



Lesson Plan

SAEs: How Can Your Chapter Help?

Created: 04/2017 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 within their school.
3. Design a plan to enact the SAE ideas within the chapter.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: Rogelio Ceja-SAE-Poultry <https://vimeo.com/195969921>

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/ik23v8blwrbfaox8qpiakmd3rucivui> (Word)

<https://ffa.box.com/s/ox7b5eqmmaz0ct5mawnkt9g26x92gbaz> (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 resources are available here at school or within the chapter to create an SAE?"
 - i. Examples can include school farm, shop, materials, greenhouse, etc.
 - b. "How could we utilize these resources to create SAE opportunities within the chapter?"
 - i. Examples: raising animals, creating a community garden, creating a wood shop or metal shop, small engine tune-ups for the public, etc.
 - c. "Would it be beneficial to create SAE opportunities within the chapter? Why or why not?"
 - i. Potential answers: it allows for students who don't have the space or support at home to have an SAE, it creates awareness of the program in the community, 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 a profitable and rewarding SAE within the chapter."

2. *Activity:* Each student needs a copy of the handout "How Can Your Chapter Help?"
 - a. Show the video "Rogelio Ceja – SAE – Poultry." The direct URL is <https://vimeo.com/195969921>. Students will complete the worksheet as they watch the video.
 - b. At the conclusion of the video, have students complete the inventory activity at the bottom of the worksheet.
3. *Follow Up:* At the completion of the activity, have a class discussion about the SAE opportunities that students designed. Have students with current SAEs explore how they may be able to expand an area of their SAE to include a classmate.
4. *Follow-up Questions:*
 - a. How will Rogelio's SAE pave the way for other students in his chapter that may not have the opportunity to have an SAE of their own?
5. *Leveling Up:* To take this activity one step further, have the students brainstorm additional SAE opportunities that can take place within the chapter. Have students implement these ideas into successful SAE opportunities.

NAME: _____

How Can Your Chapter Help?

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 “Rogelio Ceja – SAE – Poultry.” Complete the top portion of the worksheet as you watch the video.

1. Explain Rogelio’s supervised agricultural experience (SAE). Why is he raising the chickens?

2. How did Rogelio get started with his SAE? What are his favorite parts of his SAE?

3. List at least three SAE opportunities your chapter has.

4. Design a plan for your school to implement one of the ideas you had in question 3.

At the completion of the video, think about what resources, connections, etc. you have that could lead to an SAE project. Complete the chart below. (If you need more room, move to the back of your worksheet.)

Resource/Connection	SAE Idea