



Lesson Plan

SAEs: How Can You Make a Difference?

Created: 05/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Create an inventory of resources and connections to develop a supervised agricultural experience (SAE) program.
2. Plan opportunities for SAEs.
3. Understand the importance of bees in our world.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "Nathan Laurenz-SAE-Beekeeping," <https://vimeo.com/190777162>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "How Can Your Chapter Help?" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

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

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/68zaej0zr7yprujt73620irjq7mhdhry> (Word)

<https://ffa.box.com/s/7puv34uddpgppjwxpttwpjqoq3u1u2s3> (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-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

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.

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction:* Ask the class the following questions:
 - a. "What is something missing or endangered in agriculture that you could create an SAE for?"
 - i. Examples can include water filtration systems for low-income populations, beekeeping, hunger resources, natural disaster response, etc.
 - b. "Why do you think it is important that we care for the needs of missing or endangered plants, animals or resources within agriculture?"
 - i. Examples: If we don't, then the consequences can be detrimental; we could lose access to things that we now enjoy, etc.

Transition: "As we watch this quick video about an FFA member's SAE, think of ways that you could learn from him and create an SAE that fills a need."

2. *Activity:* Each student needs a copy of the handout "How Can Your Chapter Help?"
 - a. Show the video "Nathan Laurenz-SAE-Beekeeping." The direct URL is <https://vimeo.com/190777162>. Students will complete the worksheet as they watch the video.
 - b. At the conclusion of the video, have students complete the other activities about bees and SAEs.
3. *Follow Up:* At the completion of the activity, have a class discussion about the SAE opportunities that students designed to meet a need. Have students with current SAEs explore how they may be able to expand an area of their SAE to meet a need of local, state, national or international agriculture.
4. *Follow-up Questions:*
 - a. "How will Nathan's SAE pave the way for other students that want to use an SAE to make a difference?"
5. *Leveling Up:* To take this activity one step further, have the students brainstorm additional SAE opportunities that can meet an agricultural need. Have students implement these ideas into successful SAE opportunities.

NAME: _____

How Can You Make a Difference?

Aligned to the following standards:
CS.05., FFA.PL-A., FFA.CS-M., CCSS.ELA SL.9-10.1,
CCSS.ELA SL.9-10.2, CCSS.ELA-W.9-10.2, CRP.04., CRP.10.

DIRECTIONS:

Watch the video "Nathan Laurenz – SAE – Beekeeping." Complete the top portion of the worksheet as you watch the video.

1. Explain Nathan's supervised agricultural experience (SAE) program.

2. How did Nathan get started with his SAE? What are his favorite parts of his SAE? What was his advice on how to find an SAE?

DIRECTIONS:

Use your computer to do some research on bees, hive creation and the danger that bees are facing.

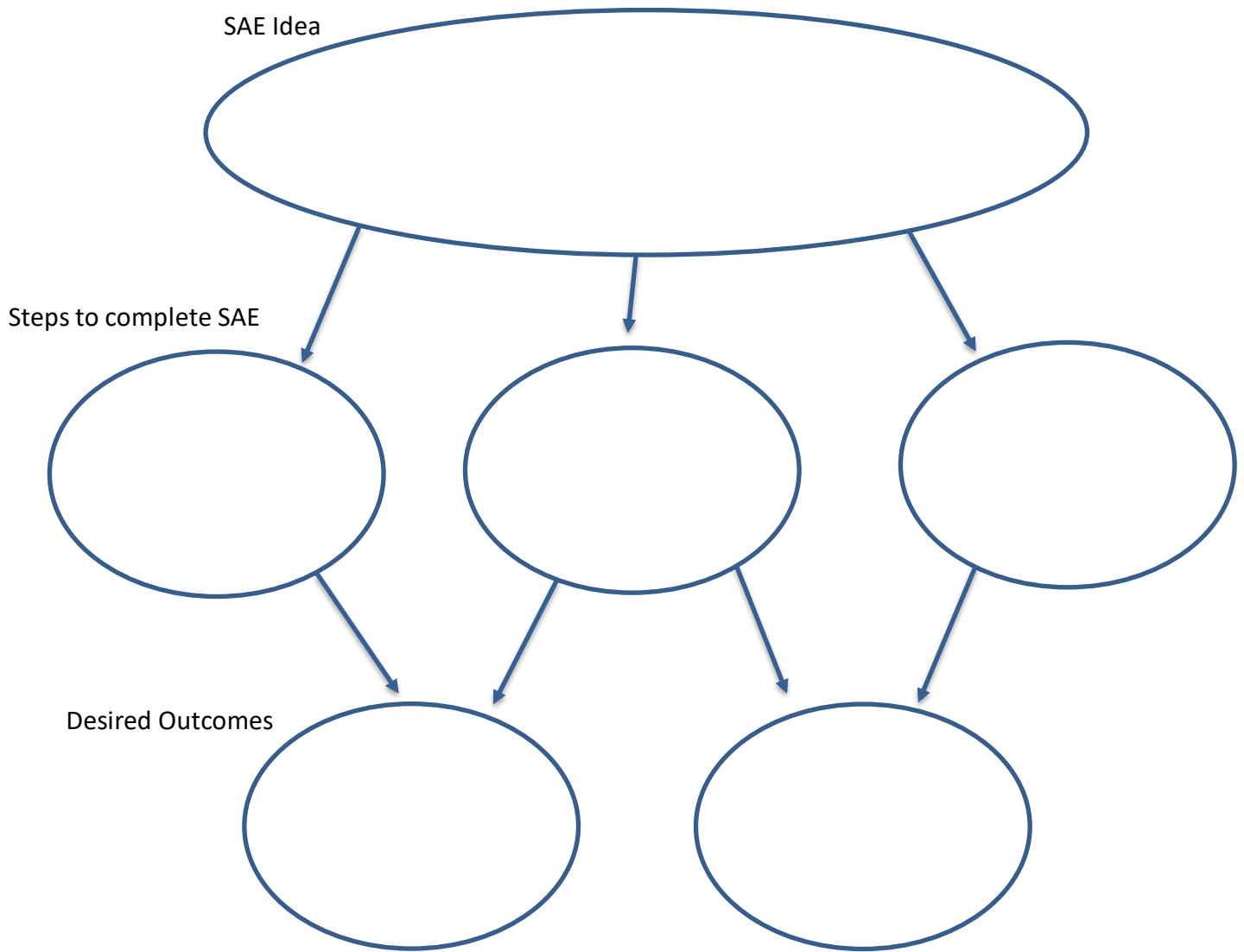
3. What does it take to make a hive?

4. Why do we need bees in agriculture?

5. What products do we use that utilize bees or bee products?

6. How are bees in danger?

7. What will happen, both in and out of agriculture, if bees become extinct?



Create a timeline that will reflect your goals and aspirations for your SAE.

