



Lesson MS.68

UNDERSTANDING SAES

Unit. SAE—An Integral Component of Agricultural Education

Problem Area. Understanding Supervised Agricultural Experiences

Precepts. I1: Plan and implement professional goals and priorities

National Standards. NL-ENG.K12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



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

- 1 Explain what an SAE is.
- 2 Establish an SAE program.



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Time. Instruction for this lesson: 50 minutes.



Resources

Website of North Carolina State University SAE, www.cals.ncsu.edu/agexed/sae/toolbox/



Tools, Equipment, and Supplies

- ✓ 8.5 x 11 white paper
- ✓ MS.68.Assess—one per student



Key Term. The following term is presented in this lesson and appears in bold italics:

➤ **SAE**



Interest Approach

Traditionally, Supervised Agricultural Experience has been defined as a program, not a project. The word “program” implies that SAE is long-term and might include multiple projects. For the purpose of this introductory unit, we are going to suggest a more project-based approach that could ultimately become part of a long-term SAE program.



Today, we are going to learn about a new term. That term is “Supervised Agricultural Experience.” Now, to begin this lesson, I want each of you to use the blank paper I have given you, turn it horizontally, and draw two lines on the paper so that you have three separate sections. At the top of the first section, write the letter “S;” at the top of the second section, write the letter “A;” and at the top of the third section, write the letter “E.”



In the space provided under each letter, I want you to take a few minutes to draw an illustration of what you think of when you hear the words “Supervised,” “Agricultural,” and “Experience.” Take the next three minutes and work quietly to create a pictorial definition.

Monitor the students as they work independently. This exercise should get their creativity started. It will also help you as you dispel any misconceptions they have.



Now, let’s see what you created. Go to the open area on the wall and post your drawing. Everyone stay at the wall and review the gallery of drawings. Do you see any similarities or differences?

Encourage some discussion among the students and lead them toward the correct perceptions.



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain what an SAE is.

I. SAE

A. **SAE** is an acronym for Supervised Agricultural Experience.



SAE has been around for a very long time. It actually started in the early 1900s as a way to give students real life experience working in agriculture. Back in those days, students were totally involved in “farm” experiences. Students did things like raising chickens, having a milk cow, or growing an acre of corn.



However, just as agriculture has grown beyond strictly farming, so has SAE. Today students are involved in activities that include all areas of agriculture. That might include everything from traditional farming activities to research projects in photosynthesis. Today's SAEs continue to be agriculture-related, but they include all that agriculture is. Remember our definition of agriculture from an earlier lesson—the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, natural resources, horticulture, and other plant and animal services.



In today's lesson, I am going to give you the opportunity to start your SAE. It may be an agri-science project, an interview with an agricultural person in our community, doing some landscaping at home, or a variety of other things. The important idea here is that everyone will have an SAE.

Write the following on the writing surface for students to put in their notebooks.

The key concepts to remember about SAE are:

1. "S" stands for supervised. That refers to my role as your teacher. I will supervise and guide you so you will have a successful project.
2. "A" stands for agricultural. Your SAE will be based in some aspect of agriculture. As you know, agriculture is a broad and diverse area of study. You should be able to find something that interests you.
3. "E" stands for experience. That refers to your role as a student. You will be required to work and manage your experience. Your success will be directly proportional to the time and energy that you put into this project.

Use a Dickens Moment to engage students in processing and planning their SAE.



Now we are going to write a story about ourselves and how we see our SAE forming and developing. Be sure to address the following components as you write your story:

In what area of agriculture are you interested?

What are three to five things you would like to learn about in that area of agriculture?



In what types of activities would you like to engage for your SAE?



Take the next few minutes to begin working on this. As you get to a point that requires clarification or if you need more ideas, raise your hand and I will give you assistance. Think about this assignment carefully since you are beginning to plan your future.

Objective 2. Establish an SAE program.

II. How do I start an SAE?



Now that you have an idea of what you want to do and what area of agriculture you might be interested in, you need to take the next steps. First, you will need to do some research to learn all you can about the topic or area in which you are interested. I designate some class time for the two weeks for you to work on your research. However, you will need to do some work outside of class time. You might want to find individuals in the community who work in your area of interest or spend some time in the library. The important idea is to gather all the information you can.



Next, you will need to work with me to get approval for what you want your SAE experience to be. It will require you to make a presentation later in the semester about your SAE. You will also be required to have written documentation of what you are learning, and prepare a report at the end of the semester with up to ten supporting photographs related to your SAE. For this project, you will need a separate SAE notebook for keeping your notes and ideas in one place. I will check your SAE notebooks weekly to make sure you are progressing in the right direction.



Now, with the time we have remaining today, I want you go back to the letter you wrote to yourself earlier. Edit it and refine it as needed. You will need to turn that in to me tomorrow as your proposed SAE plan.



Review/Summary

Have the students answer the following questions in their notebooks:

What is an SAE?

What area of agriculture most interests me?



Application

► **Extended Classroom Activity:**

Have each student go back to the letter he or she wrote to him- or herself earlier and edit it and refine it as needed. Students should submit the letters to the teacher at the beginning of the next class.



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► **FFA Activity:**

Not applicable.

► **SAE Activity:**

Already covered.

✓ **Evaluation**

A written test is provided to measure the objectives of this lesson.

Answers to Assessment:

1. Supervised Agricultural Experience
2. Farming
3. Agriculture
4. True
5. Answers will vary.



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MS.68.Assess Name: _____

UNDERSTANDING SAES

Please answer the following statements.

1. What does SAE represent?

2. In the early 1900s, most SAEs were directly related to _____.

3. All SAEs must be related to what industry?

4. True or False--Your SAE and career interest should be similar.

5. Give three examples of how agriculture affects your everyday life:
 - a.

 - b.

 - c.

