Supervised Agricultural Experience Unit
Agriculture, Food, and Natural Resource
Texas Education Agency

LESSON:
SAE Areas of Interest and SAE Categories (Part I)

OBJECTIVES:
1. Discuss the seven areas of interest SAE programs are developed from and name the five categories of SAE
2. Identify the components of an Exploratory SAE and Improvement SAE
3. Plan and develop Exploratory and Improvement SAEs

TOOLS AND EQUIPMENT:
- Exploratory SAEs video, SAE Builder.com (11:34 minutes in length)
- Flip charts or a board
- Markers
- Exploratory/Improvement SAE homework assignment

KEY TERMS:
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems
- Exploratory SAE
- Job shadowing
- Improvement SAE

INTEREST APPROACH: (5 minutes)

Brainstorming Activity:

In Lesson 2 and Lesson 3, students should have identified a potential career goal and career area they would like to go into in the future, a connection it may have to agriculture, and the steps they need to take to accomplish the goal(s).

Have students brainstorm for two minutes and write down how many ways they think being in agriscience courses can help them accomplish this task. Once the two minutes are complete, instruct the students to share with a

partner the ways they identified. Ask a few partner pairs to share with the class and compare responses.

Discuss briefly with the students that today's lesson will help them see that to gain the skills they will need in their future careers, and is an important piece of agriscience education.

TEACHING PLAN AND STRATEGY: (23 minutes)

OBJECTIVE 1: SAE Seven Areas of Interest

Review the definition of a supervised agricultural experience and how it builds career skills:

Supervised Agricultural Experience is the part of agriscience education that provides students with the opportunity to gain the experience they need for a successful future career. A wide range of experiences can be had through SAE, helping students explore their areas of interest in agriculture and careers. SAEs allow students to develop specific job skills, earn money, and apply concepts taught in agriscience class.

In order to be a SAE, a student's project must contain the following 4 distinctive characteristics: planned, developed, managed and supervised.

Identify the seven areas of SAE interest and provide examples of careers in each area:

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems -Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

Discuss how SAEs are always related back to one of the seven interest areas. As you define each category of SAE, make sure to identify possible SAE opportunities within each interest area that fit under each category.

OBJECTIVE 2: Exploratory and Improvement SAEs

Show the Exploratory SAEs video from SAEbuilder.com (lasts approximately 11:34 minutes). Pause the video periodically to allow students to take notes and discuss topics.

Exploratory SAE: allows students to have a wide range of experiences. This type of SAE helps students learn what they want to study more in depth. By exploring many areas, students can make better choices about education and

careers. Through exploratory SAEs students can understand and appreciate the field of agriculture. The only investment needed by a student for an Exploratory SAE is TIME. Examples: job shadowing, researching a career, attending a fair/sale, visiting a local agriculture operation, etc.

Job shadowing: observing the work of an experienced person.

Improvement SAE: usually involve home or community work. They may be group or individual projects that contribute to the agricultural knowledge and/or skill of a student, and are usually unpaid. Examples: constructing livestock pens, landscaping the home, renovating a lawn, or volunteering at a farmer's market.

APPLICATION ACTIVITY: (10 minutes)

OBJECTIVE 3: Planning and Developing Exploratory and Improvement SAEs

Identify students' interests and ideas for Exploratory/Improvement SAEs:

On a flip chart or board, capture students' interests for Exploratory SAEs; these need to be ideas of Exploratory SAEs the students could have. Ensure the ideas are:

related to a class project or assignment

related to other projects the student may have

related to FFA activities, or

related to career areas.

Next, list the seven interest areas from the beginning of class and have students identify the area of interest each Exploratory/Improvement SAE idea fits into. Assist students in seeing the connection between the areas of interest, their ideas, and Exploratory/Improvement SAEs.

EVALUATION/SUMMARY: (7 minutes)

Exploratory/Improvement SAE Plan Homework Assignment:

Assign students homework to develop and plan an Exploratory/Improvement SAE. Using the steps identified in the Exploratory SAE video, students should identify their interests, develop an brief SAE plan (what, why, involvement level), list the resources they will need/use, identify what they hope to learn from the project, and show how they will record the time and effort needed to complete the project. Have students bring their Exploratory/Improvement SAE

plan to class the next day. Feel free to create a homework assignment sheet for students fill- out and complete if necessary.

Determine, according to your class schedule, when the assignment should be completed. Supervise students along the way, make sure they are keeping track of the time they invest, and reflect on their experience to show what they have learned.

REFERENCES:

Morgan, E.M., Chewlewski, R.E., & Wilson, E. (2000). Agriscience explorations. Danville, IL: Interstate Publishers, Inc.

National Agriculture Day, http://www.agday.org/education/careers.php NAAE Communities of Practice,

http://naae.ca.uky.edu:8080/clearspace_community/index.jspa

Texas SAE Builder videos, http://saebuilder.com/videos.aspx

The LifeKnowledge Center for Agricultural Education,

https://www.ffa.org/ffaresources/educators/lifeknowledge/Pages/default.aspx