





SAE Implementation Lesson

Concepts	Performance Objectives
Know and understand:	Learn by doing:
Personal agricultural career interests should	Evaluate agricultural career interests through an inventory.
be explored through Supervised Agricultural Experience (SAE) programs.	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.
Recordkeeping includes tracking and analyzing income, expenses, assets, and	Analyze personal spending for seven days. Set up a student assessment and profile within The AFT.
liabilities.	Set up a student account and profile within The AET Track paragraphic and expenses for four weeks.
	Track personal income and expenses for four weeks. Cotogorize typical income and expenses related to SAE projects.
	Categorize typical income and expenses related to SAE projects.
3. Immersion SAE projects provide opportunities for career exploration and professional	Explore opportunities in Immersion SAE categories.
growth for middle and high school students.	Conduct basic planning for an Immersion SAE project.
Immersion SAE projects require planning, documentation, and recordkeeping.	Set up an Immersion SAE project in The AET.
5. All students should have a basic personal financial management plan with goals.	Evaluate personal financial goals related to a career of interest.
6. All careers and SAE projects have hazards; therefore, students' SAE plans should include personal safety.	Assess workplace safety related to careers of interest and SAE projects.
personal safety.	

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.

Acknowledgements

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Name	



Presentation Notes

Course Name: _		
Lesson Topic: _	Supervised Agricultural Experience implementation	_
Notes:		

Reflection Page

Answer the following questions based upon your class discussion.

• 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?

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Foundational – Awareness A1 Activity 1A Career Exploration and Planning

The first and most important step in establishing your Foundational SAE is narrowing the overwhelming number of career possibilities into a few choices that fit your interests, values and abilities. The good news is there are a variety of tools to help with this process.

- **Step 1:** Utilize the links below to complete TWO of the following career interest inventories.
 - *State provided career interest inventory
 - *AgExplorer, AgExplorer.FFA.org
 - *Get My Future, https://www.careeronestop.org/GetMyFuture/default.aspx?frd=true
 - *My Next Move, https://www.mynextmove.org
 - *Career Key, https://www.careerkey.org (subscription required)
 - *Your school's career-planning system

#1 Circle the first interest inv	entory that you completed.
AgExplorer	Get My Future
My Next Move	School/State Inventory(Title)
Choose the top four careers for	rom the list that you are interested in learning more about.
1.	2.
3.	4.
#2 Circle the second interest	inventory that you completed.
AgExplorer	Get My Future
My Next Move	School/State Inventory(Title)
Choose the top four careers for	rom the list that you are interested in learning more about.
1.	2.
3.	4.

Step 2: After completing the two interest inventories, identify your top three career areas of interest in order of interest. List them below.

Which focus area, listed at right, would be most closely related to each career? (i.e., medical profession — animal systems; dietician — food products and processing)

Career Focus Area Bank

Agribusiness System
Biotechnology Systems
Food Products and Processing Systems
Power, Structural and Technical Systems
Plant Systems
Agricu

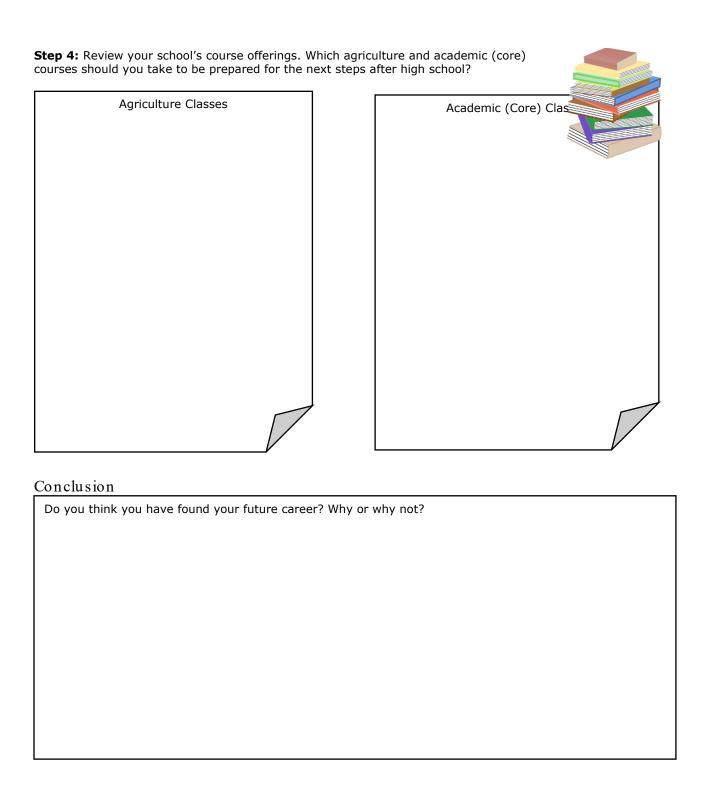
Animal Systems Environmental Services Systems Natural Resources Systems

