



SAE Implementation Lesson

Concepts	Performance Objectives
<p><i>Know and understand:</i></p> <ol style="list-style-type: none"> 1. Personal agricultural career interests should be explored through Supervised Agricultural Experience (SAE) programs. 2. Recordkeeping includes tracking and analyzing income, expenses, assets, and liabilities. 3. Immersion SAE projects provide opportunities for career exploration and professional growth for middle and high school students. 4. Immersion SAE projects require planning, documentation, and recordkeeping. 5. All students should have a basic personal financial management plan with goals. 6. All careers and SAE projects have hazards; therefore, students' SAE plans should include personal safety. 	<p><i>Learn by doing:</i></p> <ul style="list-style-type: none"> • Evaluate agricultural career interests through an inventory. • Select the skills for success related to personal educational and career interests. • Conduct an interview and job shadow related to a career of interest and create a Day-in-the-Life profile. • Identify SAE program ideas related to personal career interests. • Appraise the demand for a career of interest. • Analyze personal spending for seven days. • Set up a student account and profile within The AET • Track personal income and expenses for four weeks. • Categorize typical income and expenses related to SAE projects. • Explore opportunities in Immersion SAE categories. • Conduct basic planning for an Immersion SAE project. • Set up an Immersion SAE project in The AET. • Evaluate personal financial goals related to a career of interest. • Assess workplace safety related to careers of interest and SAE projects.

Essential Questions

1. Does agriculture include career interests for me?
2. What is the employment outlook for my agriculture-related career interests?
3. How does a financial management plan impact my personal financial health?
4. What does financial health look like for me?
5. What planning is required for a successful SAE program?
6. What experiences are available for my SAE program?
7. How are income and expenses tracked and analyzed?
8. Should I utilize credit opportunities available for my SAE program?
9. How can I prevent accidents related to my SAE program?
10. How will I measure "success" for my SAE program?

Key Terms

Asset – Physical or financial property that has value and is owned by a business or individual.

Budget – An estimate, often itemized, of expected income and expense for a given period in the future.

Credit – A contract agreement in which a borrower receives a sum of money or something of value and repays the lender at a later date, generally with interest.

Entrepreneur – An individual or firm that commits resources to productive activities in pursuit of a profit, a risk taker and profit seeker.

Expense – Cost or charge.

Financial health – The state and stability of an individual's personal finances and financial affairs.

Foundational – Foundational SAEs support a student's career interest. Projects and experiential learning activities for all types of SAEs will develop the student in each of these five Foundational component areas: (1) Career Exploration, (2) Employability Skills & College Readiness, (3) Personal Financial Management, (4), Workplace Safety, and (5) Agricultural Literacy which introduce Immersion SAEs.

Income – The monetary payment received for goods or services, or from other sources, as rents or investments.

Noncash – Those income and expense items that are recorded but do not involve actual cash transaction.

Ownership/Entrepreneurship – An Immersion SAE category in which the student operates an individual business which provides goods and/or services to the marketplace in the ownership aspect. The student transitions to an entrepreneurship SAE once the ownership SAE is enhanced to contain or meet additional criteria.

Placement/Internship – An Immersion SAE category in which the student is in an employment setting (paid or unpaid). This experience must provide opportunity for development and advancement of skills and abilities aligned to the AFNR Technical Standards and Career Ready Practices.

Recordkeeping – The maintenance of a history of one's activities, as financial dealings, by entering data in ledgers or journals, putting documents in files, etc.

Research – An Immersion SAE category in which the student investigates materials, processes, and information to establish new knowledge or the validation of previous research.

School-based enterprise – An Immersion SAE category in which a group of two or more students work cooperatively outside of normal class time to create a business enterprise that provides goods and services. They operate their enterprise from the school campus utilizing facilities, equipment and other resources provided by the AFNR program or the school.

Service-learning project – An Immersion SAE category conducted by one or more students in which they plan, conduct, and evaluate a project designed to provide a service to a school, public entity, or the community. It must provide benefits to another organization, group, or individuals other than the FFA chapter.

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