



SAE Implementation Lesson

Quick Link Menu

[Concepts and Performance Objectives](#)
[Key Terms](#)

[Standards Alignment](#)
[Student Workbook](#) (pdf file)
[The AET](#) (recordkeeping website)

[Essential Questions](#)
[Day-to-Day Plans / Teacher Notes](#)
(including **materials lists**)
[Acknowledgements](#)
[SAE for All](#) (National Council)
[SAE for All Educator Resources](#)

Preface

In response to a perceived need for instructional supports related to the *Supervised Agricultural Experience (SAE) for All* redesign, use this lesson to introduce new agricultural education students to SAE projects. Many learning tasks were developed by National FFA curriculum staff and writers at The Agricultural Experience Tracker (AET) but have been repackaged here along with a handful of supplemental CASE tasks. Value-added items include optional interest approach, exit ticket, and assessment activities. Teachers may substitute any appropriate learning tasks to address the concepts below.

Implement this lesson into any course, at any level of instruction. CASE-certified instructors will easily insert this lesson into, in place of, or as extended learning for *Lesson 1.2 Preparing for Your Future* in the *Introduction to Agriculture, Food and Natural Resources (AFNR)* and the middle school *AgXplore (AgX)*.

Concepts	Performance Objectives
<p><i>Students will know and understand</i></p> <ol style="list-style-type: none"> Personal agricultural career interests should be explored through Supervised Agricultural Experience (SAE) programs. Recordkeeping includes tracking and analyzing income, expenses, assets, and liabilities. Immersion SAE projects provide opportunities for career exploration and professional growth for middle and high school students. Immersion SAE projects require planning, documentation, and recordkeeping. 	<p><i>Students will learn concepts by doing</i></p> <ul style="list-style-type: none"> Evaluate agricultural career interests through an inventory (Day 1). Select the skills for success related to personal educational and career interests (Day 2). Conduct an interview and job shadow related to a career of interest and create a Day-in-the-Life profile (Day 3 and Day 9). Identify SAE program ideas related to personal career interests (Day 5). Appraise the demand for a career of interest (Day 9). Analyze personal spending for seven days (Day 3 and Day 4). Set up a student account and profile within The AET (Day 3). Track personal income and expenses for four weeks (Day 4 and Day 7). Categorize typical income and expenses related to SAE projects (Day 7). Explore opportunities in Immersion SAE categories (Day 5). Conduct basic planning for an Immersion SAE project (Day 6). Set up an Immersion SAE project in The AET (Day 6).

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.

- Evaluate personal financial goals related to a career of interest (**Day 7**).
- Assess workplace safety related to careers of interest and SAE projects (**Day 8**).

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 later, 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.

Day-to-Day Plans and Teacher Notes

Time: 9 days

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 8

Day 9

SAE Background and Preparation Instructions

The following lesson is best utilized over multiple weeks to complement other agricultural education content or used as a stand-alone unit during consecutive instructional periods. Determine the most appropriate implementation plan for your program. Ideally, complete Day 1 during the first week of coursework. Several activities may require multiple days.









At the beginning of the lesson, print or provide the [SAE Implementation Lesson Student Document](#) to introduce the [Concepts](#), [Performance Objectives](#), [Essential Questions](#), and [Key Terms](#) for student reference. For a complete document containing all files, print or provide the [SAE Implementation Lesson Student Workbook](#) electronically for students in the most appropriate manner. The workbook includes the student lesson document, edited and renumbered National FFA-developed SAE curriculum activities, and CASE-developed supplemental activities arranged in order of appearance below.

First-year ag ed students, or any ag ed students who have not previously completed *SAE for All Foundational Activities* should begin with the SAE for All Awareness-level documents linked in this lesson. After students complete the Awareness-level documents during their first year, utilize the [SAE for All Intermediate Activity Guide – Complete \(pdf\)](#) for 9th-11th graders or the [SAE for All Advanced Activity Guide – Complete \(pdf\)](#) for 11th-12th graders. National FFA staff developed these SAE for All resources based upon National Council for Agricultural Education (NCAE) recommendations.

Due to the popularity of [The Agricultural Experience Tracker](#) (The AET), this lesson focuses on recordkeeping procedures for The AET. Review the features and functions related to teacher implementation on [The AET Resources](#) page prior to facilitating the lesson or determine how to best incorporate your local/state SAE recordkeeping tools. Several functions exist to improve communications and efficiency for your entire program beyond simple SAE recordkeeping. Support documents, curriculum, and reference information can be accessed at [The AET Curriculum](#).

Detailed information related to necessary teacher preparation is provided for each day. Materials lists include quantities necessary for 20-30 students. Ensure preparation tasks are completed prior to class. Suggested instructional tools for each day's lesson include interest approaches, readings, presentations and videos, interactive activities, and exit tickets. Refer to the key below to identify instructional tools.

Icon Key

							
---	---	---	---	---	---	---	---

Teacher Preparation	Interest Approach	Presentation or Video	Reading	Activity	Project	Exit Ticket	Assessment
---------------------	-------------------	-----------------------	---------	----------	---------	-------------	------------

Finally, determine how and where students will organize their work from this lesson. A paper binder or electronic portfolio would be appropriate. Electronic or scanned documents should be uploaded to students' Agricultural Experience Tracker (AET) accounts as SAE portfolio artifacts.

SAE Day 1 (Back to Day-to-Day Plans)

The first step for best SAE for All implementation is for students to identify career aspirations and interests.