Agricultural Education

*	Career Focus Area	_)	
	Career Focus Area		
3	Career Focus Area	_)	C ₃ A ₁ R ₁ E ₁ E ₁ R ₁

Step 3: Find and list ONE FFA activities and ONE career or leadership development event (CDE/LDE) that best aligns to ONE of your career interests. (Visit your state FFA website and the National FFA website, www.ffa.org, for ideas.)

	Description / Connection to Career / Reason for Interest
FFA Activity	
CDE/LDE	





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Foundational – Awareness A2 Activity 2A Employability Skills for College/Career

Employability skills are needed for success in nearly all careers. They are often called crosscutting skills since they are needed no matter the industry people work in or the specific career they have. You may have also heard them called soft skills, $21^{\rm st}$ century skills, power skills or workforce readiness skills.

Step 1: Choose a friend (a person you know and have a bond with, such as a classmate) to evaluate your current ability. Read each statement to your friend and record their response in red in the chart below.



Step 2: Choose a mentor (an experienced and trusted advisor, such as a teacher or coach) to evaluate your current ability. Read each statement to your friend and record their response in blue in the chart below.



Step 2: Complete the Employability Skills in Action assessment below using a pencil or black ink.

	ı
_	
- 4	

		Rati	ngs:	
Skills:	(4) Usuall y	(3) Some times	(2) Seldo m	(1) Never
Category: Collaboration				
I contribute to the success of team projects and activities.				
I bring out the best in other people.				
Category: Communication				
My writing (essays, emails and texts) is clear and easy for readers to understand.				
I present my ideas and opinions clearly and respectfully when I speak.				
Category: Critical Thinking				
I use a decision-making process to solve problems.				
I listen to multiple people and ideas before making a decision.				
Category: Innovation				
I look for new ideas and approaches to solve problems.				
I like finding a different way to do something.				
Category: Responsibility				
I complete tasks on-time.				
I am accountable for my actions.				

Step 4: Average the scores in each color for each category (gray lines). Use the formula below:

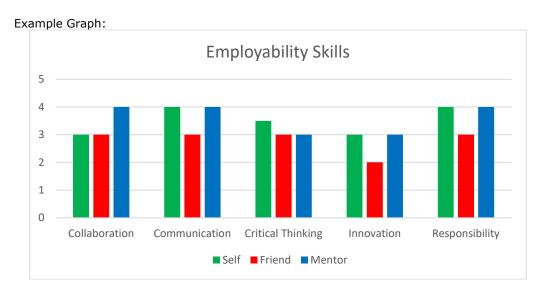
$$\frac{Skill\ score\ 1+skill\ score\ 2}{2} = category\ average\ \text{for friend}$$

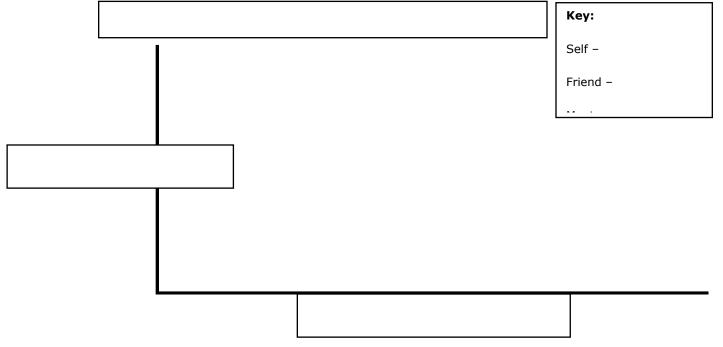
$$\frac{Skill\ score\ 1+skill\ score\ 2}{2} = category\ average\ \text{for mentor}$$

$$\frac{Skill\ score\ 1+skill\ score\ 2}{2} = category\ average\ \text{for self}$$

