

Course	Agricultural Science II
Unit	Supervised Agricultural Experience
Lesson	What Is a Supervised Agricultural Experience Program?
Estimated Time	50 minutes

Student Outcome

Explain the purpose and benefits of a Supervised Agricultural Experience program.

Learning Objectives

1. Define Supervised Agricultural Experience.
2. Explain the purpose of an SAE program.
3. Explain the relationship of an SAE to the agricultural education program.
4. Explain the benefits of having an SAE.
5. Explain how an SAE relates to future careers.

Grade Level Expectations

Resources, Supplies & Equipment, and Supplemental Information

Resources

1. PowerPoint Slides
 - PPT Lesson 1 - What Is a Supervised Agricultural Experience Program?
2. 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/>.
3. *Supervised Agricultural Experience (Student Reference)*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.
4. *Supervised Agricultural Experience Curriculum Enhancement*. University of Missouri-Columbia: Instructional Materials Laboratory, 2007.

Supplies & Equipment

- Photos of students working on their SAE projects
- Card stock with SAE criteria, if desired
- Job advertisements (Students can be assigned to bring these in prior to the lesson or they can be provided by the instructor.)

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>.
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Interest Approach

Show the class photos of other students working on their SAEs. Use photos of students working on projects from previous years. Ask what the students in the photos are doing; then ask what the photos and activities have in common. Introduce the idea that there are many opportunities to develop a unique SAE program.

Communicate the Learning Objectives

1. Define Supervised Agricultural Experience.
2. Explain the purpose of an SAE program.
3. Explain the relationship of an SAE to the agricultural education program.
4. Explain the benefits of having an SAE.
5. Explain how an SAE relates to future careers.

Instructor Directions	Content Outline
<p>Objective 1</p> <p><i>Use PowerPoint slides to introduce the criteria of SAEs. If desired, have criteria pre-printed on card stock and hand each one out to a different student. Cards can be used for class discussion as criteria are reviewed.</i></p> <p><input type="checkbox"/> PPT 1-2 – SAE Criteria</p>	<p>Define Supervised Agricultural Experience.</p> <p>An SAE program is made up of one or more projects that meet the following criteria:</p> <ol style="list-style-type: none">1. Supervised – Does the plan include supervision from a teacher, parent, and/or employer?2. Agriculture – Is the project in an area related to agriculture, food, fiber, or natural resources?3. Experience – Does the planned SAE include hands-on, practical experience?4. Program – Is there a planned course of action including record keeping and expansion?5. Instruction – Is the program related to classroom instruction, or will instruction be provided?6. Time – Is the planned SAE conducted outside of scheduled class time?7. Economic base – Does the activity have the potential to make a contribution to family income now or in the future, and will it be profitable?8. Evaluated – Is there a planned evaluation, summary, and incorporated grade given?9. Recognition – Does the project have the potential to be recognized through the FFA awards program?
<p>Objective 2</p> <p><i>Identify the purpose of an SAE. Identify key words that are used to describe the purpose. Identify</i></p>	<p>Explain the purpose of an SAE program.</p> <ol style="list-style-type: none">1. The purpose of an SAE program is to provide a teacher-supervised, individualized, hands-on, and student-developed real-world experience to help the

Instructor Directions	Content Outline
<p><i>the difference between a project and a program.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PPt 3 – Purpose of the SAE <input type="checkbox"/> PPt 4 – SAE Project Versus SAE Program 	<p>student select a career, secure employment, and/or prepare for further education in the field of agriculture.</p> <ol style="list-style-type: none"> 2. An SAE project can be a single event or activity. 3. An SAE program is made up of a series of related projects or a long-term experience.
<p>Objective 3</p> <p><i>Explain the three-circle model of agricultural education. Briefly explain how an SAE contributes to a balanced agricultural education program.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PPt 5-7 – SAE and Agricultural Education 	<p>Explain the relationship of an SAE to the agricultural education program.</p> <ol style="list-style-type: none"> 1. Agricultural education is made up of three equal parts: <ol style="list-style-type: none"> a. Classroom/laboratory instruction b. FFA – leadership development and personal growth c. SAE – experiential learning 2. A good SAE program builds on classroom instruction and FFA experience by giving real-world application to concepts that have already been learned. 3. Application experience can lead to future employment or additional education, which may lead to a career.
<p>Objective 4</p> <p><i>An SAE may sound similar to having a job. Ask students what benefits they think having a job will offer. List ideas on the board. Indicate those benefits that are also provided by SAEs and add any additional benefits.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> PPt 8-9 – Benefits of an SAE Program 	<p>Explain the benefits of having an SAE.</p> <p>A quality SAE program provides many benefits:</p> <ol style="list-style-type: none"> 1. Learn to make career and personal choices 2. Develop critical thinking and decision-making skills 3. Expand agricultural competencies learned in the classroom and laboratory 4. Gain self-confidence 5. Refine human relations skills 6. Explore career opportunities 7. Apply record-keeping skills and learn money management 8. Pursue individualized learning 9. Develop responsibility 10. Develop pride in ownership 11. Achieve independence 12. Develop an appreciation of a good work ethic