Teacher Preparation

Gather the following supplies and materials, then complete the teacher preparation tasks listed below. This activity may replace *Activity 1.2.2 Agriscience Careers and Me* in the *CASE Intro to AFNR* course.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
20	30	Each	Optional: sticky notes	Local
1	1	Each	Optional: poster or bulletin board	Local
20	30	Each	Device with internet access	Local
20	30	Each	FFA Student Handbook or Official Manual	National FFA Organization

Completed	Day 1 Teacher Preparation Tasks:
	Prepare an interactive board, via an online app such as Padlet, or a poster and sticky notes. Use the question: <i>When you were an elementary student, what did you want to be when you grew up? Why?</i>
	Prepare a copy of Activity 1A Career Exploration and Planning and the Foundational SAE Rubrics . Alternatively, provide the following <i>Foundational Activity A1. Career Exploration and Planning</i> activity from the National FFA Organization to students, according to their age or previous SAE experiences. <ul style="list-style-type: none"> ● 9th-11th grade: <i>Intermediate Activity A1. Career Exploration and Planning</i> ● 11th-12th grade: <i>Advanced Activity A1. Career Exploration and Planning</i>
	Review the activity selected and determine any specific sites or processes to fit local programming. For example, at the Awareness level, students need access to the following: <ul style="list-style-type: none"> ● Two appropriate career inventories to suggest to students (if your state or school utilizes a career inventory system, that should be one option) ● Available local, state, and national FFA activities and career and leadership development events (CDEs/LDEs) ● All agriculture and core academic course offerings available for students at your school
	Prepare copies of Presentation Notes pages for each student.



Interactive Bulletin Board

Have students answer the question: *When you were an elementary student, what did you want to be when you grew up? Why?*



SAE for All overview in the *National FFA Student Handbook*

Provide **Presentation Notes** pages to students. Read the *SAE for All* overview either as a class, in pairs, or silently. Instruct students to record the main idea(s) from the reading on the *Presentation Notes* pages.



Foundational SAE Video (4:25) from the National FFA Organization

Share the video (www.ffa.org/?vimeography_gallery=20&vimeography_video=306197875) with students. Students record main idea(s) from the video on the same notes page as the reading. Lead a short discussion using the questions below and in the notes document.

- What is the point of Supervised Agricultural Experiences for agriculture students?
- Can you think of any SAE opportunities you already have?
- How do SAE programs provide valuable experiences related to future careers?



Activity 1A Career Exploration and Planning

Students individually complete two interest inventories to list careers of interest to analyze. Next, students identify career focus areas, or pathways within agriculture, related to each career. Then, students briefly research local, state, and national FFA activities and Career Development Events / Leadership Development Events related to the careers. Finally, students select courses of value related to careers of interest. **Note:** Intermediate and Advanced activities assume completion of the Awareness-level activity.



Evaluation

Evaluate student work on Activity 1A using the CASE-adapted **Foundational SAE Evaluation Rubric**. Students should place the completed activity in the appropriate portfolio location for future reference.



Brainstorm Community Connections

Instruct students to research one individual or business in the community that might be appropriate for an interview or job shadow experience. Collect student ideas before they leave class.

SAE Day 2 (Back to Day-to-Day Plans)

Students identify valuable skills and abilities related to their careers of interest.



Teacher Preparation

Gather the following supplies and materials, then complete the teacher preparation tasks listed below. This activity may complement *Project 1.2.1 Career Portfolio* in the *CASE Introduction to AFNR* course.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
20	30	Sets	Colored pencils	Local
20	30	Each	Device with internet access	Local

Completed	Day 2 Teacher Preparation Tasks:
	<p>For the interest approach: set up an interactive poll (such as www.pollanywhere.com) with the following question and answer options. <i>What do you think is your greatest strength?</i> Choose from the following options:</p> <ul style="list-style-type: none"> ● Teamwork ● Communication ● Critical thinking ● Innovation ● Responsibility ● Organization ● Other
	<p>For the exit ticket: set up an interactive poll with the following question and answer options. <i>Which employability skill do you hope to further develop?</i> Choose from the following options:</p> <ul style="list-style-type: none"> ● Teamwork ● Communication ● Critical thinking ● Innovation ● Responsibility ● Organization ● Other

	Prepare Activity 2A Employability Skills for College / Career . Alternatively, prepare copies of the appropriate <i>Foundational Activity A2. Employability Skills for College and Career Readiness</i> : <ul style="list-style-type: none"> ●9th-11th grade: <i>Intermediate Activity A2. Employability Skills for College and Career Readiness</i> ●11th-12th grade: <i>Advanced Activity A2. Employability Skills for College and Career Readiness</i>
	Compile a list of chapter, district, state, and national FFA activities, including CDEs and LDEs.



Virtual Poll

Instruct students to answer the poll question via a poll app: *What do you think is your greatest strength?* Choose from teamwork, communication, critical thinking, innovation, responsibility, organization, or other.



Activity 2A Employability Skills for College / Career

Students ask one friend and one mentor to complete the assessment of employability skills. Students should contact mentors professionally to request the assessment. Review handshake and communications protocol and how to write professional thank-you notes. Students might ask school administrators, guidance staff, teachers, and coaches. This may take a day or two to complete, so consider assigning the external assessments prior to the class period of instruction.

Using the colored pencils, students indicate self-assessment employability skill ratings for themselves, from their friend, and from their mentor. Next, they graph the data. After analysis of the data, students identify three FFA activities which might help them further develop an employability skill. Provide a list of local, district, state, or national activities available for them. Discuss any which students are unfamiliar with.

Finally, students conduct research to isolate one critical employability skill for a career of interest. Use skills identified during *Activity 2A. Employability Skills for College and Career Readiness* to fit into SAE project possibilities. Each student should identify two areas related to their career interests and skills.



