



Lesson Plan

SAEs: Check It Out!

Created: 09/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Create an inventory of resources and connections to develop an supervised agricultural experience (SAE) project.
2. Plan a timeline for SAE development, implementation and evaluation.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "Tiffany Heishman – SAE – Goats," <https://vimeo.com/161986994>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Goats SAE with Tiffany" 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.

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/aj9t7ulgp41riqw7s2dhdoe7l84asdc2> (Word)

<https://ffa.box.com/s/9740nq85u4yvlzxtbwoh91jwfo8jxafx> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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.

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. "Why are SAE projects important?" (record the answers on the board.)
 - b. "Who has an SAE project? What is it?"

Transition: Today we are going to watch a video about one FFA member's SAE project.

2. *Activity:* Each student needs a copy of the handout, "Goats SAE with Tiffany."
 - a. Show the video, "Tiffany Heishman – SAE – Goats." The direct URL is <https://vimeo.com/161986994>. 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 what students learned and found interesting about the video.
4. *Leveling Up:* To take this activity one step further, have the students create a project plan for the SAE that came from their inventory activity.
 - a. Students will need copies of the "SAE Planning and Timeline" handout.

NAME: _____

Goats SAE with Tiffany

DIRECTIONS:

Watch the video, "Tiffany Heishman – SAE – Goats." Complete the top portion of the worksheet as you watch the video.

1. Identify



things you learned about Tiffany's SAE from the video.

2. Identify



things you found interesting.

At the completion of the video, think about what resources, connections, etc. that 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

SAE Planning and Timeline

DIRECTIONS:
Fill in the table to develop a timeline of specific activities that must be completed to plan, implement and evaluate your SAE.

Phase (Planning, Implementation, Evaluation)	Strategies and Action Steps	What Goal Is This Related To?	Resources Needed	Timeline (at least 1 per month)
<i>Is this action step a part of the planning, implementation or evaluation phase of the SAE?</i>	<i>What steps/activities are needed to move forward with the SAE?</i>	<i>What goal will this step help achieve?</i>	<i>What resources (money, time, equipment, other people, etc.) are needed to complete this step?</i>	<i>On what month and day will this be completed?</i>