Instructor Directions	Content Outline
<p>Objective 5</p> <p><i>Explain the role experience plays in obtaining the types of jobs students want to have as a career. Also explain the human relations skills needed to succeed in any type of career. An SAE allows students to gain these skills and have the opportunity to explore possible career fields.</i></p> <p><input type="checkbox"/> PPt 10-11 – SAE and Future Careers</p>	<p>Explain how an SAE relates to future careers.</p> <p>An SAE provides skills that can be used in a future career.</p> <ol style="list-style-type: none"> 1. Develop human relations skills <ol style="list-style-type: none"> a. Communication skills b. Responsibility c. Accountability d. Work ethic e. Teamwork 2. Opportunity to use new equipment in an agricultural field of study 3. Opportunity to learn skills from industry professionals
<p>Application:</p>	<p>Other activities</p> <ol style="list-style-type: none"> 1. Either individually or in groups, have students apply the concepts of SAE to the real world. Using job advertisements, ask students to identify what skills would be required of the person they would hire for the job. Ask students to identify which of these skills could be developed by an SAE. They should be able to explain their answers.
<p>Closure/Summary</p>	<p>A Supervised Agricultural Experience program is a fundamental part of agricultural education. SAEs allow students to gain hands-on application of classroom instruction. An SAE has many benefits for students entering college or the workforce and can provide valuable real-world experience.</p>
<p>Evaluation: Quiz</p>	<p>Answers:</p> <ol style="list-style-type: none"> 1. a 2. c 3. d 4. d 5. a 6. b 7. d 8. <ol style="list-style-type: none"> a. Classroom/laboratory instruction b. FFA c. SAE 9. The purpose of an SAE program is to provide a teacher-supervised, individualized, hands-on, and

Instructor Directions	Content Outline
	<p>student-developed real-world experience to help the student select a career, secure employment, and/or prepare for further education in the field of agriculture.</p> <p>10. Answers may include any three of the following:</p> <ul style="list-style-type: none">a. Develop human relations skills<ul style="list-style-type: none">1. Communication skills2. Responsibility3. Accountability4. Work ethic5. Teamworkb. Students have the opportunity to use new equipment in an agricultural field of study.c. Students have the opportunity to learn skills from industry professionals.

Course	Agricultural Science II
Unit	Supervised Agricultural Experience
Lesson	Types of Supervised Agricultural Experience
Estimated Time	90 minutes or two 50-minute blocks

Student Outcome

Differentiate between SAE types and associated expectations.

Learning Objectives

1. Identify the five types of SAE.
2. Identify characteristics and explain expectations for each type of SAE.
3. Explain how laws and regulations affect placement SAEs.

Grade Level Expectations

Resources, Supplies & Equipment, and Supplemental Information

Resources

1. PowerPoint Slides
 - PPT Lesson 2 – Types of Supervised Agricultural Experience
2. Handout
 - HO 1 – Internet Resources
3. Activity Sheet
 - AS 1 – SAE Types
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

- Road map, if desired

Supplemental Information

1. Internet Sites

- ❑ Agricultural Proficiency. National FFA Organization. Accessed August 21, 2007, from http://www.ffa.org/index.cfm?method=c_programs.proficiency.
- ❑ Missouri Department of Labor and Industrial Relations. Accessed June 25, 2007, from <http://www.dolir.mo.gov>.
- ❑ Missouri General Assembly. Accessed June 25, 2007, from <http://www.moga.mo.gov>.
- ❑ National Institute for Occupational Safety and Health. Accessed August 17, 2007, from <http://www.cdc.gov/niosh/>.
- ❑ 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.
- ❑ U. S. Department of Labor Employment Standards Administration. Accessed August 17, 2007, from <http://www.dol.gov/esa/>.
- ❑ Youth Rules! Accessed August 17, 2007, from <http://www.youthrules.dol.gov/index.htm>.

