Course	Agricultural Science II
Unit	Supervised Agricultural Experience
Lesson	Designing an SAE
Estimated Time	90 minutes or two 50-minute blocks

Student Outcome

Design a Supervised Agricultural Experience program.

Learning Objectives

1. Explain factors for selecting an SAE program.
2. Explain goals for an SAE program.
3. Explain how to plan and develop an SAE.
4. Identify recognition and rewards achieved for SAE programs.

Grade Level Expectations

Resources, Supplies & Equipment, and Supplemental Information

Resources
1. PowerPoint Slides
   - ☐ PPt Lesson 3 – Designing an SAE
2. Handout
   - ▤ HO 1 – Exploratory SAE Planning
3. Activity Sheets
   - ▤ AS 1 – SMART Goals
   - ▤ AS 2 – SAE Written Plan
4. Garton, B., ed. *Agricultural Education Program Planning Handbook for Missouri Schools*. 5th ed. University of Missouri-Columbia Department of Agricultural Education. Accessed June 18, 2007, from http://ssu.agri.missouri.edu/aged/resources/handbook/.
5. *Supervised Agricultural Experience (Student Reference)*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.
6. *Supervised Agricultural Experience Curriculum Enhancement*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.

Supplies & Equipment
- ❑ Blindfold

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.
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.3.

Interest Approach

You will need a blindfold and a clear area. Ask for a volunteer. Take the volunteer out in a hallway and blindfold him or her and have the rest of the class find a spot in the clear area. Have the students in the clear area hold their arms out from their body, making a T. Lead the volunteer in to the area, spin him or her around five or six times, and ask the person to walk to the end of the room without hitting anything. If the person bumps into someone, he or she must start over. NOTE: Assign an assistant to make sure the blindfolded person does not bump into anything dangerous or fall down.

Discussion questions:
- Do you think anyone could make it across the room?
- What were the obstacles to crossing the room?
- What are some ways you could have avoided the obstacles?
- How does the activity relate to an SAE?

Starting an SAE without any forethought is like trying to cross a crowded room blindfolded. Use the discussion to introduce the topics of planning and goal-setting and their importance to having a successful SAE.

Communicate the Learning Objectives

1. Explain factors for selecting an SAE program.
2. Explain goals for an SAE program.
3. Explain how to plan and develop an SAE.
4. Identify recognition and rewards achieved for SAE programs.

Instructor Directions	Content Outline
Objective 1	**Explain factors for selecting an SAE program.**

At this point many students may not know what type of SAE project they want to have. For a list of example exploratory SAEs, see "Exploratory SAE Opportunities" in Chapter 8 of Agricultural Education Program Planning Handbook for Missouri Schools. *Accessed August 23, 2007, from* http://ssu.agri.missouri.edu/aged/resources/handbook/. *After reviewing the different types of exploratory SAEs, use HO 1, Exploratory SAE Planning, to*	There are six factors that should be considered when selecting an SAE.
	 1. Experiences and educational background
	   a. Previous experiences with the program area or a compatible one can help determine what skills and competencies will be needed for the SAE.
	   b. Classroom instruction can also be a source for acquiring the background skills and knowledge needed to have a successful SAE program.
	 2. Personal interest
	   a. Interest in the program area is essential because SAE programs are frequently demanding and labor intensive.
	 3. Financing
	   a. Preparing a budget will help assess the start-up cost and maintenance and incidental expenses for

Instructor Directions	Content Outline

demonstrate how to plan for an exploratory SAE.
 	
▤ HO 1 – Exploratory SAE Planning
 	
▭ PPt 1-3 – Selecting an SAE
	the program and can give a clear view of the financial needs and expectations.
	4. Career interest
	   a. The project should pertain to the student's career interests and help develop the competencies he or she needs.
	5. Encouragement and support
	   a. Support from a parent, guardian, or mentor is crucial for an SAE program.
	6. Availability of resources
	   a. The availability of resources can broaden or limit the type of program a student may develop.

