



Lesson Plan

SAEs: Linking Interest with Skill

Created: 06/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define an area of interest within agriculture.
2. Discuss possible placement supervised agricultural experience (SAE) programs that align with personal interests.
3. Distinguish instances of good and poor uses of employability skills.

TIME REQUIRED: 45 minutes

RESOURCES:

1. FFA.org
2. Video — "Keegan Humm – SAE – Placement – Implement Dealership" <https://vimeo.com/190754935>
3. FFA SAE Idea Cards <https://ffa.box.com/s/6nsap60dc4hhogodgvi37ygry4y1zudu>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Linking Interest with Skill," "Employability Skills Word Scramble" and "Employability Skills Reflection" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
3. Internet access or printed off SAE idea cards for students
4. Sticky notes

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an SAE lesson/unit.
2. A lesson on career preparation/employability.

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/njwsjc6d0nbmyhs4huy23x7ksf9zbmbf> (Word)

<https://ffa.box.com/s/4da907mjm6niiu2c9jhwzh8nrurovut0> (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-C.Vision: Visualize the future and how to get there.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEC

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster

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.

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
- Information Literacy
- Critical Thinking and Problem Solving
- Work Creatively with Others

LESSON PLAN:

1. Introduction: Ask the class the following question:

- a. "What is an area of interest within agriculture that you would like to learn about in more detail?"
 - i. Examples: veterinary medicine, seed sales, machinery repair
 - ii. Have each student put his/her name and answer on a sticky note and stick it on a designated place (wall, whiteboard, bulletin board paper, etc.).

2. Activity:

- a. Show the video "Keegan Humm – SAE – Placement – Implement Dealership." The direct URL is <https://vimeo.com/190754935>.
 - i. While the students are watching the video use the sticky notes to split students into groups with similar interests.
- b. After completing the video, break students up into their small groups based on their sticky note answers, and hand out the "Linking Interest with Skill" worksheet. Have each group brainstorm for eight minutes to come up with at least four ideas for placement SAEs in the group's area of interest.
 - i. Remind students they can use the SAE Idea Cards available FFA.org along with other online resources.
- c. Each student needs a copy of the worksheet "Employability Skills Word Scramble."
 - i. Once the group has found at least four placement SAE ideas have the group do the word scramble of the top 10 employability skills employers look for in their employees.
 - ii. When all groups have unscrambled their words, give all groups ten minutes to think of the ways their SAE ideas can specifically develop each of the employability skills. The group that has the most ways to develop their employability skills after ten minutes is the winning group!
- d. Once every group is completed have a class discussion about the answers they came up with. Make sure to emphasize the importance of how the employability skills play a large part in obtaining a job in their interest field.

3. Follow-up Questions: Have students answer questions independently on the "Employability Skills Reflection" worksheet.

- a. Why is it important that your SAE helps develop your employability skills?
- b. What employability skill do you want to work on the most and why?
- c. Have you ever worked with someone who doesn't have well-developed employability skills? What was it like?
 - i. Once students have finished answering the questions, have a class discussion about their answers.

4. Leveling Up: If there are students that already have placement SAEs or have experience in another group's area of interest, have that student share his/her experiences with the class or small group. For students who do not have an SAE have them develop a plan of action to start an SAE in their area of interest.