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>.
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Interest Approach

Divide the students into small groups. Tell the students that they will write out directions for one of the other groups to an unknown destination in Missouri. Each group will determine the destination of their directions but cannot include the destination in any of the directions. The directions must include a minimum of 10 turns and cannot use interstate highways, and the destination must be at least 50 miles away. Students have five minutes to prepare the directions.

Have the students hand in their directions. Distribute the directions to the groups; make sure that no group gets its own directions.

Tell the students they have two minutes to determine where the directions are taking them.

Discussion questions:



- How would you like to begin a trip without knowing where you are going?
- How would you like letting someone else determine your direction and destination?
- Could you have found an easier way to get to your destination?

Use the discussion to introduce the idea that there are different “roads” – or types of SAEs – to help students reach their destination.



Communicate the Learning Objectives

1. Identify the five types of SAE.
2. Identify characteristics and explain expectations for each type of SAE.
3. Explain how laws and regulations affect placement SAEs.


Instructor Directions	Content Outline
Objective 1 <input type="checkbox"/> PPt 1 - Five Types of SAE	Identify the five types of SAE. 1. Exploratory 2. Entrepreneurship 3. Placement 4. Research/Experimental 5. Analytical
Objective 2 <i>If class rules and expectations are posted in the room, point them out to the students. Why do we have class rules? We need to know what is expected, so we can perform or accomplish a task. An</i>	Identify characteristics and explain expectations for each type of SAEs. Exploratory - An exploratory SAE project is a small project completed by the student to investigate different career possibilities and SAE programs in a variety of areas. 1. Exploratory projects are planned by the student, instructor, and parent.

Instructor Directions	Content Outline
<p><i>SAE is very similar. There are expectations for each type of SAE that help us know what is expected, who is responsible, and how to evaluate the SAE.</i></p> <p><i>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/.</i></p> <p><i>For a current list of Agricultural Proficiency Award areas, along with sample ideas for entrepreneurship and placement SAEs, see Agricultural Proficiency at the National FFA Organization Web site. Accessed August 23, 2007, from http://www.ffa.org/index.cfm?method=c_programs.proficiency.</i></p> <p> AS 1 – SAE Types</p> <p> PPt 2-11 – Characteristics and Expectations for SAEs</p>	<ol style="list-style-type: none"> 2. The number of hours the student works, the materials used, and the competencies and skills demonstrated are recorded in the student's Record Book. 3. Examples of exploratory projects include the following: <ol style="list-style-type: none"> a. Plant science: Collect insect specimens and label and organize them. b. Animal science: Create a display with pictures and descriptions of the major breeds of beef cattle. c. Natural resources: Job shadow a conservation agent. d. Horticulture: Perform a plant cutting in the school greenhouse. e. Agricultural mechanics: Create a design for a farm shop. f. Agricultural business/sales/marketing: Create an advertisement for your FFA chapter fundraiser. g. Food science: Complete a country cured ham project. h. Leadership and communication: Create a scrapbook for your FFA chapter. <p>Entrepreneurship – An entrepreneurship SAE project is a project in agricultural production or agribusiness that is owned and managed by the student.</p> <ol style="list-style-type: none"> 1. Students should create a plan early in high school to grow their entrepreneurship projects from a small, modest beginning into a successful project. 2. Entrepreneurship projects are planned by the student, instructor, and parent. 3. Purchases, receipts, and competencies and skills are recorded in the student's Record Book. 4. For an entrepreneurship SAE to be successful, the student must exhibit a good work ethic, and the project must show growth and improvement. 5. Examples of entrepreneurship projects include the following: <ol style="list-style-type: none"> a. Production: Swine, vegetable, specialty crop, and specialty animal production b. Agribusiness: Providing a lawn care or engine

Instructor Directions	Content Outline
	<p style="text-align: center;">repair service or operating a custom hay hauling operation</p> <p>Placement – A placement SAE project is a project in which a student is employed at an agribusiness firm, school or community facility, farm, or ranch. This may include paid and unpaid labor.</p> <ol style="list-style-type: none"> 1. Placement projects are planned by the student, instructor, parent, and employer. 2. The number of hours worked, wages earned, work-related expenses (including wage deductions), and competencies and skills demonstrated are recorded in the student’s Record Book. 3. For a successful placement project, the student must exhibit a positive attitude and good work ethic and must show growth and improvement in his or her work skills and competencies. 4. Examples of placement projects include the following: <ol style="list-style-type: none"> a. Paid: Working as a hired hand on a farm or ranch and working in a farm-supply store or florist shop b. Unpaid: Completing community improvement projects and working after school in the school greenhouse or agricultural mechanics shop <p>Research/experimental – A research/experimental project is a project in which a student plans and conducts an agricultural experiment using the scientific process.</p> <ol style="list-style-type: none"> 1. Research/experimental projects are planned by the student, instructor, and parent. 2. To successfully complete the project, the student must identify a problem facing the agricultural industry and use scientific processes to come up with possible solutions. 3. The number of hours worked, receipts and expenditures, and competencies and skills are recorded in the student’s Record Book. 4. Examples of research/experimental projects include the following: <ol style="list-style-type: none"> a. Performing an experiment on the effects of feed additives on cattle