Step 5: Create a bar graph to display your scores (from your self-assessment) as well as your friend's and mentor's scores for each skill. Use the blank graph template provided below.

- In the boxes, include a title and labels for each axis.
- Create a key that identifies your, your friend's and your mentor's ratings.



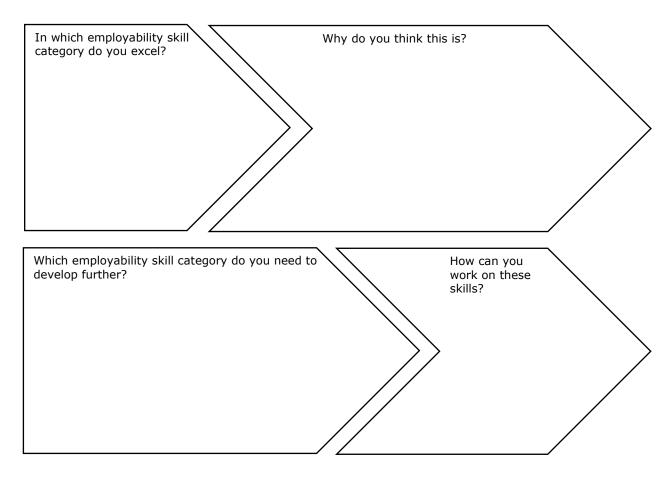


Step 5: Summarize the three sets of ratings to the assessment completed by answering the questions below.

Collaboration: willingness to participate as a team player to produce or create something **Communication**: passing information and understanding from one person to another **Critical Thinking**: objective evaluation of an issue in order to form a judgement

Innovation: application of a new method, idea or product

Responsibility: opportunity or ability to act independently and make decisions without approval



Step 6: Find your top career area of interest on AgExplorer (AgExplorer.FFA.org) or O-Net Online (https://www.gretonline.org). Review the skills section on the profile page/summary report.

What is one employability skill that is important to this career?

Why is this skill important?

Activity 2A EN loyability Skills for College/Career ©National FFA Organization 2019 – Page 3

Name_____



∇ Activity 3A Spender or Saver?

Purpose

Nearly everywhere you go, you encounter opportunities to buy things that you need or want.

At school? I'll bet the vending machine has a snack you're hungry for.

Doing some shopping? The caramel-mochaccino-latte-with-extra-whip from the coffee shop is amazing! Going to a concert? Band merchandise and music is for sale on your way out.

Going to a movie with friends? Someone needs to put gasoline in their car, then pay for tickets and snacks. Heading to the hardware store? Might as well purchase some new fishing lures or bait for later. Staying in to watch a game or on-demand movies? Renew your gaming subscription or rent the movie. Working out after school? A protein-PB-banana smoothie from the health food bar is a great motivator.

Every item you pay for is considered an expense. Most of your expenses are cash expenses, meaning you pay for the item when you purchase it with cash, a check, a money app on your phone, or a debit card.

What you may not think about, though, is how much money you're actually spending on items that are small or cheap. Knowing how much money you have available to spend and tracking your spending can help you make better decisions about your money or managing your financial health which you will explore during later class activities.

Have you ever analyzed your spending over a seven-day period? How much do you spend on entertainment and food in a week's time?

Materials

Per class:

Sample categories and listed items

Per student:

- Calculator
- Pencil

Procedure

Including today, track all items that you spend money on for one week for your own use. Do not include items that others pay for you unless you will be paying them back.

- 1. Review Table 2 on the student data sheet, then the examples in Table 1 below, with your class. As you
- 2. discuss items in Table 1, list other items for each category. Your teacher will record them on a poster.