Evaluation

Evaluate student work on the activity using the CASE-adapted *Foundational SAE Evaluation Rubric*. Students place the completed activity or artifact in the appropriate portfolio location for future reference.



Virtual Poll

Students answer the poll question via a poll app: *Which employability skill do you hope to further develop?* Students choose from teamwork, communication, critical thinking, innovation, responsibility, organization, or other. Compare the exit poll results to those of the interest approach poll for the day.

SAE Day 3 (Back to Day-to-Day Plans)

Students begin three ongoing activities: track spending, career interviews, and AET account setup.



Teacher Preparation

Gather the following supplies and materials, then complete the teacher preparation tasks listed below.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
20	30	Each	Notecards	Local
1	1	Each	Marker	Local
20	30	Each	Device with internet access	Local
1	1	Set	Teacher device with internet access and projection capability	Local

Completed	Day 3: Teacher Preparation Tasks:
	Log into the program or chapter AET account and complete the following: <ul style="list-style-type: none"> ● Check that all program, advisor, and chapter information is current. ● Set up student accounts. Use a consistent mix of initials, last names, and graduation years (ex: JDoe-25). To begin, set passwords to a school mascot (ex: Wolves) or student usernames. ● Create a sample student account (ex: AAAsample) for use during class so it shows at the top of the account list. Record the username and password. Fill faux profile information during class. ● Update the listing of current and previous years' courses at your school for students to select from. Note from Iowa FFA Leadership: all courses, year-long and semesters alike, should be set up to span August 1 – June 10 of the school year to ensure eligibility for FFA membership.
	Review and revise the PowerPoint® Developing Your Profile by the AET.
	Optional: on notecards, record the following information for each student using a pen or marker. <ul style="list-style-type: none"> ● AET address (www.theaet.org) ● Chapter number ● Student name ● AET username ● AET password
	Prepare a secure location in the classroom for students to store their AET username and password notecards. This may be a bulletin board, student binders or notebooks, a drawer, or small file box. For an electronic alternative: post a copy of the AET student roster with usernames and passwords to your LMS for easy student access.
	Prepare Activity 3A Spender or Saver? for students, either electronically or print copies.
	Open Activity 3B The AET Setup . Create a master copy of The AET Student PROFILE Checklist found within the document by adding the Chapter Number (ex: ST1234) and other program-specific information. Note that this PROFILE sheet is not included in the student workbook. Prepare the file and PROFILE sheet for distribution to students.
	Prepare a copy of SAE Recordkeeping Evaluation Rubric for students
	Prepare a list of the following to share with students during a class demonstration. <ul style="list-style-type: none"> ● A list of classes offered by the agricultural education department or program ● Sample resume entries to share ● FFA Offices held in your chapter ● Standing (POA) and special committees related to your chapter ● Sample career interest to enter for demonstration purposes
	Prepare a copy of Project 3C Day in the Life . Alternatively, provide a copy of the appropriate <i>Foundational Activity Authentic Experience</i> from the National FFA Organization: <ul style="list-style-type: none"> ● For 9th-11th grade: <i>Intermediate Activity AE. Work Experience</i> ● For 11th-12th grade: <i>Advanced Activity AE. Work Experience</i>



AET Account Login Information

Post account login information or pre-prepared notecards on a table near the door. As students enter the room, instruct them to locate the card with their name on it and take their seats.



Activity 3A Spender or Saver? – Introduce

Briefly review the Purpose and Procedures. Brainstorm sample entries for spending categories not already listed on the student sheet: *Entertainment, Food, Clothing and Personal Care, and Other*. If students need to see an example, demonstrate entering the event described below.

Table 1. Sample Spending Entry

You and your friends decide to go see a movie opening this weekend. You offer to drive, but realize you need to fill your car with gas. You stop at the gas station and add \$25.00 worth of gasoline to the tank, which would be listed as <i>Other</i> in the table. A ticket costs \$10.00, which represents an <i>Entertainment</i> category, and you decide to buy the pop and popcorn snack bundle for another \$10.00, which would be placed under the <i>Food</i> category.			
Day	Location	Item(s)	Spending Categories

			Entertainment	Food	Clothing and Personal Care	Other
F	Gas station	Fill car with gas				\$25.00
F	Movie theater	Movie ticket and snack pack	\$10.00	\$10.00		

Students should list spending during the current day, then enter spending for each of the next six days. Remind students to track personal spending each day, not household expenses. On a once-a-week instructional schedule, students should conclude this activity for you to evaluate by Day 4.



AET: Developing your Profile

Introduce students to the AET student dashboard and navigation prior to *Activity 3B The AET Setup*.



Activity 3B The AET Setup

Students complete their profile setup in the AET. Discuss the checklist sections and demonstrate using the sample profile (ex: **AAAsample**) set up before class. Use the prompts below to help students. The goal is 100% completion for each profile section.

About You Section:

- Students record usernames and passwords on the student sheets, OR on the notecard. Another option is to print the list of AET usernames and post in a prominent location in the classroom.
- Review the courses offered at your school. Students need to record the appropriate course(s).
- Utilize *Foundational Activity 2A Employability Skills for College and Career Readiness* for the resume information.

Your Activities Section:

- Review SAE project ideas shared in the PowerPoint® but leave blank for now to complete later.
- Review FFA Offices available for students in your local chapter. First-year students will likely not list offices yet.
- Identify the local Program of Activities standing committee(s) and other special chapter committees each student should list and be active on.
- Your Interest Section: utilize *Activity 1A Career Exploration and Planning* for the career interest information. Enter all or up to five careers of interest.