Instructor Directions	Content Outline
	<p>b. Comparing the effects of different pest-control methods on greenhouse crops</p> <p>Analytical – For an analytical SAE project, a student identifies an agricultural problem that is not amenable to experimentation and designs a plan to investigate and analyze the problem. The student gathers and evaluates data from a variety of sources and produces a finished product that addresses the problem.</p> <ol style="list-style-type: none"> 1. Analytical projects are planned by the student, instructor, and parent. 2. A written report evaluating and documenting the outcomes of the research may be the expected product for an analytical SAE project. 3. The number of hours worked, receipts and expenditures, and competencies and skills are recorded in the student’s Record Book. 4. Examples of analytical SAE projects include the following: <ol style="list-style-type: none"> a. Tracking agricultural commodity markets over a period of time b. Creating a land-use plan for a local farm c. Developing a marketing plan for a local business d. Studying agricultural law and completing a research paper on the topic
<p>Objective 3</p> <p><i>HO 1, Internet Resources, may be used to help students locate information regarding child labor laws and other issues concerning youth employment.</i></p> <p> HO 1 – Internet Resources</p> <p> PPT 12-19 – Laws and Regulations Affecting Placement SAEs</p>	<p>Explain how laws and regulations affect placement SAEs.</p> <p>According to the Missouri Department of Labor and Industrial Relations, each year nearly 3,000 young Missouri workers are injured seriously enough to file a worker’s compensation claim.</p> <p>Thirty-eight percent of these injuries are in agriculture-related areas.</p> <ol style="list-style-type: none"> 1. Work hours in Missouri for 14- and 15-year-olds, Labor Day to June 1: <ol style="list-style-type: none"> a. 3 hours a day on school days b. 8 hours a day on nonschool days c. 6 days a week d. 18 hours a week (per federal law) e. Work may not begin before 7 a.m. f. Work may not continue after 7 p.m.

Instructor Directions	Content Outline
	<ol style="list-style-type: none"> 2. Work hours in Missouri for 14- and 15-year-olds, June 1 to Labor Day: <ol style="list-style-type: none"> a. 8 hours a day b. 6 days a week c. 40 hours a week d. Work may not begin before 7 a.m. e. Work may not continue after 9 p.m. 3. No worker in Missouri under 16 may do the following types of work: <ol style="list-style-type: none"> a. Handle or apply pesticides b. Drive, ride, or assist in operating a tractor or forklift c. Drive any vehicle for transporting passengers d. Use any power-driven equipment such as a chain saw, hay mower, hay baler, or cotton picker e. Work from a ladder or scaffold 4. Workers under 16 need a work certificate from their public school district office to work during the school year. 5. When state and federal laws do not agree, the stricter law applies, but both laws must be complied with. <p>Everyone has a legal right to be treated fairly and work in a safe environment. If you feel these rights are not being respected, you may wish to contact one of the following agencies or visit their Web site for additional information.</p> <ol style="list-style-type: none"> 1. Occupational Safety and Health Administration (OSHA) - OSHA was created to prevent work-related illnesses, injuries, and deaths. OSHA works with employees and employers to ensure compliance with health and safety standards. 2. Missouri Commission on Human Rights (MCHR) - The MCHR, which is part of the Missouri Department of Labor and Industrial Relations, will investigate claims of discrimination in employment on the basis of race, color, religion, national origin, ancestry, sex, disability, and age. 3. U. S. Department of Labor - The Department of Labor offers information on a number of work-related issues including equal employment opportunity, wages and hours, workplace safety and health, and youth employment.

