

Lesson F2–2

Planning Your SAE Program

Unit F. Supervised Experience in Agriculture/Horticulture

Problem Area 2. Planning and Developing SAE Programs

Lesson 2. Planning Your SAE Program

New Mexico Content Standard:

Pathway Strand: Leadership and Teamwork

Standard: XI: Use leadership skills in collaborating with others to accomplish organizational goals and objectives.

Benchmark: XI-G. Embrace goal-setting, planning, respect, dependability, loyalty, trustworthiness to develop personal growth.

Performance Standard: 1. Plan and implement professional goals and set priorities.

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

1. Identify the steps in planning an SAE Program.
2. Identify the parts of an annual SAE program plan.
3. Discuss the function of a training plan and/or agreement in an SAE program

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:

Chelewski, Ray E., Jasper S. Lee, Elizabeth M. Morgan, and Elizabeth Wilson. *AgriScience Explorations*. 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.

SOE Programs in Agriculture. (VAS Unit #7003). Vocational Agricultural Service, College of Agriculture, University of Illinois, 1410 S. Maryland Drive, Urbana, IL.

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):

Annual SAE program plan
Improvement projects
Supplementary skills
Training agreement
Training plan
Training station

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and situation. A possible approach

would be to write a time line of a current event on the board. Discuss how the event was planned out. Relate the importance of planning to SAE projects.

Summary of Content and Teaching Strategies

Objective 1: Identify the steps in planning an SAE program?

Anticipated Problem: How do I plan my SAE program?

- I. All SAE programs should be carefully planned with educational experiences relating to classroom instruction.
 - A. Steps in planning an SAE program are:
 1. Identify career interest in agriculture.
 2. Review the job responsibilities of career interest areas.
 3. Complete the SAE program resource inventory.
 4. Identify any SAE programs of interest.
 5. Determine what experiences will be completed in each phase of the SAE program.
 6. Develop a long-range plan for the SAE program.
 7. Develop the first-year (annual) plan.
 8. Replan on a regular basis.
 - B. Guidelines for planning an SAE program:
 1. Plan for year-round experiences.
 2. Include ownership and/or placement projects either at home, school, or in the community.
 3. Identify a number of improvement projects and supplementary skills for the year.
 4. Develop a budget.
 5. Plan ownership projects with some form of profit.
 6. Explore different locations to gain desired experiences.
 7. Discuss the SAE program with parents/guardians.
 8. Plan the scope of the program to earn enough profit in order to qualify for advanced FFA degrees.
 9. Provide for a variety of activities and experiences.
 10. Increase the SAE scope annually.
 11. Choose SAE program experiences that relate to career interest areas.

Many teaching techniques can be used to help students understand the steps in planning an SAE program. Text materials will enhance student learning. Chapter 21 in AgriScience Explorations and Unit 5 in AgriScience Fundamentals and Applications are recommended. Use TM: F2–2A to help explain the steps in planning an SAE program. TM: F2–2B may be used to assist in explaining the guidelines for planning

an SAE program. Discuss examples of former students whose SAE programs were successful due to good planning or unsuccessful due to poor planning. Cite some examples from business that illustrate the value of good planning for business activities. Use the analogy of holding a FFA banquet to reinforce the importance of planning for project success.

Objective 2: Identify the parts of an annual SAE program plan.

Anticipated Problem: What is an annual SAE program plan?

- II. An **annual SAE program plan** consists of a calendar, description of projects, budget, improvement projects, and supplementary skills.
 - A. Parts of an annual SAE program plan include the following items:
 1. Use the calendar year for the program.
 2. Prepare a description of ownership projects which would include the following items:
 - a. Size/scope
 - b. Location
 - c. Nature of the business or enterprise
 - d. Partners involved
 - e. Methods of marketing
 - f. Facilities needed
 - g. Months involved in the SAE
 3. A description of placement projects would include the following items:
 - a. Location
 - b. Beginning and ending dates
 - c. Project pay schedule
 4. A tentative budget with income and receipts.
 5. A description of improvement projects include the following items:
 - a. Specific activities involved
 - b. Hours of labor
 - c. List of estimated costs
 - B. **Improvement projects** are activities that improve the appearance, convenience, efficiency, safety, or value of a home, farm, ranch, agribusiness, or other agriculture facility.
 1. Students usually will not receive a wage or profit from the activity.
 2. The student benefits by learning new skills.
 - C. **Supplementary skills** are individual jobs that provide hands on experience and agricultural skill development. They are not directly related to students' SAE project or improvement project.

Several teaching techniques may be used to help students master this objective. Text materials will assist in learning. VAS unit 7003, "SOE Program in Agriculture", Unit 5 in AgriScience Fundamentals and Ap-

plications and Chapter 21 in *AgriScience Explorations* are recommended. Use TM: F2–2C to assist in identifying the parts of an annual SAE program plan. Use TM: F2–2D to illustrate examples of improvement projects. TM: F2–2E may be used to cite examples of supplementary practices.

Objective 3: Discuss the function of a training plan and/or agreement plan in an SAE program.

Anticipated Problem: What is the purpose of a training plan or training agreement?

- III. The student, teacher, employer, and parent develop the training plan and/or agreement.
 - A. A **training plan** is a form that lists the experiences to be gained in an SAE program.
 1. It lists the dates each item is to be accomplished
 2. The training plan indicates when training will begin and end.
 3. The plan will give the name of the training station. A **training station** is where the SAE will be carried out.
 4. Training plans are used most often with a placement and research and experimentation SAE programs.
 - B. A **training agreement** is a form that makes the SAE program official.
 1. It describes the conditions of the SAE program.
 2. It shows the rate of pay.
 3. The training agreement explains expectations of all parties involved.
 4. Signatures from the student, teacher, parent/guardian are required.

