

<b>Course</b>	Agricultural Science II
<b>Unit</b>	Supervised Agricultural Experience
<b>Lesson</b>	What Is a Supervised Agricultural Experience Program?
<b>Estimated Time</b>	50 minutes

### Student Outcome

Explain the purpose and benefits of a Supervised Agricultural Experience program.

### Learning Objectives

1. Define Supervised Agricultural Experience.
2. Explain the purpose of an SAE program.
3. Explain the relationship of an SAE to the agricultural education program.
4. Explain the benefits of having an SAE.
5. Explain how an SAE relates to future careers.

### Grade Level Expectations

### Resources, Supplies & Equipment, and Supplemental Information

#### Resources

1. PowerPoint Slides
  - ☐ PPT Lesson 1 – What Is a Supervised Agricultural Experience Program?
2. Garton, B., ed. *Agricultural Education Program Planning Handbook for Missouri Schools*. 5<sup>th</sup> ed. University of Missouri-Columbia Department of Agricultural Education. Accessed June 18, 2007, from <http://ssu.agri.missouri.edu/aged/resources/handbook/>.
3. *Supervised Agricultural Experience (Student Reference)*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.
4. *Supervised Agricultural Experience Curriculum Enhancement*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.

#### Supplies & Equipment

- ☐ Photos of students working on their SAE projects
- ☐ Card stock with SAE criteria, if desired
- ☐ Job advertisements (Students can be assigned to bring these in prior to the lesson or they can be provided by the instructor.)

#### Supplemental Information

1. Internet Sites
  - ☐ SAE Central. North Carolina State University Department of Agricultural and Extension Education. Accessed June 28, 2007, from <http://www.cals.ncsu.edu/agexed/sae/toolbox/>.
  - ☐ SAE: Supervised Agricultural Experience. National FFA Organization. Accessed June 18, 2007, from [http://www.ffa.org/index.cfm?method=c\\_programs.SAE](http://www.ffa.org/index.cfm?method=c_programs.SAE).

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2. Print

- ❑ *Missouri Agricultural Record Book for Secondary Students*. University of Missouri-Columbia, Instructional Materials Laboratory, 1997.
  - ❑ *The Official FFA Student Handbook*. National FFA Organization. Available at FFA Unlimited. Accessed June 28, 2007, from <http://www.ffaunlimited.org/nsth-01.html>.
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## Interest Approach

Show the class photos of other students working on their SAEs. Use photos of students working on projects from previous years. Ask what the students in the photos are doing; then ask what the photos and activities have in common. Introduce the idea that there are many opportunities to develop a unique SAE program.

## Communicate the Learning Objectives

1. Define Supervised Agricultural Experience.
2. Explain the purpose of an SAE program.
3. Explain the relationship of an SAE to the agricultural education program.
4. Explain the benefits of having an SAE.
5. Explain how an SAE relates to future careers.

Instructor Directions	Content Outline
<b>Objective 1</b>  <i>Use PowerPoint slides to introduce the criteria of SAEs. If desired, have criteria pre-printed on card stock and hand each one out to a different student. Cards can be used for class discussion as criteria are reviewed.</i>  <input type="checkbox"/> PPt 1-2 – SAE Criteria	<b>Define Supervised Agricultural Experience.</b>  An SAE program is made up of one or more projects that meet the following criteria: <ol style="list-style-type: none"><li>1. Supervised – Does the plan include supervision from a teacher, parent, and/or employer?</li><li>2. Agriculture – Is the project in an area related to agriculture, food, fiber, or natural resources?</li><li>3. Experience – Does the planned SAE include hands-on, practical experience?</li><li>4. Program – Is there a planned course of action including record keeping and expansion?</li><li>5. Instruction – Is the program related to classroom instruction, or will instruction be provided?</li><li>6. Time – Is the planned SAE conducted outside of scheduled class time?</li><li>7. Economic base – Does the activity have the potential to make a contribution to family income now or in the future, and will it be profitable?</li><li>8. Evaluated – Is there a planned evaluation, summary, and incorporated grade given?</li><li>9. Recognition – Does the project have the potential to be recognized through the FFA awards program?</li></ol>
<b>Objective 2</b>  <i>Identify the purpose of an SAE. Identify key words that are used to describe the purpose. Identify</i>	<b>Explain the purpose of an SAE program.</b> <ol style="list-style-type: none"><li>1. The purpose of an SAE program is to provide a teacher-supervised, individualized, hands-on, and student-developed real-world experience to help the</li></ol>