Instructor Directions	Content Outline
	<p>4. National Labor Relations Board (NLRB) – The NLRB works to prevent or correct unfair labor practices, whether by employers or labor organizations.</p>
<p>Application:</p> <p> AS 1 – SAE Types</p>	<p>Answers to AS 1 Answers will vary.</p> <p>Other activities</p> <ol style="list-style-type: none"> 1. Divide the class into eight groups. Give each group a space on the chalkboard or provide poster-size paper for each group. Randomly assign one of the eight types of exploratory SAEs to each group. Have a contest to see how many examples each group can identify. Discuss the results with the class and add additional examples, if desired. Repeat this idea for each type of SAE, using different contest ideas for each area (e.g., have an individual contest to see who can list the most examples of entrepreneurship SAEs in one minute.) 2. Play “hot potato” as a review and have students name each of the 5 types of SAEs and give one example.
<p>Closure/Summary</p>	<p>There are five types of SAE projects: exploratory, entrepreneurship, placement, research/experimental, and analytical. Each type of project has its own characteristics and expectations, and each is suited to reaching specific goals and objectives. Planning is an important part of SAEs. Student should work with the appropriate individuals – their instructor, parent, and employer, if applicable – to plan their SAE to help ensure that it will be a success.</p>
<p>Evaluation: Quiz</p>	<p>Answers:</p> <ol style="list-style-type: none"> 1. B 2. C 3. E 4. A 5. B 6. D 7. C 8. E

Instructor Directions	Content Outline
	9. C 10. D

SUPERVISED AGRICULTURAL EXPERIENCE

Lesson 2: Types of Supervised Agricultural Experience

Internet Resources

Information regarding child labor laws, safety, wages, and other work-related topics can be found on the following Web sites.

Missouri Department of Labor and Industrial Relations – Division of Labor Standards

<http://www.dolir.mo.gov/ls/childlabor/>

What you will find:

- Missouri child labor laws
- Federal child labor laws
- Answers to frequently asked questions about youth employment
- Youth employment resources
- Safety tips
- Brochures on safety, child labor, and hours and wages

National Institute for Occupational Safety and Health (NIOSH)

<http://www.cdc.gov/niosh/>

What you will find:

- Young Worker Safety and Health
<http://www.cdc.gov/niosh/topics/youth/>
- Agriculture Safety and Health
<http://www.cdc.gov/niosh/topics/agriculture/>

U. S. Department of Labor – Employment Standards Administration

<http://www.dol.gov/esa/>

What you will find:

- Fair Labor Standards Act (FLSA) resources
<http://www.dol.gov/esa/whd/flsa/>
- Youth Rules!
<http://www.youthrules.dol.gov/index.htm>

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>.
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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
<p>Objective 1</p> <p><i>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/.</i></p> <p><i>After reviewing the different types of exploratory SAEs, use HO 1, Exploratory SAE Planning, to</i></p>	<p>Explain factors for selecting an SAE program.</p> <p>There are six factors that should be considered when selecting an SAE.</p> <ol style="list-style-type: none">1. Experiences and educational background<ol style="list-style-type: none">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<ol style="list-style-type: none">a. Interest in the program area is essential because SAE programs are frequently demanding and labor intensive.3. Financing<ol style="list-style-type: none">a. Preparing a budget will help assess the start-up cost and maintenance and incidental expenses for

Instructor Directions	Content Outline
<p><i>demonstrate how to plan for an exploratory SAE.</i></p> <ul style="list-style-type: none">  HO 1 - Exploratory SAE Planning  PPt 1-3 - Selecting an SAE 	<p>the program and can give a clear view of the financial needs and expectations.</p> <ol style="list-style-type: none"> 4. Career interest <ol style="list-style-type: none"> a. The project should pertain to the student's career interests and help develop the competencies he or she needs. 5. Encouragement and support <ol style="list-style-type: none"> a. Support from a parent, guardian, or mentor is crucial for an SAE program. 6. Availability of resources <ol style="list-style-type: none"> a. The availability of resources can broaden or limit the type of program a student may develop.
<p>Objective 2</p> <p><i>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.</i></p> <ul style="list-style-type: none">  AS 1 - SMART Goals  PPt 4-5 - Goals for the SAE Program  PPt 6-7 - SMART Goals 	<p>Explain goals for an SAE program.</p> <p>Setting goals helps to lay out a future for the program and provide a basis for making decisions.</p> <p>There are two types of goals that are set for SAE programs.</p> <ol style="list-style-type: none"> 1. Short-term goals are set and accomplished within one year or less. 2. Long-term goals are set and accomplished within three years. <p>There are four areas for which SAE goals must be set.</p> <ol style="list-style-type: none"> 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. <p>All goals, regardless of their area or whether they are short- or long-term goals, should follow the SMART goal model.</p> <ol style="list-style-type: none"> 1. Specific - Goals must be precise. If goals are not