During the course, students enter FFA activities and service hours, either in The AET or on paper versions of record pages (provided by both The AET and CASE). Consider listing FFA activities in the classroom.



Project 3C A Day in the Life – Introduce

Students identify at least two individuals that work in an area related to their career(s) of interest, then contact the individuals to set up an interview appointment. Guide students through how to write a professional introduction email. Brainstorm questions that students could ask or revise to make more specific for their career of interest. Suggest safety-related items to prepare for in the case of an in-person interview or job shadow experience.

Sometime before Day 9, students need to complete the interview (and optionally a job shadow experience). Before or on Day 9, students will summarize the interview.



Evaluation

For each grading period, assess student records using the [SAE Recordkeeping Evaluation Rubric](#). During later activities, students set up Immersion SAEs, entering journal/financial records as appropriate.



Stow Your AET Login Credentials

Return account login information, or notecards with usernames and updated passwords, to the location determined during preparation.

SAE Day 4 (Back to Day-to-Day Plans)

Students analyze their spending over one week, then consider what financial health means to them.



Teacher Preparation

Gather the following supplies and materials, then complete the teacher preparation tasks listed below.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
20	30	Each	Sticky notes	Local

Completed	Day 4 Teacher Preparation Tasks:
	Select and prepare Activity 4A Personal Financial Management and Planning . Alternatively, prepare the appropriate <i>Foundational Activity A3. Personal Financial Management and Planning</i> : <ul style="list-style-type: none"> ● 9th-11th grade: <i>Intermediate Activity A3. Personal Financial Management and Planning</i> ● 11th-12th grade: <i>Advanced Activity A3. Personal Financial Management and Planning</i>
	Check that the website, Making a Budget (www.consumer.gov/articles/1002-making-budget#!what-it-is), is available and working.
	Find a recent teen spending survey (such as Taking Stock With Teens by Piper Sandler) or a video summary (How teens are spending their money... (www.cnbc.com/video/2021/04/07/how-teens-are-spending-their-money-a-and-why-food-is-the-top-priority.html)).



How teens are spending their money...

Seven days after introducing *Activity 3A Spender or Saver?*, show a summary of, or news story about, teen spending, then briefly discuss the following questions with students.

- Do you think your spending habits are like those reported in the video? Why or why not?
- What items do most teens spend the most money on? Why do you think this is?
- What do you think you spend the most money on?



Activity 3A Spender or Saver? – Complete

After the video, students complete their spending entries, then calculate the category totals. Students review their spending as they answer the analysis questions.



Activity 3A Spender or Saver? – Evaluation

Review student calculations and analysis question responses. Refer to the sample responses below.


Table 2. Analysis Questions and Potential Responses

Q1	Where did you spend the most money this week?	<i>Student responses should reflect correct calculations.</i>
Q2	What is the most surprising thing that you discovered about your spending?	<i>Students might notice they spend more money on smaller items such as beverages and snacks and they didn't realize how much they were spending.</i>

Q3	What is one way you could improve your spending habits?	<i>Students may identify things such as bringing snacks from home, purchasing bulk containers of beverages to save money, driving less, finding free entertainment activities, or other measures to save money.</i>
----	---	---

 **Activity 4A Personal Financial Management and Planning** – Introduce


Students complete *Activity 4A Personal Financial Management and Planning* individually. Using the suggested website, students complete a mind map then describe the steps to creating a budget. Next, students estimate their personal income and expenses for one month. They may choose to use spending habits discovered during *Activity 3A Spender or Saver?* to budget their expenses. Over the next four weeks, students track personal income and expenses, concluding on Day 8, if the SAE Implementation lesson is used on a weekly schedule.

 **Financial Health Goals**

Ask students to answer the question: *Which financial health goal is most important to you?* Instruct students to leave their goal on a sticky note and display somewhere in the room for future reference.

SAE Day 5 (Back to Day-to-Day Plans)


Students explore the five Immersion SAE categories.

 **Teacher Preparation**

Gather the following supplies and materials, then complete the teacher preparation tasks listed below. This and the following activity replace *Activity 1.2 Learning Beyond the Classroom* in the CASE AFNR course.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
5	5	Set	Markers or colored pencils	Local

Completed	Day 5 Teacher Preparation Tasks:
	For the interest approach: set up an online collaborative discussion board with the following question: "What is the most unique student-owned business you have ever heard of?"
	Provide copies of Activity 5A Immersion Categories for students.
	Optional: from each National FFA Organization Independent Learning Guide listed below, provide access to, or print 2-3 copies of the appropriate information. Each group of students needs one of the following learning guides. <ul style="list-style-type: none"> ● Ownership/Entrepreneurship Independent Learning Guide ● Placement/Internship Independent Learning Guide ● Research Independent Learning Guide ● School-Based Enterprise Independent Learning Guide ● Service-Learning Independent Learning Guide
	Check the video links below for functionality. The links above also provide videos for student use. <ul style="list-style-type: none"> ● Ownership/Entrepreneurship SAE Video ● Placement/Internship SAE Video ● Research SAE Video ● School-Based Enterprise SAE Video ● Service-Learning SAE Video
	Print and prepare local SAE Idea Cards . This is a great opportunity to have advisory committee, alumni, and community members suggest SAE ideas you may not be familiar with in your community and create specific cards using the Blank-Create Your Own card template .

 **Collaborative Discussion Board**

Students answer the following question on a collaborative discussion board: *What is the most unique student-owned business you have ever heard of?*



Activity 5A Immersion Categories

Part One

Divide students into five groups. Each group will research one Immersion SAE category, then summarize the category in the student document template. Groups share highlights about assigned categories with the class. Direct each group to hang their poster in the classroom for future reference.

