

## Lesson F1–1

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# Determining the Benefits of an SAE

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**Unit F.** Supervised Experience in Agriculture/Horticulture

**Problem Area I.** Determining Purposes and Procedures of SAE

**Lesson I.** Determining the Benefits of an SAE

### **New Mexico Content Standard:**

**Pathway Strand:** Employability and Career Development

**Standard:** XIII: Know and understand the importance of employability skills.

**Benchmark:** XIII-A: Know the standards and qualifications that must be met in order to enter a given industry.

**Performance Standard:** 3. Identify and demonstrate positive work behaviors and personal qualities required to uphold quality standards.

**Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1. Explain the importance of goals and career ladders.
2. Define supervised agricultural experience.
3. Explain the benefits of supervised agricultural experience programs.

**List of Resources.** The following resources may be useful in teaching this lesson:

**Recommended Resources.** One of the following resources should be selected to accompany the lesson:

Morgan, Elizabeth M., et al. *AgriScience Explorations*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000. (Textbook, Chapter 21)

National FFA Organization. *FFA Student Handbook*. Alexandria, Virginia: National FFA Organization, 1995.

National FFA Organization. *Official Manual*. Indianapolis, Indiana: National FFA Center, 1998.

**Other Resources.** The following resources will be useful to students and teachers:

Cooper, Elmer L. and Bret Iverson. *Agriscience Fundamentals and Applications*. Albany, New York: Delmar Publishers, Inc., 1997. (Textbook, Unit 5)

Fraze, Steven D., Sharon Hunter, Marshall Stewart, Brenda Scheil, and Robert Terry, Jr. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997. (Textbook, Appendix A)

## List of Equipment, Tools, Supplies, and Facilities

Writing surface  
Overhead projector  
Transparencies from attached masters  
Copies of student lab sheet

**Terms.** The following terms are presented in this lesson (shown in bold italics):

Career  
Career ladder  
Comprehensive agricultural program  
Employees  
Goal  
Goal setting  
Real-world experience  
Self-employed  
Target dates

**Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. One possible approach may include stuffing a record book full of play money. While making a few introduc-

tory comments, let the money fall out as you thumb through the pages. Then, follow up with specific questions to students about gaining experience, making money, and SAE programs.

## Summary of Content and Teaching Strategies

**Objective 1:** Explain the importance of goals and career ladders.

**Anticipated Problem:** Why is it important to set goals in reaching a career?

- I. A *career* is the area of work a person pursues.
  - A. Careers may involve several jobs from entry level as a teen to retirement.
    1. **Self-employed** people work for themselves. A person who organizes and manages a business, and assumes risk for the sake of profit, is known as an **entrepreneur**.
    2. Many people work for other people. They are called **employees**.
  - B. A **goal** is something you want to achieve.
    1. Goals are best achieved when they are set and written down.
    2. **Goal setting** is the process of making goals.
    3. Goals should be practical, challenging, and attainable.
    4. For each goal, ways and means of achieving should be established.
    5. **Target dates** should be set to determine when goals are to be completed.
  - C. A **career ladder** is the upward movement of people in their careers.
    1. People begin at a lower level job and advance to higher level jobs. This is known as climbing a career ladder.
    2. Moving upward depends on productivity.
    3. Steps up the ladder bring more responsibilities and greater challenges.
  - D. Reaching a career goal usually requires moving up a career ladder.
    1. Progress often requires risk.
    2. Changing jobs usually involves some risk.
    3. Successful people usually take risks in their careers.

*Numerous techniques can be used to help students master this objective. Students need text materials to help understand the importance of goal setting. Chapter 21 in AgriScience Explorations and Unit 5 in AgriScience Fundamentals and Applications are recommended. Use TM: F1–1A to show students the steps in goal setting.*

**Objective 2:** Define supervised agricultural experience.

**Anticipated Problem:** What is supervised experience in agriculture?

- II. Supervised agricultural experience (SAE) programs involve practical agricultural activities performed by students outside of scheduled classroom and laboratory time.