Instructor Directions	Content Outline
	<p>specific, it is impossible to judge whether they have been reached or not.</p> <ol style="list-style-type: none"> 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. <p>Setting goals is just the first step. No goals can be achieved without working on them.</p>
<p>Objective 3</p> <p><i>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.</i></p> <p> AS 2 – SAE Written Plan</p> <p> PPt 8 – Planning and Developing the SAE</p>	<p>Explain how to plan and develop an SAE.</p> <p>Once goals have been decided upon, a plan is needed for reaching the goals.</p> <ol style="list-style-type: none"> 1. Prioritize SMART goals. 2. Identify resources required to achieve goals. 3. Create a written plan. 4. Evaluate the SAE.
<p>Objective 4</p> <p> PPt 9 – Recognition and Rewards for SAEs</p>	<p>Identify recognition and rewards achieved for SAE programs.</p> <p>There are many ways for students to receive rewards and recognition for their SAE program.</p> <ol style="list-style-type: none"> 1. Personal satisfaction <ol style="list-style-type: none"> a. This stems from the student’s own reflection on how successful the program is. 2. Proficiency Awards <ol style="list-style-type: none"> a. FFA Proficiency Awards recognize students’ SAEs in different areas of agriculture at the chapter, area, state, and national levels.

Instructor Directions	Content Outline
	<ol style="list-style-type: none"> 3. Degrees <ol style="list-style-type: none"> a. The National FFA also presents degrees to members who meet qualifications set by the organization. 4. Scholarships <ol style="list-style-type: none"> a. Each year, the National FFA Organization awards over \$2,000,000 in scholarships to FFA members.
<p>Application:</p> <p> AS 1 – SMART Goals</p> <p> AS 2 – SAE Written Plan</p>	<p>Answers to AS 1 Answers will vary.</p> <p>Other activities</p> <ol style="list-style-type: none"> 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.
<p>Closure/Summary</p>	<p>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.</p>
<p>Evaluation: Quiz</p>	<p>Answers:</p> <ol style="list-style-type: none"> 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
	<ul style="list-style-type: none">c. Financingd. Career intereste. Encouragement and supportf. Availability of resources

Exploratory SAE Planning

Name: _____

Grade level: 9 10 11 12

Course enrolled: _____

Academic year: _____

Teacher: _____

SAE interest areas (check all that apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> Animal Science / Aquaculture | <input type="checkbox"/> Horticulture | <input type="checkbox"/> Food Science |
| <input type="checkbox"/> Plant / Crop Science | <input type="checkbox"/> Agricultural Mechanization | <input type="checkbox"/> Leadership / Communication |
| <input type="checkbox"/> Natural Resources | <input type="checkbox"/> Agricultural Business, Sales,
and/or Marketing | <input type="checkbox"/> _____
(other) |

Comments/Notes (background, FFA goals, future courses, objectives, resources available):

Exploratory SAE Project	Target Date	Comments/Evidence	Date Completed	Hours	Grade / Points
2 nd Quarter					
3 rd Quarter					
4 th Quarter					
Summer					

Student's signature: _____

Date: _____

Parent/Guardian's signature: _____

Date: _____

Teacher's signature: _____

Date: _____

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.
-

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
<p>Objective 1</p> <p><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></p> <p><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></p>	<p>Explain how ethics relates to a Supervised Agricultural Experience program.</p> <p>A code of ethics is a set of rules that establishes expectations for a group.</p> <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. <p>Ethics are important because there are always consequences to actions and behaviors.</p> <p>As with school or a job, an SAE program requires a code of good ethics.</p> <p>Examples of ethical behavior that can result in positive consequences include the following:</p> <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

Instructor Directions	Content Outline
<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>

Instructor Directions	Content Outline
	<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

Instructor Directions	Content Outline
	<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>

Instructor Directions	Content Outline
<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"> <input type="checkbox"/> PPt 10-13 – Evaluating the SAE <input type="checkbox"/> Form 1 – Placement Evaluation <input type="checkbox"/> Form 2 – Placement SAE Weekly Report <input type="checkbox"/> Form 3 – SAE Training Plan – Management Practices – Experiences Gained <input type="checkbox"/> Form 4 – Supervised Agricultural Experience Supervisory Visitation Record <input type="checkbox"/> 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"> <input type="checkbox"/> 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