Part Two

Direct student groups to split into pairs. Each pair of students will review five Immersion SAE sample projects, highlighting clues that indicate which category the project might fall under, then select the most likely category. Pairs should rejoin their groups and compare answers.

Part Three

To pique student interest and brainstorming, show [SAE: Project Ideas](https://vimeo.com/161659349) (https://vimeo.com/161659349).

Students use prepared *SAE Idea Cards* and the [NFFA SAE Video Library](http://www.ffa.org/ffa-video-center/sae-video-library/) (www.ffa.org/ffa-video-center/sae-video-library/) to identify up to three ideas for SAE projects related to a career of interest, listing the most appropriate Immersion SAE category and one reason for interest in each project. Finally, individual students need to select the one project of most interest to them.



Evaluation

Refer to sample poster data and scenario answers below.

Table 3. Sample Immersion SAE Category Poster Data

Category	Hieroglyphic	# Students	Goal(s)	Location	Involvement
Ownership / Entrepreneurship		1-2	Profitability	Any appropriate location of the student's choosing	FFA Advisor Parent/guardian Mentor
Placement / Internship		1	Learn skills under supervision	Established business	FFA Advisor Parent/guardian Supervisor
Research		1-2	Add to a body of knowledge	Research facility (school, university, or industry)	FFA Advisor Parent/guardian Mentor
School-Based		2-3	Enhance the agricultural education program	School / program facilities	FFA Advisor Parent/guardian
Service-Learning		1-3	Serve the community	Any appropriate location of the student's choosing	FFA Advisor Parent/guardian Mentor

Table 4. Immersion SAE Examples

Scenarios		Immersion Categories
b	1. A student interested in agricultural law wants to work at a local legal firm for the summer. She and her FFA advisor meet with a lawyer and paralegal team to determine which skills are most important to learn from the experience and to set expectations for hours, pay, and responsibilities.	a) Ownership / Entrepreneurship b) Placement / Internship c) Research d) School-Based e) Service-Learning

a	2. After tinkering with small gas engines in ag class, a student decides he has interest in a career in mechanical repairs. He decides to turn this hobby into a repair business in his neighbor's garage , with his neighbor and advisor both available to consult with when more difficult problems arise. He meets with his neighbor, his mother, and the FFA advisor to set rental terms for the garage, to develop a budget and repair prices for the business, and to figure out how to advertise his business to bring customers in.
e	3. Knowing that agricultural literacy is low in the community, a student interested in agricultural education investigates local consumer decision-making related to nutrition and health during which he learns that many local residents lack confidence when buying groceries. As a result of these discussions, he decides to launch an agricultural literacy and nutrition education program for elementary students and their parents . He enlists the help of two friends interested in food science and agricultural communications careers. He, his friends, his FFA advisor, an Extension agent, and an elementary teacher meet to discuss expectations, expenses, fundraising, and the schedule for the project.
d	4. The school greenhouse has a lot of empty space during the fall and winter, until spring bedding plants are started for a spring sale. Three students interested in horticultural and floriculture careers decide to propose a new enterprise raising Thanksgiving and winter holiday plants such as poinsettias which would utilize the empty space during the fall. These students meet with the advisor, a school administrator, and their parents to set expectations for the enterprise and to develop a budget and calendar of work.
c	5. When she notices her dog acting strangely, a student interested in veterinary pathology visits the veterinarian. She learns her dog has a common but less serious disease that does not have a vaccination available. She decides to learn more about the disease, then to experiment with prevention protocol . She arranges a meeting with a local dog shelter director, her veterinarian, her dad, and her FFA advisor. Together, they set expectations for the research project, determine how to provide appropriate care and preventative treatments for the dogs at the shelter, and how to collect and analyze data to determine the success of the treatments.



Collect Immersion SAE Ideas

Each student submits their Table 2 from the activity. Use these to group students for Day 6.

SAE Day 6 (Back to Day-to-Day Plans)

Students work collaboratively to develop specific, detailed Immersion SAE project plans.



Teacher Preparation

Complete the teacher preparation tasks listed below.

Completed	Day 6 Teacher Preparation Tasks:
	Organize student groups according to student sticky notes submitted at the end of Day 5. Group 2-4 students according to immersion categories, career interests, and specific SAE ideas. Set up a work area with the appropriate resources, below, for each group of students.
	Prepare a copy of Project 6A Immerse Yourself for each student. Prepare multiple copies of the work pages for each option for the class. Each student needs one page according to the immersion category they select. Note that these work pages are not included in the student workbook.
	Provide 1-2 of the corresponding Independent Learning Guides from the National Council and National FFA, below, to each group according to student Immersion SAE category interests. <ul style="list-style-type: none"> ● Ownership/Entrepreneurship Independent Learning Guide ● Placement/Internship Independent Learning Guide ● Research Independent Learning Guide ● School-Based Enterprise Independent Learning Guide ● Service-Learning Independent Learning Guide

	<p>Provide copies of the following Iowa Department of Education work-based learning safety documents for each student.</p> <ul style="list-style-type: none"> ● SAE Code of Practice for Safety Risk Assessment ● Student Self-Assessment of SAE ● Review the Iowa Teacher/Parent/Employer Safety Assessment of Student SAE. Make paper copies or ask students to make copies of the fillable google sheet.
	<p>Each student with a Placement/Internship SAE needs a Sample SAE Training Plan.</p>
	<p>Prepare copies of corresponding AET worksheets according to Immersion SAE categories:</p> <ul style="list-style-type: none"> ● AET: SAE Plan Worksheet Entrepreneurship (Entrepreneurship/Ownership and School-Based) ● AET: SAE Plan Worksheet Placement ● AET: SAE Plan Worksheet Research ● <i>AET: SAE Plan Worksheet School-Based</i> (to be developed)



Get into Groups

Students should gather in work areas organized by the Immersion SAE categories selected on Day 5.



