

Lesson F3–2

Making Long Range Plans for Expanding SAE Programs

Unit F. Supervised Experience in Agriculture/Horticulture

Problem Area 3. Expanding My SAE

Lesson 2. Making Long Range Plans for Expanding SAE Programs

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. 2. Demonstrate professional ethics. 3. Demonstrate exemplary employability skills.

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

1. Identify the factors that should be considered in expanding an SAE program.
2. Explain how placement and ownership SAE programs may be expanded.

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.

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 6)

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 sheets

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

Diversification
Ownership SAE
Placement SAE
Scope

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. A possible approach would be to begin this lesson with an interest approach that causes students to gain more information about expanding their SAE programs. For example, have each student write responses on paper to these questions:

1. Should you double your SAE program next year?
2. How can you expand your current SAE program?
3. How much will it cost to expand your SAE program?

Summary of Content and Teaching Strategies

Objective I: Identify the factors that should be considered in expanding an SAE program.

Anticipated Problem: What are the factors to consider in deciding whether to expand an SAE program?

- I. Several factors should be taken into consideration prior to expanding an SAE program.
 - A. Student interest is of primary concern prior to increasing the scope of the SAE. Both the career and vocational interest should be taken into consideration.
 - B. Overall financial success of the previous year is important to review.
 - C. Was there profit gained in the SAE project or activity? If no profit was realized, then strong considerations to the benefits of expanding should be reviewed prior to making that decision.
 - D. How efficient was the enterprise? Consideration should be given to the efficiency of your project in comparison to the state averages.
 - E. Will expansion provide the potential for increasing profit and for efficiency?
 - F. Comparing the present scope with facility and financial limits is an important factor to consider. Will your facilities be adequate for your planned expansion? Financially, can you afford the expansion?
 - G. Is there enough labor supply and opportunity to meet the demands of the planned expansion?
 - H. What are the financial benefits to the SAE of the expansion?

Several teaching techniques can be used in helping students understand the factors to be considered in expanding a SAE program. Text materials will enhance student learning. VAS Unit 7003 "SOE Programs in Agriculture" is recommended. Use TM: F3-2A to help students understand the factors to be considered in expanding a SAE program. Use LS: F3-2A to have students determine certain goals in expanding their SAE program. Invite a former student to speak to your class about how he or she developed and expanded his or her SAE program. Have this guest emphasize how expansion opportunities are identified and chosen. Make sure to stress the connection of SAE program expansion to financial record analysis

and budget projections. Invite a local businessperson to speak to the class on expanding businesses. Have them discuss the ways to expand, the need for expansion, determining when and how to expand, and the risks involved in expansion.

Objective 2: Explain how placement and ownership SAE programs may be expanded.

Anticipated Problem: How are SAE programs expanded and/or diversified?

- II. Several methods can be used in expanding the SAE programs.
 - A. An **ownership SAE** refers to the student activities conducted by students as owners or managers for profit.
 - B. Ownership SAE programs can be expanded in the following methods:
 - 1. By increasing the scope. **Scope** is the size, sales volume, number of head, number of acres, etc. of the SAE program.
 - 2. By adding or increasing new product and or enterprises. This is known as **diversification**.
 - 3. By increasing the capital investments, purchasing major equipment, land, building, etc.
 - 4. By increasing the amount of self labor contributed to the SAE programs.
 - 5. By increasing the variety of experiences obtained in the SAE program.
 - 6. By adding to the knowledge gained through the SAE programs
 - 7. By increasing the skills developed from the SAE program.
 - C. **Placement SAE** programs are those where the student is placed with an employer in a production unit such as a farm, ranch, greenhouse, etc. to produce commodities for wages.
 - D. Placement SAE programs can be expanded in the following methods:
 - 1. The student can increase the hours of experience in the SAE program.
 - 2. By increasing the variety of experiences in the SAE program.
 - 3. By increasing the total wages earned from the SAE programs.
 - 4. By adding to the knowledge learned from the SAE programs.
 - 5. By developing additional skills from experiences in the SAE programs.