- A. SAEs provide a method in agricultural education for students to receive real-world experience.
  - 1. **Real-world experience** means conducting the activity in the daily routine of our society.
- B. SAE is the application of class instruction in agriculture.
  - 1. Numerous experiences can be enjoyed through SAE's.
  - 2. SAE's can help students explore and identify interests.
  - 3. SAE'S can allow students to earn money.
- C. Supervised agriculture experience programs provide opportunities for learning by doing.
- D. SAE'S are a part of the **comprehensive agricultural program**.
  - 1. Three components of an agricultural program include:
    - a. Classroom/laboratory instruction.
    - b. FFA program.
    - c. SAE Program.
  - 2. Students use classroom instruction to:
    - a. Learn how to plan their SAE program.
    - b. Decide what types of SAE's are available.
    - c. Choose activities for their own SAE.
    - d. Make appropriate arrangements with parents, teachers, and employers.
  - 3. SAE programs overlap with the FFA through activities that encourage students to do more with their SAE's.
    - a. FFA also has contests that develop skills useful in their SAE's.
    - b. Awards are available through the FFA for SAEs.

*Many teaching techniques can be used to assist students in understanding SAEs. Text materials will enhance student learning and Unit 5 in Agriscience Fundamentals and Applications, and chapter 21 in Agriscience Explorations are recommended. Use TM:F1-1B to further define "What is an SAE program?" Have students pick out key words in the definition and discuss their meaning. Use TM:F1-1C to illustrate the purpose of the SAE programs. Discuss examples of how principles might be applied in SAE programs. Use TM:F1-1D to illustrate the components of a comprehensive agricultural program and how they will overlap. Use LS:F1-1A as a pretest to evaluate students' knowledge about SAEs.*

**Objective 3:** Explain the benefits of supervised agricultural experience programs.

**Anticipated Problem:** What are the benefits of an SAE program?

- III. SAE programs benefit students, schools, employers, communities, parents, and teachers.
  - A. SAE's provide the opportunity for students to learn with assistance from teachers, parents, employers, and other adults experienced in the particular area.
  - B. Some important purposes and benefits of SAE programs include:
    - 1. Assisting in making career and educational decisions.

2. Providing an opportunity for students to explore various agricultural subjects.
3. Developing self-confidence.
4. Providing educational and agricultural experiences in a specialized area of agriculture.
5. Giving practical meaning to courses studied in school.
6. Providing an opportunity to earn money while learning.
7. Developing employability and thinking skills.
8. Creating an opportunity to earn money after graduation.
9. Applying record keeping skills.
10. Promoting recognition for individual achievement.
11. Promoting money management skills.
12. Helping to teach good work ethics.
13. Helping to develop the ability to assume responsibility.
14. Assisting in making the transition from school to work.
15. Providing an opportunity to become established in an agricultural business/career.

*Several teaching techniques can be used to assist students in the mastery of this objective. Text materials will enhance student learning. Unit 5 in Agriscience Fundamentals and Applications, and chapter 21 in Agriscience Explorations are recommended. Use TM:F1-1E to help further explain the benefits of an SAE program. Use TM:F1-1F to help students explore options available from an SAE program.*

**Review/Summary.** Use the objectives for the lesson as guides in reviewing and summarizing the content. Have the students explain the content associated with each objective. Use questions at the end of the chapter of the text materials as a form of review

**Application.** Students can apply the content of this lesson in their agricultural education and FFA activities. The following lab sheets provide excellent application of the objectives.

SAE Programs Pretest — LS: F1-1A

**Evaluation.** Assessing the extent to which the students have achieved the objectives can be based on student participation in reviewing and summarizing the lessons as well as attentiveness throughout. A written test can also be given. A sample written test is attached.