Project 6A Immerse Yourself

Within the new Immersion SAE category groups, each student develops plans related to an immersion project of interest. Students should provide support and feedback to each other as they work. Students should complete the work-based learning checklists and refer to the corresponding *Independent Learning Guides* for clarification. The safety-related sheets will not be completed until later in the lesson.

It does not matter whether each student intends to follow through and bring their planned project to fruition. At this time, just encourage students to think about what is necessary to start an Immersion SAE project.

Work with students to develop realistic and meaningful SAE projects that will benefit them in preparation for their career area(s) of interest. For example, encourage students to start small but plan to scale projects up in the future. For students who do put their plans into action, be prepared to support them accordingly.

Ownership/Entrepreneurship and School-Based Enterprise:

- Work-based learning checklist (*Ownership/Entrepreneurship* or *School-Based Enterprise*)
- Business plan according to the corresponding *Independent Learning Guide*
- The *AET: SAE Plan Worksheet Entrepreneurship*

Placement/Internship:

- Work-based learning checklist
- Internship agreement according to the *Independent Learning Guide*
- *Sample Training Plan*
- The *AET: SAE Plan Worksheet Placement*

Research:

- Work-based learning checklist
- Research proposal according to the *Independent Learning Guide*
- The *AET: SAE Plan Worksheet Research-Learning*

Service-Learning:

- Work-based learning checklist
- Project proposal according to the *Independent Learning Guide*
- The *AET: SAE Plan Worksheet Service-Learning* (yet to be released)

Each checklist and agreement should be signed by the student, the agricultural education instructor, a parent or guardian, and a mentor or supervisor as appropriate.

Once approved, students should follow the *AET: SAE Plan Worksheet* instructions to set up the Immersion SAE project within the AET. Completed safety documents will be uploaded to the AET as project artifacts after Day 8.



Evaluation

It may require several weeks for students to complete Immersion SAE planning. Once completed and set up in The AET, use the *SAE Recordkeeping Evaluation Rubric* to provide feedback to students. Evaluation only the planning and agreement portions the records. Provide feedback to help students to tailor their plans to suit local scenarios.

SAE Day 7 (Back to Day-to-Day Plans)

Students practice vocabulary related to financial entries, then categorize financial entries.



Teacher Preparation

Gather the following supplies and materials, then complete the teacher preparation tasks listed below.

Qty/20	Qty/30	Unit	Item Specifications	Vendor
5	8	Set	Five paint chips (suggest green, red, blue, orange, and purple) with 3-5 color shades on each chip OR printed Paint Chip Journal Cards .	Local
5	8	Each	Markers	Local
40	50	Each	Sticky notes	Local

Completed	Day 7 Teacher Preparation Tasks:
	Optional: provide the list of Financial Term Synonyms for students to choose from.
	Check JumpStart's Reality Check website (www.jumpstart.org/what-we-do/support-financial-education/reality-check/) for availability and functionality.
	Prepare copies of Activity 7A Classify Financial Entries . Optional: use the blank cards to add entries reflecting local SAE financial entries, especially noncash examples.
	Open and review Activity 7A Business Transactions ; adjust the entries to reflect local activities. Print and cut apart one sheet for each group of four students.



Vocabulary Paint Chips

In groups of four, students use permanent markers to write the five key terms in bold on a different-colored paint chip. Each key term should be on a different color chip (i.e.: **green: income**, **red: expense**, **blue: labor**, **orange: asset**, **purple: liability**). Then students list one synonym on each shade of the same color. If the paint chip has three shades, only three terms will be listed. A chip with more shades will challenge students to write more synonyms. Provide *Financial Term Synonyms* if students struggle to come up with synonyms. The following shows correct categorization of the sample synonyms.

Table 5. Financial Term Synonyms Key

Income	Expense	Labor	Asset	Liability
--------	---------	-------	-------	-----------

Credit In-kind income Payment received Revenue Salary Wages received	Cost Debit Disbursement In-kind expense Payment Toll	Chore Effort Employee Hours worked Unpaid hours Work	Checking account Non-current asset Possession Property Resource Savings account	Demand for payment Invoice Money owed Obligation Unpaid bill
---	---	---	--	--



Activity 4A Personal Financial Management and Planning – Complete

Students will conclude the four weeks of income and expense tracking, then compare their income and expense to their budgets estimated on Day 4 of the lesson. Next, students go to the *JumpStart's Reality Check* website to investigate and analyze lifestyle choices related to their careers of interest.



Activity 7A Classify Financial Entries

Part One

Students sort the **Business Transaction** cards into four piles: cash income, noncash income, cash expense, and noncash expense. Once sorted, record the transactions in the table in the student document. Some noncash transactions could be both income and expense, and therefore show up twice in the key (*).

Part Two

In pairs, one partner logs in their AET account and students practice entering four transactions. Students will not actually submit the transactions as the transactions are fictitious and would cause issues with actual student records. Students may not be able to assign transactions unless they have Immersion SAE projects set up. Review transactions or instruct students to screenshot each entry before clicking **Cancel**.

To aid students, use the sample student account, with entrepreneurship and placement experiences set up, to demonstrate how these entries would be completed, saved, and then appear in the transaction list (*Finances > Review/edit your financial entries*). Complete this before students attempt the first entry for practice, complete the entries simultaneously, or after students have finished their samples.