Table 1. Examples

		Spending Categories – Sample Items and Expenses			
Day	Location	Entertainment	Food	Clothing and Personal Care	Other
 M – Monday T – Tuesday W – Wednesday R – Thursday F – Friday S – Saturday U - Sunday 	 Gas station Hardware store Movie theater Online Restaurant School lunch Vending machine 	 Earbuds Fishing bait Gaming Movie Music app Social media subscription 	 Breakfast Coffee Lunch Pop Snacks Supper Water bottle 	 Beauty Clothing Cosmetics Footwear and shoes Personal care items 	 Bus fare Gasoline Savings Phone payment Photo app School supplies

- 3. Your teacher will demonstrate how to enter a sample expense in Table 2.
- 4. Write the letter representing today in the Day column of Table 2.
- 5. List the *Location* and *Item(s)* purchased since you got up this morning in Table 2.
- 6. Record the amount under the appropriate *Spending Category* in Table 2. Estimate the expense or round the number if you're not sure the exact amount.
- 7. Continue to record all spending for one week or seven days.
- 8. At the end of the seven days, use the calculator to add all expenses within each *Spending Category* column.
- 9. Add the totals from each column to calculate the *Total Spending for the Week*.
- 10. Answer the analysis questions under Table 2.

Conclusion

- 1. How is spending related to financial management?
- 2. What is one way you could keep track of your spending?

N	am	ne
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Activity 3A Student Data

Table 2. Spending Over One Week

			Spending Categories			
Day	Location	Item(s)	Entertainment	Food	Clothing and Personal Care	Other
			\$	\$	\$	\$
		O-tT-1	Φ.	Φ.	Φ.	Φ.
		Category Totals:		\$	\$	\$
	Total Spe	nding for the Week:	\$			

Analysis

- Q1. Where did you spend the most money this week?
- Q2. What is the most surprising thing that you discovered about your spending?
- Q3. What is one way you could improve your spending habits?



Purpose

As a student in an agricultural education course, many learning opportunities exist both inside and outside the classroom and laboratories. To track your participation in opportunities related to premier leadership, personal growth, and career success, use a recordkeeping system.

The Agricultural Experience Tracker (AET) provides recordkeeping system which allows you to record what you learn in agricultural education courses, the skills you learn through your SAE program, leadership experiences from FFA, and other activities. Down the road, you can use records in The AET to fill out award applications, FFA degree applications, and populate a professional résumé.

How can you use the AET to record the highlights of your agricultural education experience?

Materials

Per student:

- Device with internet access
- Pencil

Procedure

Set up your AET recordkeeping account. You will use this program to track all ag education learning experiences and involvement.

Part One - Background Information

Your teacher will review the information you need on the *Student PROFILE Checklist and Guide*. Record all information in the blank spaces provided on the checklist. Note that you will skip the SAE section of the PROFILE for now.

Part Two - Set up Your AET Account

Watch as your teacher demonstrates setup of a new account in the AET.

Go to www.theaet.com and enter the login information you recorded on the checklist. Follow the instructions on the checklist to complete all PROFILE sections except SAE.

OPTIONAL Part Three – Download the App

On your personal device, find and download the mobile AET app. You can upload photos, enter activities and hours, and other simple tracking tasks from the mobile app.

Conclusion

- 1. How will your AET account help you in the future?
- 2. What types of information should be recorded in your AET account?



Activity 3B. Student PROFILE Checklist & Guide

Step 1: Log In to The AET

Go to http://www.theaet.com, and click on



Information needed:

- **✓ Chapter Number:** your two-digit state abbreviation + FFA Chapter number. (ex: AA0101)
- **✓ Username:** provided by your teacher; record below.
- ✓ Password: At first, this is the same as your username. A custom password can be created in the Student profile. Record your password below.

Student Login Information

Our Chapter Number is: My username is:

My password is:

Step 2: CHOOSE PROFILE

Complete **About You, Your Activities** & **Your Interest** – Check off these important steps as you complete each one (a,b,c...)!

ABOUT YOU SECTION:



__ a. <u>Manage/Edit your personal profile and password</u> – this is an important step to complete all sections.





Your goal is 100% complete: fill all required sections below.

