SAE Resources Guide

Created: 05/2020 by the National FFA Organization

This guide is designed to help teachers and advisors incorporate supervised agricultural experiences (SAEs) into their courses in the classroom and at a distance.

STANDARDS ALIGNMENT

All the SAE lesson plans and activities contained in this guide are aligned to the following standards:

AFNR Performance Element
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept
- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

NASDCTEc
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core – Reading: Informational Text
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Writing
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core – Speaking and Listening
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core – Literacy in Science & Technical Subjects: Writing
- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices
- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills
- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-Direction
- Leadership and Responsibility

GUIDE TO LESSON PLAN USE:

SAE Ideas
If your students are looking for SAE ideas, check out the resources below. Each resource is hyperlinked within this document to make it easy to find.

1. SAE Idea Cards
   a. These cards can assist students with developing ideas for their SAEs. There are 360 ideas in nine different career focus areas that can be downloaded or used online.

2. Project Ideas Video with Accompanying Lesson Plan
   a. SAE: What Should I Do? (Word)(PDF): In this lesson, students will watch a video of FFA members sharing their SAEs and then complete activities in a worksheet.

3. SAE Videos
   a. The Video Library has videos highlighting diverse SAEs from across the United States. (All videos are approximately two minutes in length.)
   b. There are Lesson Plans that accompany the SAE videos. Each lesson is aligned to educational standards and has activities to learn more about an SAE. Check out the folder with Student Activity Sheets that have been separated from the lesson plan so you can easily upload them to your Learning Management Systems or print them for your students.
   c. Generic Video Activity Sheet: This is a general activity sheet that can be used with any of the SAE videos produced by National FFA.
   d. Choice Board: This document is a resource to help you incorporate SAE videos into the classroom. These videos allow students to learn about and develop or enhance their SAEs. There are a series of choice boards available: six week, nine week, quarter, first half of the semester and second half of the semester. Choose the format that best suits your classroom.

SAE for All Microsite
This site provides information on SAE opportunities focused on exploring passions and career interests. Students start with a Foundational SAE and then expand to include one or more Immersion SAEs. Find activity guides and more that make it easy for all students to have an SAE. https://saeforall.org/

1. Wizard: This section of the microsite walks individuals through the various sections of the SAE for All program. This is designed for those who are new to the SAE for All concept.
2. Foundational SAE: This type of SAE is conducted by all students in the agricultural education program, including students who are on a four-year sequence and those who enroll for a semester.
   a. In this area, students will focus on the following components through various activities:
      i. Career Exploration and Planning
      ii. Employability Skills for College and Career Readiness
      iii. Personal Financial Management and Planning
      iv. Workplace Safety
      v. Agricultural Literacy
3. Immersion SAE: This builds upon a student's Foundational SAE component in a real-world application.
   a. The Agricultural Literacy component from a Foundational SAE transitions into the one of the following areas:
      i. Placement/Internship
      ii. Ownership/Entrepreneurship
      iii. Research: Experimental, Analysis or Invention
      iv. School-Based Enterprise
      v. Service-Learning
4. Resources: There are resource pages for both educators and students with guides that will walk through both Foundational and Immersion SAEs.
   a. Educator Resources
   b. Student Resources

SAE Management

1. SAE Visits: During this time of distance learning, SAE visits will look different than they have in the past. Think about using one of the following resources to conduct your visits virtually:
   a. Zoom
   b. FaceTime
   c. Google Meet/Hangout

2. SAE Management Documents: Check out some of these documents from the Local Program Success Guide to help with evaluating SAEs, visit tracking and much more.