Objective 2 *After discussing SMART goals, have students practice writing SMART goals using AS 1. Have students exchange their activity sheets with a partner and review their goals to ensure that they are SMART goals.* ▤ AS 1 – SMART Goals ▭ PPt 4-5 – Goals for the SAE Program ▭ PPt 6-7 – SMART Goals	**Explain goals for an SAE program.** Setting goals helps to lay out a future for the program and provide a basis for making decisions. There are two types of goals that are set for SAE programs. 1. Short-term goals are set and accomplished within one year or less. 2. Long-term goals are set and accomplished within three years. There are four areas for which SAE goals must be set. 1. Financial goals are determined for the monetary aspects of the SAE, such as the amount of money the student would like to earn, where financing will be obtained, and how borrowed money will be repaid. 2. Educational goals are set for the tasks to be performed and skills and competencies to be acquired during the SAE program. 3. Personal goals are set for self-improvement, recognition, and satisfaction received from working on the SAE. 4. Scope/project goals are used to expand the SAE in terms of production, hours worked, or the scale of the program. All goals, regardless of their area or whether they are short- or long-term goals, should follow the SMART goal model. 1. Specific – Goals must be precise. If goals are not

Instructor Directions	Content Outline
	specific, it is impossible to judge whether they have been reached or not.
	2. Measurable – There must be a way to measure or assess the goal. Measurable goals will help you evaluate your progress.
	3. Achievable – Goals should be attainable. Unachievable goals can cause the person to become discouraged and not reach his or her potential.
	4. Realistic – Goals should be based on the person's actual situation and resources. Setting realistic goals helps the person follow through.
	5. Time-bound – Goals need to communicate the time required to achieve them. Setting and meeting deadlines will help you reach your goals.
	Setting goals is just the first step. No goals can be achieved without working on them.
Objective 3 *Hand out AS 2 and walk through a written plan for an SAE as a class. Have students fill out AS 2 after completing the lesson presentation.* 📄 AS 2 – SAE Written Plan 🗂 PPt 8 – Planning and Developing the SAE	**Explain how to plan and develop an SAE.** Once goals have been decided upon, a plan is needed for reaching the goals. 1. Prioritize SMART goals. 2. Identify resources required to achieve goals. 3. Create a written plan. 4. Evaluate the SAE.

Objective 4
 	
🗂 PPt 9 – Recognition and Rewards for SAEs
	Identify recognition and rewards achieved for SAE programs.
	
	There are many ways for students to receive rewards and recognition for their SAE program.
	
	1. Personal satisfaction
	   a. This stems from the student's own reflection on how successful the program is.
	2. Proficiency Awards
	   a. FFA Proficiency Awards recognize students' SAEs in different areas of agriculture at the chapter, area, state, and national levels.

Instructor Directions	Content Outline

	3. Degrees
	   a. The National FFA also presents degrees to members who meet qualifications set by the organization.
	4. Scholarships
	   a. Each year, the National FFA Organization awards over $2,000,000 in scholarships to FFA members.

Application: 📄 AS 1 – SMART Goals 📄 AS 2 – SAE Written Plan	 Answers to AS 1 Answers will vary. Other activities 1. Have students fill out AS 2 based on their SAE program. If they do not have an SAE, they can fill out the activity sheet on a desired program, or they can use HO 1, Exploratory SAE Planning, to complete the hand out. The Missouri Record Book Ownership Business Agreement Page (Form 100) can be used in place of AS 2. Answers will vary.
Closure/Summary	When selecting an SAE, students should look for one that is compatible with their current situation and resources. The key factors to consider are experiences and educational background, personal interest, financing, career interest, encouragement and support, and availability of resources. Setting SMART goals allows for evaluation of the SAE and promotes progress, but only if students work toward reaching their goals. For students who design their SAE carefully and follow through on their plans, there are many opportunities to receive awards and recognition for a successful SAE program.
Evaluation: Quiz	Answers: 1. d 2. c 3. d 4. a 5. c 6. b 7. d 8. a. Experience and educational background b. Personal interest

Instructor Directions	Content Outline
	c. Financing d. Career interest e. Encouragement and support f. Availability of resources