

Course	Agricultural Science II
Unit	Supervised Agricultural Experience
Lesson	Ethics, Responsibilities, and Evaluation of the SAE
Estimated Time	90 minutes or two 50-minute blocks

Student Outcome

Explain the ethics, roles, and responsibilities associated with a Supervised Agricultural Experience program.








Learning Objectives

1. Explain how ethics relates to a Supervised Agricultural Experience program.
2. Explain the student's responsibilities for the SAE.
3. Explain the responsibilities of those who assist the student with the SAE program.
4. Explain how the SAE program is evaluated.

Grade Level Expectations

Resources, Supplies & Equipment, and Supplemental Information

Resources

1. PowerPoint Slides
 -  PPT Lesson 4 – Ethics, Responsibilities, and Evaluation of the SAE
2. Forms
 -  Form 1 – Placement Evaluation
 -  Form 2 – Placement SAE Weekly Report
 -  Form 3 – SAE Training Plan – Management Practices – Experiences Gained
 -  Form 4 – Supervised Agricultural Experience Supervisory Visitation Record
 -  Form 5 – Supervision Record
3. Activity Sheet
 -  AS 1 – SAE Ethical Scenarios
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.

Supplemental Information

1. Internet Sites

- ❑ National FFA Code of Ethics. National FFA Organization. Accessed September 17, 2007, from http://www.ffa.org/documents/cc_codeofethics.pdf.
- ❑ 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. 1.
 - ❑ *Experiencing Agriculture: A Handbook on Supervised Agricultural Experience*. Alexandria, VA: The National Council for Agricultural Education, 1992.
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Interest Approach

Prior to the class, give students a small pop quiz on any subject. Deliberately mark an incorrect answer correct and a correct answer incorrect on each quiz.





When class begins, review the answers to the quiz and see how many students complain about a correct answer being marked incorrect. Ask students to put a star on their quiz if it needs to be regraded. Quickly sort quizzes and see if any students ask for their quiz to be regraded for an incorrect answer that was marked correct. Begin a brief class discussion on why we are more likely to point out when we have been cheated than when we cheat the instructor (or someone else) by accepting something we did not earn. Explain to the class that the idea of right versus wrong is a basic way to define ethics.

Tell students that they are going to learn about ethics in regard to the SAE program, their responsibilities for the SAE, the responsibilities of those who help them with their SAE, and how their SAE may be evaluated.

Communicate the Learning Objectives








1. Explain how ethics relates to a Supervised Agricultural Experience program.
2. Explain the student's responsibilities for the SAE.
3. Explain the responsibilities of those who assist the student with the SAE program.
4. Explain how the SAE program is evaluated.

Instructor Directions	Content Outline
Objective 1 <i>Ask students to identify ethical and unethical behavior in the classroom. Then ask what they think ethical and unethical behaviors would be in regard to the SAE program. Discuss all ideas with the students and record them on the board. Use AS 1 to illustrate ethical issues. AS 1 can be completed individually or in groups.</i> <i>If desired, point out the FFA Code of Ethics and how it should guide personal conduct. The code can be found at the National FFA Web site. Accessed September 17,</i>	Explain how ethics relates to a Supervised Agricultural Experience program. A code of ethics is a set of rules that establishes expectations for a group. <ol style="list-style-type: none">1. It lets the members of the group know what they're supposed to do.2. It also enables the group to function smoothly. Ethics are important because there are always consequences to actions and behaviors. As with school or a job, an SAE program requires a code of good ethics. Examples of ethical behavior that can result in positive consequences include the following: <ol style="list-style-type: none">1. Completing all your own work for yourself2. Reporting to work on time and getting permission from your supervisor if you must leave early

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<p>2007, from http://www.ffa.org/documents/cc_codeofethics.pdf.</p> <p> AS 1 – SAE Ethical Scenarios</p> <p> PPt 1-2 – Ethics and the SAE Program</p>	<ol style="list-style-type: none"> 3. Completing required paperwork and filling out tax returns 4. Making sure animals are well-fed and cared for 5. Taking credit only for work that you did
<p>Objective 2</p> <p> PPt 3 – Student Responsibilities for the SAE</p>	<p>Explain the student’s responsibilities for the SAE.</p> <p>The student to whom the SAE belongs has the most responsibility for the SAE program.</p> <p>Student responsibilities for the SAE include the following:</p> <ol style="list-style-type: none"> 1. Understanding the concept and purpose of the SAE 2. Planning and implementing the SAE 3. Performing duties and activities in an honest and ethical manner 4. Utilizing assistance from the instructor and others involved to ensure the success of the SAE 5. Using approved and safe work practices 6. Keeping accurate, up-to-date records and information 7. Working to improve the SAE 8. Providing updates and reports to others involved to keep everyone informed of SAE progress 9. Having pride in one’s self and SAE accomplishments 10. Applying for recognition for SAE program success
<p>Objective 3</p> <p> PPt 4-9 – Responsibilities of SAE Partners</p>	<p>Explain the responsibilities of those who assist the student with the SAE program.</p> <p>SAE partners are individuals who are involved in planning, implementing, evaluating, and improving the SAE program. Each can have a unique role in ensuring the success of the SAE program.</p> <p>The agricultural instructor has the most experience in establishing SAEs and will have the most knowledge of the opportunities and possibilities for developing a particular SAE program. The duties of the agricultural instructor include the following:</p>