## Answers to Sample Test:

### Part One: Matching

1 = d, 2 = b, 3 = e, 4 = a, 5 = c

### Part Two: Completion

1 = goal setting

2 = SAE programs

3 = ladder

**Part Three: Illustration**

1. Use TM: F1-1D to grade.

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# Test

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## Lesson F1–1: Determining the Benefits of an SAE

### Part One: Matching

*Instructions.* Match the term with the correct response. Write the letter of the term by the definition.

- |                                       |                  |
|---------------------------------------|------------------|
| a. goal                               | d. career        |
| b. real-world experience              | e. self-employed |
| c. comprehensive agricultural program |                  |

- \_\_\_\_\_ 1. Area of work a person pursues.
- \_\_\_\_\_ 2. Having personally done something in the daily routine of society.
- \_\_\_\_\_ 3. Title for people who work for themselves.
- \_\_\_\_\_ 4. Something an individual strives to achieve.
- \_\_\_\_\_ 5. Combination of classroom/lab instruction, and SAE/FFA programs.

### Part Two: Completion

*Instructions.* Provide the word or words to complete the following statements.

1. \_\_\_\_\_ is the process of making goals.
2. \_\_\_\_\_ consist of practical agricultural experiences performed outside the scheduled classroom.
3. The upward movement of people in their careers is a career \_\_\_\_\_.

### Part Three: Illustration

*Instructions.* Provide information to answer the following questions.

1. Draw and explain the three components of the comprehensive agricultural program.

## Goal Setting

Write your goals below. Follow each goal with a list of steps and the ways and means for accomplishing each step. Set a deadline by which the ways and means are to be completed. Regularly evaluate how well you are doing in achieving your goals. Revise goals, steps, and ways and means as necessary.

Name \_\_\_\_\_ Date \_\_\_\_\_

Goal Number One: \_\_\_\_\_

Steps to Achieve Goal	Ways and Means for Steps	Date
1. _____ _____	a. _____ _____	_____
	b. _____ _____	_____
2. _____ _____	a. _____ _____	_____
	b. _____ _____	_____
3. _____ _____	a. _____ _____	_____
	b. _____ _____	_____