Activity 4A Personal Financial Management and Planning – Evaluation

Evaluate student work on Activity 4A using the CASE-adapted **Foundational SAE Evaluation Rubric**. Students place the completed activity or artifact in the appropriate portfolio location for future reference.



Activity 7A Classify Financial Entries – Evaluation

At the end of Part One of *Activity 7A Classify Financial Entries*, review the key below with students.

Table 6. Classified Financial Entries

Cash Income	Reasoning	Cash Expenses	Reasoning
4	Cash payment for UAV images	1	Payment to the store
5	Cash sale of assembled bowls	7	Pay for bus fare and lunch
6	Cash payment for lawn care	8	Self-publishing costs paid
12	Salary for fishing expeditions	10	Pay for UAV cert/license
14	Sell organic corn	11	Purchase specialty bowls

16	<i>Money for grooming pets</i>	15	<i>Pay for pet grooming ads</i>
Non-cash Income	Reasoning	Non-cash Expenses	Reasoning
2	<i>Neighbor donation for project</i>	9*	<i>Trade jam for pressure cooker</i>
3	<i>Gifted UAV for birthday</i>		
9*	<i>Receive pressure cooker in exchange for jam</i>		
13	<i>Donated items from bank</i>		

For Part Two, ensure that each pair's transaction entries in the AET match the photos provided below.

New Income Transaction				
Date:		Vendor/Payee:		Total Amount:
6/22/2021		Neighbor Jaymes		\$50.00
Split:	Experience:	Type:	Amount:	Memo/Efficiency: <small>(Quantity (space) Unit) 1 head, 750 lbs</small>
1	(Choose Experience) ▼	Cash/Market Sale ▼	\$ 50.00	UAV aerial photos
2	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
3	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
4	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
5	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	

Figure 1: Transaction 4 – Cash Income for Entrepreneurship

Non-Cash Gift		
Date:		Value:
6/22/2021		Value: 500.00
Experience:	Income (Gift):	Expense (Feed, Rent, etc):
	<input checked="" type="radio"/> Unearned Income	<input type="radio"/> Feed Expense <input checked="" type="radio"/> Other Expense <input type="radio"/> Veterinary Medicine <input type="radio"/> Supplies <input type="radio"/> Repairs/maintenance <input type="radio"/> Seed <input type="radio"/> Fertilizer/chemicals <input type="radio"/> Rent <input type="radio"/> Entry Fees/Commissions <input type="radio"/> Inventory for Resale <input type="radio"/> Fuel <input type="radio"/> Contract/Custom
Type:		
	Memo: UAV gift	UAV gift

Figure 2: Transaction 3 – Non-cash Income for Entrepreneurship

New Expense Transaction				
Date:		Vendor/Payee:		Total Amount:
6/22/2021		Buena Vista County		\$100.00
Split:	Experience:	Type:	Amount:	Memo/Efficiency: <small>(Quantity (space) Unit) 1 head, 750 lbs</small>
1	(Choose Experience) ▼	Other ▼	\$ 100.00	UAV certification/licer
2	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
3	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
4	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	
5	(Choose Experience) ▼	(Choose Type) ▼	\$ 0.00	

Figure 3: Transaction 10 – Cash Expense for Entrepreneurship

New Paycheck				
Date	Total Gross Income	Taxes / Withholdings	Expenses	Paycheck Hours
6/22/2021	\$400.00	\$35.00		40.0
Split	Paid Placement Experience	Percent	Gross Income	Memo

Figure 4: Transaction 12 – Cash Income for Placement



Financial Goal Setting

Ask students to answer the question: *What one financial goal is important to you?* on a sticky note; display for future reference.

SAE Day 8 (Back to Day-to-Day Plans)

Students evaluate federal workplace safety guidelines and review Immersion SAE safety assessments.



Teacher Preparation

Complete the teacher preparation tasks listed below.

Completed	Day 8 Teacher Preparation Tasks:
	<p>Locate a video of agricultural safety fails or farm equipment failures to highlight safety in agriculture. Be mindful of graphic or disturbing content. A few example videos are listed below, but feel free to locate a video highlighting agricultural safety near you.</p> <ul style="list-style-type: none"> ● Funny Farm Fails – Down on the Farm ● Funny Farm Tractor Fails Compilation / FailArmy ● That's BAD – Millennial Farmer
	<p>Ensure student access to the U.S. Department of Labor Fact Sheet #40 (www.dol.gov/whd/regs/compliance/whdfs40.pdf).</p>
	<p>Prepare a copy of Activity 8A Workplace Safety. Alternatively, prepare copies of the appropriate <i>Foundational Activity A4. Workplace Safety</i>.</p> <ul style="list-style-type: none"> ● For 9th-11th grade: <i>Intermediate Activity A4. Workplace Safety</i> ● For 11th-12th grade: <i>Advanced Activity A4. Workplace Safety</i>



Ag Safety Failure Discussion

Play the agricultural safety failure video (located prior to class) as students enter the room, then ask students to seriously discuss the following questions with table groups. Stress the serious consequences of injury or damage in a workplace setting.

- What fail was most surprising to you?
- Why is safety so important when working in agriculture?
- Could any of these fails happen with your Immersion SAE project?
- What are the real consequences of safety failures?



U.S. Department of Labor Fact Sheet #40

Instruct students to briefly review the fact sheet, then discuss the following questions.

- Why is student safety such an important topic to discuss and plan for?
- What is one way to prevent accidents in your SAE project?