Numerous teaching techniques can be used to help students understand how to expand their SAE programs. Text materials will assist in student learning. VAS unit 7003, "SOE Programs in Agriculture" is recommended. Use TM: F3–2B to explain ways to expand the ownership SAE programs. Use TM: F3–2C to explain ways to expand the placement SAE programs. Use LS F3–2B to provide an opportunity for students to explore methods of expanding SAE programs.

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.

Expanding My SAE Program — LS: F3–2A

Case Study — Expanding SAE Programs — LS: F3–2B

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: Completion

1. Ownership
2. Placement
3. Scope
4. Diversification

Part Two: Short Answer

1. Refer to TM: F3–2A for the answer.

Test

Lesson F3–2: Making Long-Range Plans for Expanding SAE Programs

Part One: Completion

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

1. An _____ SAE program refers to student activities conducted by students as owners and managers for a profit.
2. A _____ SAE program is where the student works with an employer in a production unit such as a farm for wages.
3. _____ is the term referring to the size of the SAE program.
4. When one expands by adding a new enterprise, it is referred to as _____.

Part Two: Short Answer

Instructions. Provide information to answer the following questions.

1. List and explain six factors to consider in expanding a SAE program.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

Factors to Consider in Expanding An SAE Program

- 1. Student interests in career and vocational areas.**
- 2. Overall financial success in previous year.**
- 3. Financial profit of each project or activity.**
- 4. Efficiency of enterprises.**
- 5. Potential for increased profit and efficiency.**
- 6. Comparison of current scope with facility and financial limits.**
- 7. Match between current scope and the challenges provided.**
- 8. Available time.**
- 9. Estimate of financial and other benefits.**

Ownership Programs Can Be Expanded by Increasing . . .

- 1. . . . scope (sales volume, number of head, number of acres, etc.).**
- 2. . . . new products and/or enterprises.**
- 3. . . . capital investments.**
- 4. . . . self-labor.**
- 5. . . . the variety of experiences obtained.**
- 6. . . . knowledge learned.**
- 7. . . . skills developed.**

Placement Programs Can Be Expanded By Increasing . . .

1. . . . hours of experience.
2. . . . variety of experiences.
3. . . . wages earned.
4. . . . knowledge learned.
5. . . . skills developed.

Lab Sheet

Expanding My SAE Program

Name _____

Date _____

Purpose

1. To provide students with the opportunity to set specific goals for conducting and expanding their SAE program.

Materials

1. Lab sheet
2. Writing utensil

Procedure

1. Provide students with a worksheet to complete.

My SAE Program now	Goals for expanding my SAE Program	How I will reach my goals for expansion
1. Ownership projects (type and scope) A. B. C.	1. Ownership projects	1. Ownership projects
2. Placement projects (sites and hours) A. B.	2. Placement projects	2. Placement projects
3. Improvement projects A. B. C.	3. Improvement projects	3. Improvement projects
4. Supplementary skills A. B. C.	4. Supplementary skills	4. Supplementary skills

Lab Sheet

Case Study — Expanding SAE Programs

Purpose:

1. To help students explore methods for expanding SAE programs.

Materials needed.

1. Writing utensils.
2. Lab sheets.

Procedure

1. Divide the class into groups of 3 or 4 students.
2. Provide all students with a copy of the lab sheet.
3. Have each group identify two options for expanding the SAE programs summarized below.
4. Then decide on the “best” option and list several reasons why the group chose that option.
5. Discuss the groups’ decisions.

Case Study — Expanding My SAE

1. Jeff has just completed his second year of agriculture at Fenway High School. His SAE was essentially the same for the first two years: directed lab experiences at the school (placement) in mechanics and a small number of paid repair jobs for neighbors. His career interest areas include agricultural mechanics and agribusiness. He has one more year of high school left, and he would like to expand his SAE program for this final year.

2. Karley's SAE program last year consisted primarily of exploratory/observational experiences at six area businesses. She also was a partner in a group livestock ownership project (feeder cattle) set up through an FFA Alumni member. Her career interest areas include animal science and agribusiness. She will be a sophomore next year at Jefferson High School. She would like to expand her activities in both of her career interest areas.