURNEY

Answer the following short-answer questions.

1. Why is it important to evaluate your SAE program on a regular basis?
2. What kinds of things do you look for when you evaluate your SAE?
3. Is it sometimes appropriate to make a change or adjustment in your SAE?

4. Should SAEs always get bigger, or is it appropriate in some cases to maintain the same size?



6

HS.129.TM.A

SCENARIOS

Scenario for Group 1

Brian is in the third year of his SAE experience. He has been raising quail. He has done quite well until the past six months, when two unexpected things happened.

First, a local hunting preserve that had been buying most of his birds was sold to a developer; therefore, he lost his primary market. Next, his flock was infected with a disease, and he lost a number of birds before he could get the disease under control.

In order to continue his SAE, he will have to get a loan and a new market for his

birds. He is worried about the situation, but really wants to continue and believes he can make it.

What do you think he should do next?

Scenario for Group 2

Noah has just finished the second year of his SAE program. His program is a lawn care business. He has done very well, with numerous residential customers and several local business customers.

In fact, his business has grown so fast, he now needs to hire some help or stop taking new customers. He is afraid if he hires someone to help him, he will risk losing quality, since he will not be able to work on every job. However, adding more people would enable him to make more money.

What do you think he should do next?



HS.129.TM.B

REGARDING ADJUSTMENTS ...

Points to Remember!

- ◆ **Failure is not fatal.**
- ◆ **Success is not forever.**
- ◆ **Every business will fail sometime.**
- ◆ **There are no undefeated teams in existence.**

Thoughts to Consider!

- ◆ **Planning is critical and must be continual.**
- ◆ **Learning is a never-ending process.**
- ◆ **An SAE is an opportunity to learn what you do and don't want to do.**
- ◆ **Careful record keeping can help you make adjustments.**
- ◆ **Don't be afraid to ask for help.**
- ◆ **Bad news should travel first.**
- ◆ **We're never as smart or as dumb as we think we are.**