Click "edit" and complete all sections.

Click "edit" and enter your complete address.

Click "edit" and complete contact information & verify your email address.

98 Pool Roa	3, RI	
198 Pool	Rd, Richards TX 77873	
198 Pool	e Rd, Mcalester OK 74501	
198 Devi	s Pool Rd, Ridgedale MO 65739	
198 Jack	Pool Rd, Riegelwood NC 28456	
Enter add	ress manually	

Contact Information						
Email Address:	abby@theaet.com					
Other Email Address:						
Home Phone:						
Cell Phone:						

*once complete return to the PROFILE and continue to the next section



 <u>Record your school Ag class schedule</u> – Through choosing "add a class" and is essential to keep records! If you class is not listed, be sure to ask your teacher to setup their courses.



c. Manage your Resume Information – The resume builds from record book information, but be sure to list (1) accomplishments or certifications, (2) career objective, and (3) references.



YOUR ACTIVITIES SECTION:



X d. <u>Experience Manager (SAE)</u> – This is where SAEs are developed.

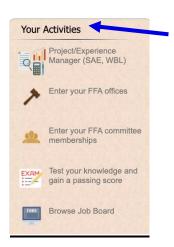
(to be completed at a later date)



___ e. Enter your FFA offices – List your leadership in FFA.



f. Enter your FFA committee memberships – List leadership committee involvement and work on your chapters POA.



YOUR INTERESTS SECTION:



__ g. <u>Choose your agriculture career pathway</u> – Select Ag
Careers that interest you and rank them on the right side.

Enter personal career interests from





h. Explore your educational and career interests – Select your career interest and includes all employment areas to explore your long-term career goals. You can also rank them on the right side menu.

Enter personal career interests from SAE for All Foundational A1



Each of these may be graded, so be complete and share your results with your teacher.



What is next?

- 1. Learn more about SAEs through **www.exploresae.com** and choose the SAE that is right for you and your educational/career interest
- 2. Learn more about your SAE project setup and records in student help (part of your AET system)
- 3. Track your time experiences in the JOURNAL and any monetary investment in the FINANCES section.

You are Ready for Records!



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Foundational - Awareness AE **Project 3C Day in the Life** In this task, your learning will go beyond the classroom walls. You will create a "Day in the

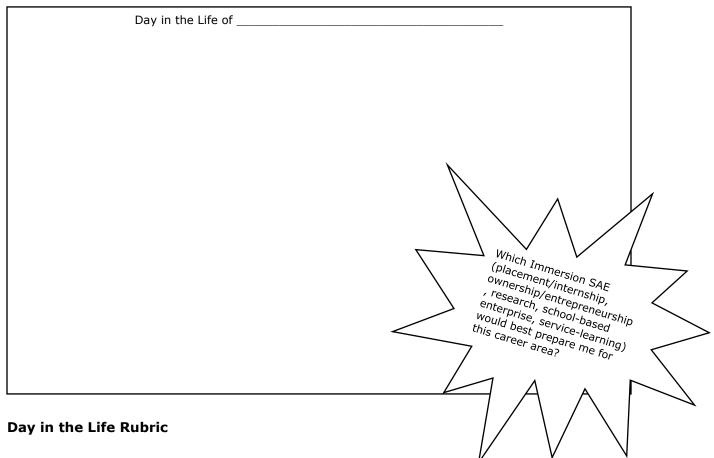
ife" profile for one of your career areas of	interest by	(due date)
Step 1: Brainstorm individuals in your community with your instructor, if needed.)	that work in your chosen career area	a of interest. (Work
Name:		
Job Title:		
Company:		
Phone Number:		
Email:		
Name:		
Job Title:		
Company:		
Phone Number:		
Email:		
Step 2: Schedule a 30-minute interview with each ohone interview) introducing yourself and the projective interviewing.	ect. Optional: you may shadow the p	erson you are
Project 3C Day in the Life		\

Step 3: Create a list of questions that will give you a picture of what it is like to work in that career area. Sample questions are included below. Feel free to include them in your list or you can create your own. (Leave space between your questions so it will be easy to record the interviewee's answers.)