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	<ol style="list-style-type: none"> 1. Assist in placing the student in appropriate SAE opportunities in the community 2. Ensure that the SAE will provide meaningful learning opportunities 3. Provide instruction regarding the SAE 4. Assist the student in developing an appropriate record-keeping system 5. Assist in planning, implementing, improving, and evaluating the SAE 6. Provide supervision and support for the SAE 7. Provide advance notice to the student, employers, and parents/guardians of SAE visits 8. Select and evaluate training needed to ensure that the SAE is educational 9. Work with school administration to provide accurate information on SAE programs <p>Parents and guardians provide support to encourage the student and provide informal feedback on SAE progress. Other responsibilities may include the following:</p> <ol style="list-style-type: none"> 1. Understand the concept and purpose of the SAE 2. Assist in selecting an SAE program based on abilities and interests 3. Assist in planning, implementing and improving the SAE 4. Provide encouragement and motivation for the student to excel in the SAE 5. Allow the student to implement new technology and resources, within reason 6. Assist the student in developing accurate record-keeping skills 7. Ensure that the student has a safe environment and employs strong ethical standards to SAE projects 8. Assist in carrying out responsibilities outlined in the SAE agreement <p>For placement SAEs, employers also play a role in the SAE program. Responsibilities of the employer may include the following:</p> <ol style="list-style-type: none"> 1. Understand the concept and purpose of the SAE 2. Provide a safe and legal working environment for the student

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	<ol style="list-style-type: none"> 3. Clearly indicate the student's responsibilities and tasks to be completed during employment 4. Provide meaningful learning experiences for the student 5. Work closely with the agricultural instructor to communicate progress or challenges the student may encounter 6. Allow the student to take on more responsibilities as his or her competency level increases 7. Assist the agricultural instructor in evaluating the progress of the student 8. Provide adequate supervision of the student at all times 9. Be an ethical role model for the student 10. Carry out other responsibilities outlined in the SAE agreement <p>Additional partners may include school administrators, a counselor, or members of the local community. Some responsibilities these partners may have include the following:</p> <ol style="list-style-type: none"> 1. Understand the concept and purpose of the SAE 2. Assist the agricultural instructor and student in developing an SAE program that will provide a meaningful learning experience 3. Assist in providing resources needed by the student for the SAE, either through donation of time or materials or by allowing the student to earn the materials 4. Support the student in the SAE program <p>All partners must stay informed and updated on the progress of the SAE to accomplish the goals of the program.</p>
<p>Objective 4</p> <p><i>If you have a specific method of evaluating students, share that method with them so they will know the criteria on which you will evaluate them. The forms listed below can also be used to</i></p>	<p>Explain how the SAE program is evaluated.</p> <p>Evaluating the SAE provides an opportunity to reflect on skills and knowledge developed during the SAE. Evaluation helps to ensure that the program is meeting its goals, operating safely and ethically, and providing a meaningful learning experience for the student.</p>

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<p><i>evaluate student progress at individual SAE visits or evaluate SAEs for a grading purpose. In addition to these, the student's Record Book may also be incorporated into the grading system.</i></p> <ul style="list-style-type: none">  PPt 10-13 – Evaluating the SAE  Form 1 – Placement Evaluation  Form 2 – Placement SAE Weekly Report  Form 3 – SAE Training Plan – Management Practices – Experiences Gained  Form 4 – Supervised Agricultural Experience Supervisory Visitation Record  Form 5 – Supervision Record 	<p>There are a number of forms that can be used to assist in the evaluation process. Each of these forms can be altered to best meet the needs of the specific program.</p> <p>Self-evaluation is another critical component of the evaluation process. This involves assessing the value, quality, importance, extent, and condition of the program.</p> <ol style="list-style-type: none"> 1. Value is an assessment of property, work, or monetary outcomes of the SAE. 2. Quality is evaluated by examining the scope and features of the SAE. 3. Importance is determined by the SAE's ability to offer an ongoing beneficial and educational experience. 4. Extent is evaluated to determine the depth and level of challenge the SAE provides for the student. 5. Condition requires the student to determine areas of improvement for the SAE. <p>Evaluation is essential to the success and long-term benefits of the SAE program.</p>
<p>Application:</p> <ul style="list-style-type: none">  AS 1 – SAE Ethical Scenarios 	<p>Answers to AS 1 Answers will vary.</p> <p>Other activities</p> <ol style="list-style-type: none"> 1. Have students create an SAE scenario in groups of four. Tell them they are to each take on the role of someone who has responsibilities in the SAE (one should be the student, one the instructor, etc.). Have them each list five specific responsibilities they would have in regard to the SAE scenario. Have students share their lists among their group; then ask for volunteers to share the lists with the class. If you prefer, students could instead create a poster of their

Instructor Directions	Content Outline
	<p>responsibilities to share with the class.</p> <p>2. Have students complete an evaluation of your choice on a fictitious SAE so they gain experience being the evaluator and have a better understanding of what you are looking for when you visit them and evaluate their SAE.</p>
Closure/Summary	<p>A code of good ethics is important to the SAE program to ensure the experience is a positive one for all involved.</p> <p>The agricultural instructor, parents/guardians, employers, and other partners all play a role in the SAE program. However, the student is ultimately the person most responsible for the SAE.</p> <p>The SAE should be evaluated periodically to ensure that the program is meeting its goals and the student is engaged in a valuable learning experience. A variety of methods can be used to evaluate the student's progress and the SAE program, including self-evaluation. The goal of all evaluation is to provide feedback and the opportunity to adjust the SAE to maximize the learning experience.</p>
Evaluation: Quiz	<p>Answers</p> <ol style="list-style-type: none"> 1. b 2. c 3. a 4. d 5. b 6. d 7. c 8. a 9. b