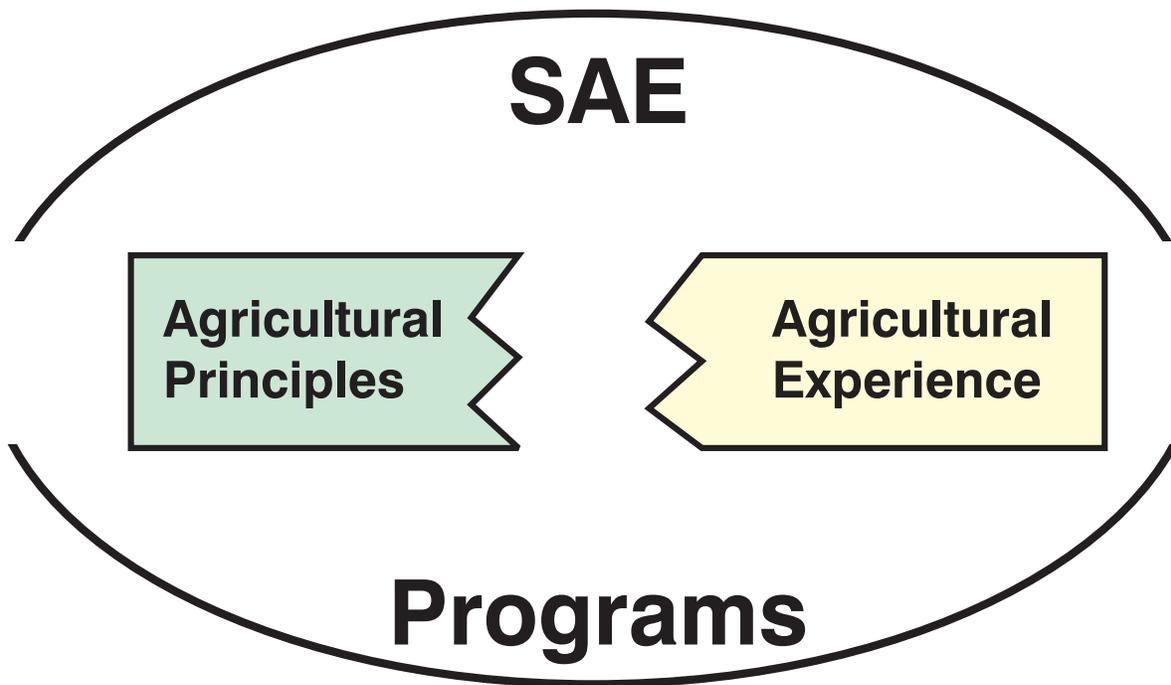
Goal Number Two: \_\_\_\_\_

Steps to Achieve Goal	Ways and Means for Steps	Date
1. _____ _____	a. _____ _____	_____
	b. _____ _____	_____
2. _____ _____	a. _____ _____	_____
	b. _____ _____	_____
3. _____ _____	a. _____ _____	_____
	b. _____ _____	_____