- What does a normal day look like?
- > Why do you like your career?
- > What are some challenges in your career, and how do you overcome them?
- > What safety training or certifications are required for your career?
- What experiences and education helped you get into this career?
- What Immersion SAE (placement/internship, ownership/entrepreneurship, research, school-based enterprise, service-learning) would best prepare me for this career area?

	Interview with	
Questions:	Job Title:	
1.		
1.		
2.		
3.		
4.		
4.		
5.		
C		
6.		
7.		
8.		

Step 4: After completing your interviews, create a "Day in the Life" profile that shows demonstrates how working in this profession might look. Include the Immersion SAE that would best provide you direct experience in this career area. Utilize the space below to develop ideas for your representation.



	Exemplary 16 - 20 points	Accomplished 11 - 15 points	Developing 6 – 10 points	Beginning 0 - 5 points	Points
Organization	Information is presented in a logical, interesting sequence.	Information is presented in a logical sequence.	Difficult to follow presentation	Cannot understand presentation — no sequence of information	
Content Knowledge	Content is extremely detailed and accurate.	Content is detailed and accurate.	Content has little detail and/or is inaccurate.	Content is missing and/or is inaccurate.	
Graphics	Explains and reinforces text and presentation	Relates to text and presentation	Occasional use of graphics that rarely supports text and presentation	Use of superfluous graphics or no graphics	
Research	Used a variety of sources to find accurate information; Research was credible and cited correctly.	Used a variety of sources to find information but not credible and/or not cited correctly	Used one source to develop conclusion; Research was not credible and/or not correctly cited.	Did not justify information with research	
				Total Points	

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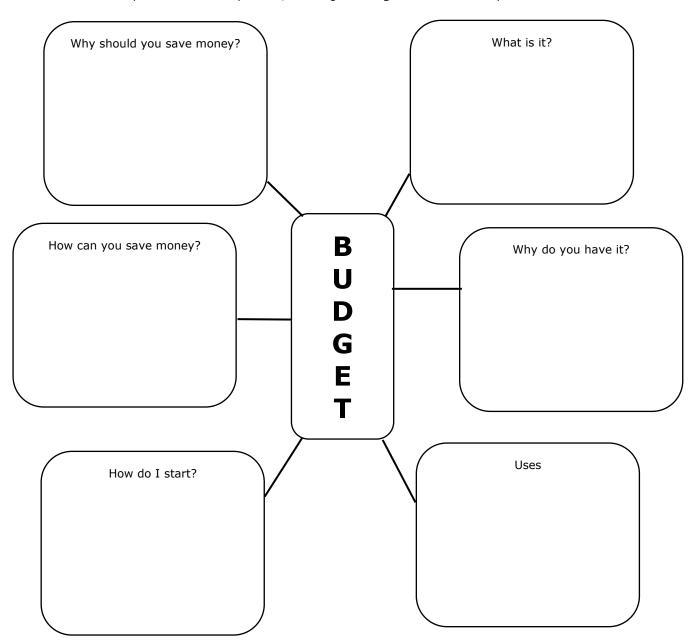
Foundational – Awareness A3 Activity 4A Personal Financial Management and Planning

Managing your financial resources is a critical skill for personal and professional success. To get where you want to go in life, it will be important to understand how personal financial practices like budgeting, saving and appropriate use of credit lead to financial independence.

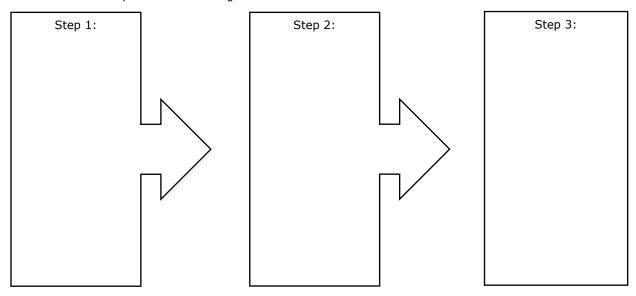


Step 1: Visit consumer.gov (https://www.consumer.gov/articles/1002-making-budget#!what-it-is).