Instructor Directions	Content Outline
<p><i>the difference between a project and a program.</i></p> <p><input type="checkbox"/> PPt 3 – Purpose of the SAE</p> <p><input type="checkbox"/> PPt 4 – SAE Project Versus SAE Program</p>	<p>student select a career, secure employment, and/or prepare for further education in the field of agriculture.</p> <ol style="list-style-type: none"> <li>2. An SAE project can be a single event or activity.</li> <li>3. An SAE program is made up of a series of related projects or a long-term experience.</li> </ol>
<p><b>Objective 3</b></p> <p><i>Explain the three-circle model of agricultural education. Briefly explain how an SAE contributes to a balanced agricultural education program.</i></p> <p><input type="checkbox"/> PPt 5-7 – SAE and Agricultural Education</p>	<p><b>Explain the relationship of an SAE to the agricultural education program.</b></p> <ol style="list-style-type: none"> <li>1. Agricultural education is made up of three equal parts:             <ol style="list-style-type: none"> <li>a. Classroom/laboratory instruction</li> <li>b. FFA – leadership development and personal growth</li> <li>c. SAE – experiential learning</li> </ol> </li> <li>2. A good SAE program builds on classroom instruction and FFA experience by giving real-world application to concepts that have already been learned.</li> <li>3. Application experience can lead to future employment or additional education, which may lead to a career.</li> </ol>
<p><b>Objective 4</b></p> <p><i>An SAE may sound similar to having a job. Ask students what benefits they think having a job will offer. List ideas on the board. Indicate those benefits that are also provided by SAEs and add any additional benefits.</i></p> <p><input type="checkbox"/> PPt 8-9 – Benefits of an SAE Program</p>	<p><b>Explain the benefits of having an SAE.</b></p> <p>A quality SAE program provides many benefits:</p> <ol style="list-style-type: none"> <li>1. Learn to make career and personal choices</li> <li>2. Develop critical thinking and decision-making skills</li> <li>3. Expand agricultural competencies learned in the classroom and laboratory</li> <li>4. Gain self-confidence</li> <li>5. Refine human relations skills</li> <li>6. Explore career opportunities</li> <li>7. Apply record-keeping skills and learn money management</li> <li>8. Pursue individualized learning</li> <li>9. Develop responsibility</li> <li>10. Develop pride in ownership</li> <li>11. Achieve independence</li> <li>12. Develop an appreciation of a good work ethic</li> </ol>

Instructor Directions	Content Outline
<p><b>Objective 5</b></p> <p><i>Explain the role experience plays in obtaining the types of jobs students want to have as a career. Also explain the human relations skills needed to succeed in any type of career. An SAE allows students to gain these skills and have the opportunity to explore possible career fields.</i></p> <p><input type="checkbox"/> PPt 10-11 – SAE and Future Careers</p>	<p><b>Explain how an SAE relates to future careers.</b></p> <p>An SAE provides skills that can be used in a future career.</p> <ol style="list-style-type: none"> <li>Develop human relations skills <ol style="list-style-type: none"> <li>Communication skills</li> <li>Responsibility</li> <li>Accountability</li> <li>Work ethic</li> <li>Teamwork</li> </ol> </li> <li>Opportunity to use new equipment in an agricultural field of study</li> <li>Opportunity to learn skills from industry professionals</li> </ol>
<p><b>Application:</b></p>	<p>Other activities</p> <ol style="list-style-type: none"> <li>Either individually or in groups, have students apply the concepts of SAE to the real world. Using job advertisements, ask students to identify what skills would be required of the person they would hire for the job. Ask students to identify which of these skills could be developed by an SAE. They should be able to explain their answers.</li> </ol>
<p><b>Closure/Summary</b></p>	<p>A Supervised Agricultural Experience program is a fundamental part of agricultural education. SAEs allow students to gain hands-on application of classroom instruction. An SAE has many benefits for students entering college or the workforce and can provide valuable real-world experience.</p>
<p><b>Evaluation: Quiz</b></p>	<p>Answers:</p> <ol style="list-style-type: none"> <li>a</li> <li>c</li> <li>d</li> <li>d</li> <li>a</li> <li>b</li> <li>d</li> <li> <ol style="list-style-type: none"> <li>Classroom/laboratory instruction</li> <li>FFA</li> <li>SAE</li> </ol> </li> <li>The purpose of an SAE program is to provide a teacher-supervised, individualized, hands-on, and</li> </ol>

Instructor Directions	Content Outline
	<p>student-developed real-world experience to help the student select a career, secure employment, and/or prepare for further education in the field of agriculture.</p> <p>10. Answers may include any three of the following:</p> <ul style="list-style-type: none"> <li>a. Develop human relations skills <ul style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Responsibility</li> <li>3. Accountability</li> <li>4. Work ethic</li> <li>5. Teamwork</li> </ul> </li> <li>b. Students have the opportunity to use new equipment in an agricultural field of study.</li> <li>c. Students have the opportunity to learn skills from industry professionals.</li> </ul>