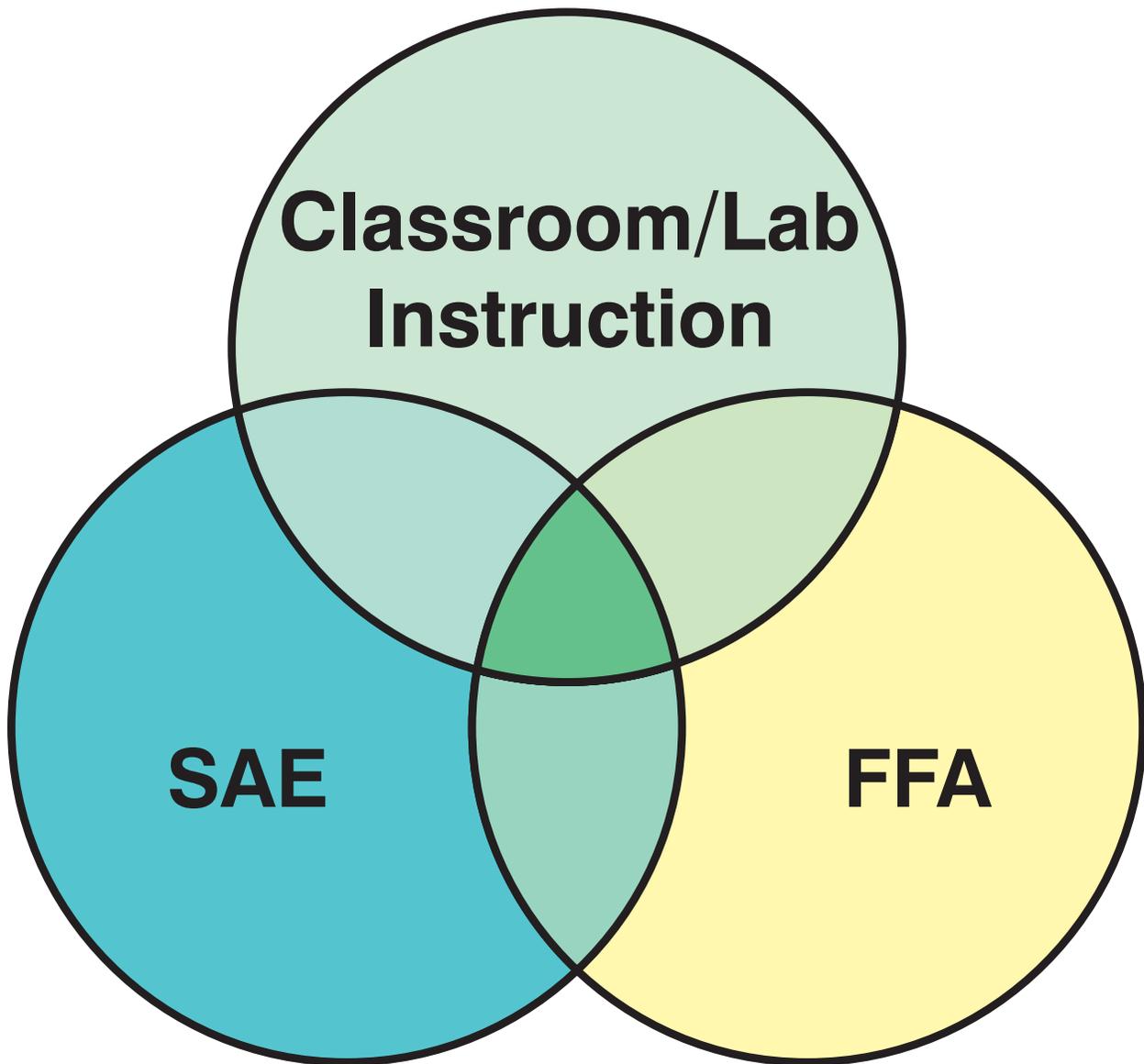
## **What is an SAE Program?**

**Supervised agricultural experience (SAE) programs consist of practical agricultural activities performed by students outside of scheduled classroom and laboratory time. During class and lab periods, students are taught related principles and practices in agriculture. The agricultural teacher, parents, and employer work together to help students gain valuable agricultural experience in their SAE programs.**

# Purpose of SAE Programs



# Comprehensive Agricultural Program



## **“Benefits of SAE programs”**

- 1. Assist in making career and educational decisions.**
- 2. Provide an opportunity for students to explore various agricultural subjects.**
- 3. Develop self-confidence.**
- 4. Provide educational and agricultural experiences in a specialized area of agriculture.**
- 5. Give practical meaning to courses studied in school.**
- 6. Provide opportunities to earn money while learning.**
- 7. Develop employability and thinking skills.**
- 8. Create opportunities to earn money after graduation.**
- 9. Apply record keeping skills.**
- 10. Promote recognition for individual achievement.**
- 11. Promote money management skills.**
- 12. Help to teach good work ethics.**
- 13. Help to develop the ability to assume responsibility.**
- 14. Assist in making the transition from school to work.**
- 15. Provide an opportunity to become established in an agricultural business/career.**

# Which Option Looks Good to You?

<b>SAE Program</b>	<b>General Work Experience</b>	<b>Freddie the Feeloader</b>
1. Get experience in agriculture	Get experience in whatever	Get no experience
2. Get paid for work you enjoy	Do a job, get a paycheck	Have no bucks
3. Have a planned work experience	Go with the flow	Have no plan
4. Have a variety of job activities	Do the same old thing, day after day	Kill time
5. Obtain long-term experience	Work today, get fired tomorrow	Loaf today, forget about tomorrow
6. Gain valuable experience	Have just a job	Have no experience, no skills, no job, (no money)
7. Receive help/training	Use trial and error	Do nothing, so no help is needed
8. Discover your interests and talents	Become an expert burger flipper	Watch TV and videos
9. Make opportunities for yourself	Follow the leader	Drop out of the race, watch others succeed

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# Lab Sheet

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## SAE Program Pretest

**Purpose:**

1. To evaluate students' knowledge about SAE's prior to the lesson.

**Materials:**

1. Lab sheet.
2. Writing utensil.

**Procedure:**

1. Provide each student with a lab sheet.
2. Ask them to answer each question by circling the correct answer.
3. Collect the lab sheets when students are finished.

- T F 1. "SAE" stands for "Students Acquiring Experience."
- T F 2. SAE programs must deal with some phase of agriculture.
- T F 3. SAE programs must include paid work experience.
- T F 4. SAE programs usually begin in the summer months.
- T F 5. SAE programs must include livestock or crop production activities.
- T F 6. Students can conduct SAE programs at home, at school, or in the community.
- T F 7. Group projects are not suitable for SAE programs.
- T F 8. The primary purpose of SAE programs is to enable students to earn money.
- T F 9. SAE programs serve as the basis for many FFA awards.
- T F 10. Students may include several different projects within their SAE program.