Use a variety of teaching techniques to help students understand training plans and training agreements. Chapter 21 in *AgriScience Exploration* is a recommended text for mastering this objective. Use TM: F2–2F to illustrate a sample training plan form. Show students copies of SAE program plans from selected SAE programs of current or former students. After students have developed their own long-range plans, divide them into groups and have them critique each other's plans. Challenge them to make positive revisions.

Review/Summary. Use objectives for the lesson to organize the review and summary. Have students demonstrate through oral discussion that they have mastered the objective. Questions at the ends of the chapters in the textbooks may also be used in the review summary. Use the lab sheets in reinforcing students learning.

Application. Students can apply the content of this lesson in their agricultural education and FFA activities.

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, 6=f

Part Two: Short Answer

Steps include:

1. Identify career interest.
2. Review job responsibilities.
3. Complete SAE program resource inventory.
4. Identify SAE program of interest.
5. Determine what experiences will be completed.
6. Develop a long range plan.
7. Develop a first year annual plan.
8. Replan in a regular basis.

Test

Lesson F2–2: Planning Your SAE Program

Part One: Matching

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

- | | |
|----------------------------|-------------------------|
| a. improvement project | d. supplementary skills |
| b. annual SAE program plan | e. training plan |
| c. training agreement | f. training station |

- _____ 1. Individual jobs that provide hands on experiences and ag skills.
- _____ 2. Includes a calendar, description of projects, budget, improvement projects and supplementary skills.
- _____ 3. Form that lists the experiences to be gained in an SAE.
- _____ 4. Activities to improve the appearance, convenience, efficiency, safety and value of a home or agricultural facility.
- _____ 5. Form that makes the SAE program official.
- _____ 6. Where the SAE program will be carried out.

Part Two: Short Answer

Instructions. Provide information to answer the following questions.

1. List the eight steps in planning an SAE program.

STEPS IN PLANNING AN SAE PROGRAM

- 1. Identify one or more career interest areas in agriculture.**
- 2. Review the job activities and responsibilities of people working in the career interest area(s).**
- 3. Complete an SAE program resource inventory to identify possible settings for the SAE program.**
- 4. Select the type(s) of SAE programs that will be pursued.**
- 5. Determine what experiences will be completed in each phase of the SAE program.**
- 6. Develop a long-range plan for the SAE program.**
- 7. Develop the first year (annual) plan.**
- 8. Replan the SAE program on a regular basis.**

GUIDELINES FOR PLANNING AN SAE PROGRAM

- 1. Plan for year-round experiences.**
- 2. Include ownership and/or placement projects either at home, school, or in the community.**
- 3. Identify a number of improvement projects and supplementary skills for the year. Gain additional experiences as the opportunities arise.**
- 4. Develop a tentative budget for ownership projects.**
- 5. Plan ownership projects so that some profit is likely.**
- 6. Carefully consider all the possible settings/locations where desired experiences may be gained.**
- 7. Discuss the SAE program plan with parents/guardian.**
- 8. Plan the scope of the SAE program so that enough profit is earned to qualify for advanced FFA degrees and proficiency awards.**
- 9. Provide for a variety of activities and experiences.**
- 10. Increase the scope of the SAE program each year.**
- 11. Plan the SAE program so that experiences gained support career interest areas in agriculture.**

PARTS OF AN ANNUAL SAE PROGRAM PLAN

- 1. The calendar year for which the plan is developed.**
- 2. Description of ownership projects—include size or scope, location, nature of business or enterprise, partners (if any), marketing (if applicable), facilities needed, and months involved.**
- 3. Description of placement projects—include location(s), beginning and ending dates, projected pay.**
- 4. A tentative budget showing expected income and receipts.**
- 5. Description of improvement projects—include specific activities involved in each project, estimated hours of labor, and estimated cost.**
- 6. List of supplementary skills that you hope to obtain—indicate where this experience will be gained.**

EXAMPLES OF IMPROVEMENT PROJECTS

- **Home Beautification**
- **Plant home landscape**
- **Construct yard fence**
- **Plant lawn**
- **Plant flowers and set plants**
- **Conservation**
- **Make fire breaks**
- **Thin trees**
- **Pasture improvement**
- **Safety**
- **Install safety devices**
- **Store chemicals safely**
- **Home Recreation**
- **Build Stereo cabinet**
- **Build plant stand**
- **Build patio**
- **Build doghouse**
- **Farm and Home Shop**
- **Remodel shop**
- **Wire shop**
- **Pour concrete floor**
- **Construct welding tables**

EXAMPLES OF SUPPLEMENTARY PRACTICES

- Seating shrubs
- Pruning trees
- Spraying weeds
- Testing soil
- Cleaning seed
- Cutting pipe
- Changing oil
- Shoeing a horse
- Castrating pigs
- Dehorning calves
- Grading fruit
- Timing an engine

SAMPLE TRAINING PLAN FORM

Name of Student _____ Teacher _____			
Occupational/Educational Objective _____			
Beginning Date _____ Ending Date _____			
Training Station/Employer _____			
Paid _____ Non-Paid _____ School Name _____			
Experiences/Competencies	Date Accomplished	School-Related Instruction	Check When Done