NAME: _____

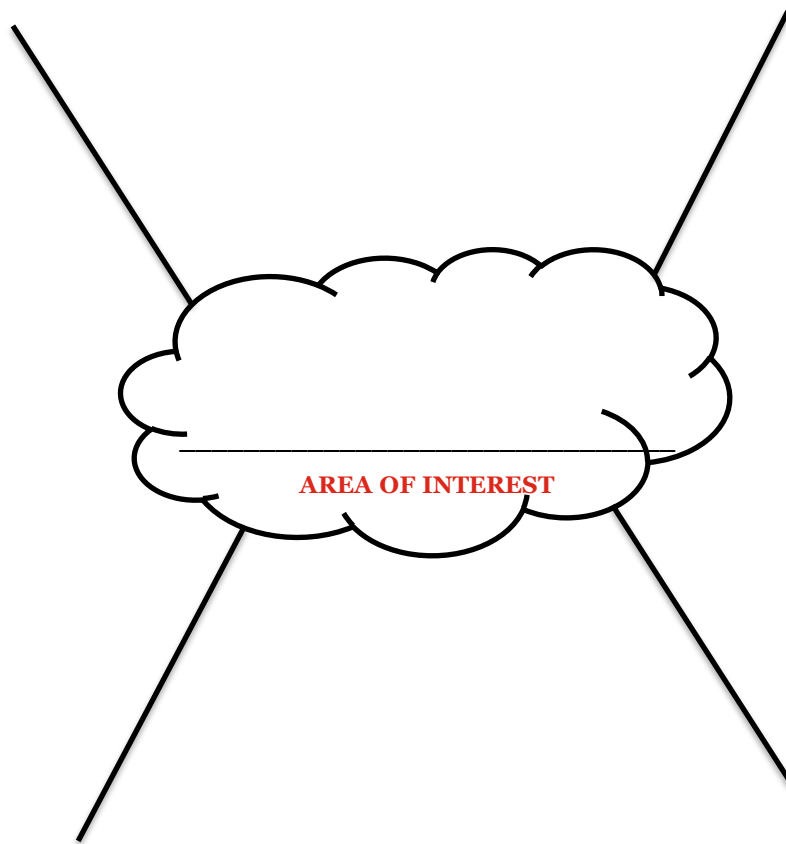
Linking Interest with Skill

Aligned to the following standards:

CS.05; FFA.PL-C; FFA.PL-F; FFA.PF-I; FFA.PG-J; FFA.CS-M;
AG5; AGCO8.01; AGCO9.02, CCSS.SL.9-10.1; CCSS.SL.9-10.2;
CRP.04; CRP.10

DIRECTIONS:

Brainstorm and create an idea web of placement SAE ideas related to your area of interest with your small group. Use the SAE Idea Cards found on FFA.org along with other online resources.



NAME: _____

Employability Skills Word Scramble

DIRECTIONS:

Unscramble the top 10 employability skills employers are looking for when hiring. Once finished, wait for further instructions.

CMUTCNMIIANO - _____

UECSOYRT - _____

FXLIITYBLE - _____

GTEYINTIR - _____

ERLETNRNSOANI LSISLK -

ISTEIVOP TDITTEUA -

LNSSAOIEFORMNIS - _____

ITIREYNBLOSPS - _____

KORW CEITH - _____

TEOWRMKA - _____

NAME: _____

KEY: Employability Skills Word Scramble

DIRECTIONS:

Unscramble the top 10 employability skills employers are looking for when hiring. Once finished, wait for further instructions.

CMUTCNMIIANO - COMMUNICATION	UECSOYRT - COURTESY
FXLIIITYBLE - FLEXIBILITY	GTEYINTIR - INTEGRITY
ERLETNRPSOANI LSISLK - INTERPERSONAL SKILLS	ISTEIVOP TDITTEUA - POSITIVE ATTITUDE
LNSSAOIEFORMPIS - PROFESSIONALISM	ITIREYNBLOSPS - RESPONSIBILITY
KORW CEITH - WORK ETHIC	TEOWRMKA - TEAMWORK

NAME: _____

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CS.05; FFA.PL-C; FFA.PL-F; FFA.PF-I; FFA.PG-J; FFA.CS-M;
AG5; AGCO8.01; AGCO9.02, CCSS.SL.9-10.1; CCSS.SL.9-10.2;
CRP.04; CRP.10

Employability Skills Reflection

DIRECTIONS:

Reflect on the questions below. Prepare to share your answers with the class when finished.

1. Why is it important that your SAE helps develop skills that make you more employable?
2. What skills from the wordscramble worksheet do you want to work on the most and why?
3. Have you ever worked with someone who wasn't acting professionally on the job? What was it like?