- Why are certain tasks appropriate for older students but not younger students?



Activity 8A Workplace Safety

Students read the U.S. DoL fact sheet more closely and summarize rules applying to youth labor within agriculture. Next, students research precautions and possible certifications. Students should review the *SAE Code of Practice for Safety Risk Assessment*, the *Student Self-Assessment of SAE*, and the *Teacher-Parent-Employer Safety Assessment of Student's SAE* documents introduced on Day 6 and upload completed documents to The AET.



Activity 8A Workplace Safety – Evaluation

Evaluate student work using the CASE-adapted *Foundational SAE Evaluation Rubric*.



Commit to Safety

Students share one action they could commit to in order to prevent accidents/injuries related to their SAE project. Compile and post these commitments somewhere in the classroom as a reminder. Develop a safety scoreboard (example: “_x_” days without an accident) like those found in actual workplaces. Encourage a culture of safety in SAE projects, agricultural education courses, and FFA activities.

SAE Day 9 (Back to Day-to-Day Plans)

During the final day, students wrap up several activities and compile all documents into a simple portfolio.



Teacher Preparation

Complete the teacher preparation tasks listed below.

Completed	Day 9 Teacher Preparation Tasks:
	Prepare a copy of Activity 9A Agricultural Literacy . Alternatively, prepare copies of the appropriate <i>Foundational Activity A5. Agricultural Literacy</i> . <ul style="list-style-type: none"> • For 9th-11th grade: <i>Intermediate Activity A5. Agricultural Literacy</i> • For 11th-12th grade: <i>Advanced Activity A5. Agricultural Literacy</i>
	In addition to the suggested websites below, contact a college agricultural placement staff member or career recruiter to gather employment demand data for specific majors or careers. <ul style="list-style-type: none"> • AgExplorer (AgExplorer.FFA.org) • Get My Future (www.careeronestop.org/GetMyFuture/default.aspx?frd=true) • O-Net Online (https://www.onetonline.org)



Career Reevaluation Discussion

Students review *Activity 1A Career Exploration and Planning* and evaluate the careers of interest list. Discuss: is the list the same? If the list has changed, why or how?



Activity 9A Agricultural Literacy

Students research current and future employment outlook for their top career area(s) of interest.

In addition to the suggested websites in the student document, you might reach out to a college or university agricultural placement or recruitment officer to ask about employment demands for specific majors or careers.

After research, students creatively share supply and demand related to careers of interest.



Project 3C Day in the Life – Complete

Students summarize and share their day-in-the-life projects with the class.



Evaluation

Students compile all SAE for All Foundational Activities and Experience then upload to AET as SAE artifacts. Utilize the following tools to assess student understandings.

- The *Project 3C Day in the Life* document includes a rubric for the career demand summary.
- Evaluate all student activities using the *Foundational SAE for All Evaluation Rubric*.
- Evaluate student records in the AET using the *SAE Recordkeeping Evaluation Rubric*.

National AFNR Common Career Technical Core Standards

Career Ready Practices

3. Attend to personal health and financial well-being.

- CRP.03.02: Design and implement a personal financial management plan.

6. Demonstrate creativity and innovation.

- CRP.06.02: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

9. Model integrity, ethical leadership, and effective management.

- CRP.09.02: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

10. Plan education and career path aligned to personal goals.

- CRP.10.01: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.
- CRP.10.02: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.
- CRP.10.03: Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.
- CRP.10.04: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

Agriculture, Food, and Natural Resources Career Cluster

5. Describe career opportunities and means to achieve those opportunities in each of the AFNR career pathways.

- AG.5.1: Locate and identify career opportunities that appeal to personal career goals.
- AG.5.2: Match personal interest and aptitudes to selected careers.

Agribusiness Systems Career Pathway (AG-BIZ)

2. Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

- AG-BIZ 2.1: Employ fundamental accounting principles in business bookkeeping and associated financial files.
- AG-BIZ 2.2: Prepare and maintain all files as needed for effective record keeping practices.

3. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

- AG-BIZ 3.1: Employ fundamental accounting principles in business bookkeeping and associated financial files.

4. Develop a business plan for an AFNR enterprise or business unit.

- AG-BIZ 4.2: Develop business goals and strategies that capitalize on opportunities in an AFNR market.

References

- Agricultural Experience Tracker, The. (2021). *Lesson plans*. Retrieved from <https://theaet.com/LessonPlans>
- Dictionary.com. (2017). *Dictionary.com*. Dictionary.com LLC. Retrieved from www.dictionary.com
- FreshBooks. (2021). What are noncash expenses? Meanings and types. Retrieved from www.freshbooks.com/hub/accounting/non-cash-expenses
- Herren, R. V., & Donahue, R. L. (2000). *Delmar's agriscience dictionary with searchable CD-ROM*. Albany, NY: Delmar.
- Investopedia. (2021). Financial term dictionary. Retrieved from www.investopedia.com/financial-term-dictionary-4769738
- National FFA Organization. (2019). *SAE for all: Evolving the essentials: Educator Resources*. Retrieved from <https://saeforall.org/educator-resources/>

Acknowledgements



Iowa Council
on Agricultural
Education



National Institute of
Food and Agriculture



Iowa Agriculture
Literacy Foundation

Support for the development of this instructional unit was provided by Iowa Council on Agriculture Education through the Iowa Agriculture Literacy Foundation, supported by the USDA National Institute of Food and Agriculture, AFRI Professional Development for Agriculture Literacy Priority Area, award #2021-67037-34212.

The grant project provides support for successful SAE for All implementation to enhance supervised agriculture experiences (SAE) for students in agricultural education in Iowa.