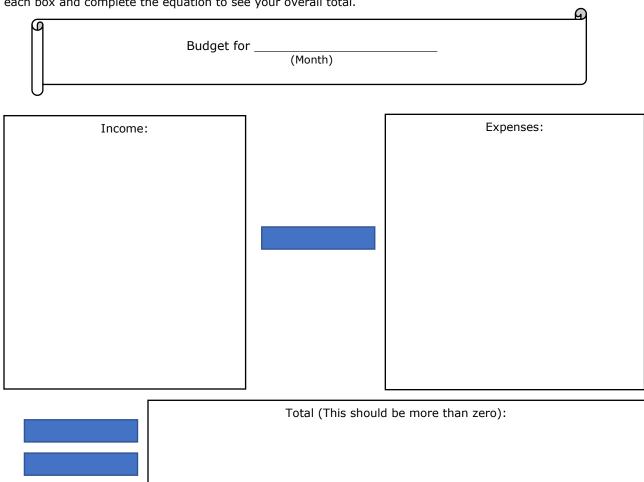
- > Review the "What It Is," "What to Know" and "What to Do" tabs.
- > Complete the mind map below, focusing on **budgets** as the main topic.



Step 2: Now that you know what a budget is and why they are important, click on the "What to Do" tab and record the three steps to create a budget.



Step 3: Follow the steps listed on the previous page to create a budget for next month. Include all anticipated expenses, all income (the money you plan to earn) and the amount of money you plan to spend. Enter your income (money received, especially on a regular basis, from work or through investments) and expenses (the cost required for something; the money spent on something) in the boxes provided. Total each box and complete the equation to see your overall total.









Step 4: Now that you have created a budget, keep track of all your income and expenses for the coming month. Utilize the space below to record your information.

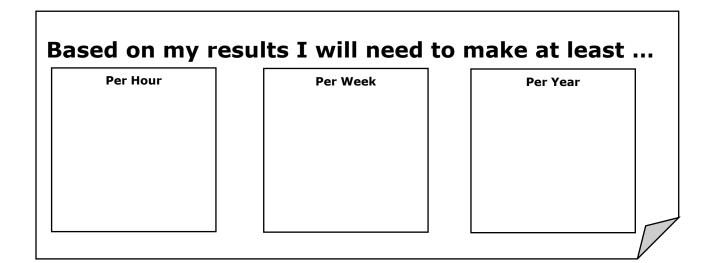
If you don't have income and expenses, utilize the scenario below:

You work part-time (20 hours per week) at your local grocery store. You make \$8.00 an hour and are paid on a bi-weekly basis. Each paycheck, you have \$100.00 deducted for taxes. You purchase lunch five days a week for \$5.75 per day. You go to the movies twice a month, spending \$15.00 per visit. You spend \$20 per week on gas and \$50 for your cell phone.

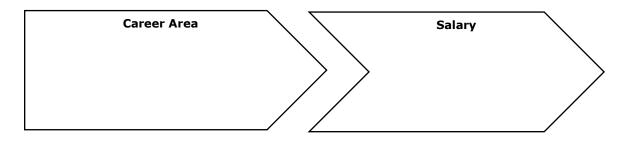
9		Actuals for _	(Month)				
Incor	ne					Amoun	t
Total	1					\$	
Expense					Amou	int	
Total:					\$		
Income	Total		Expense	Total			Total

Step 5: Visit Jump\$tart Reality Check (https://www.jumpstart.org/what-we-do/support-financial-education/reality-check/),

- > Think about the lifestyle you want to have when you have a career.
- > Fill in the choices to estimate the cost of the life you plan to live in the future.



Step 6: Compare the cost above with your top career areas of interest. Salary information is available, by state, at O-Net Online (https://www.onetonline.org) or an average salary is available on AgExplorer (AgExplorer.FFA.org).



After completing the "reality check" activity, would you make enough money in your career of interest?

Yes No

If yes, what was hard for you about this activity?

If no, how will you alter your answers from the simulation?



What are some things you can do to ensure you stay on budget? After this activity, what is your biggest takeaway? How will

Name	:				



Purpose

You've begun your Foundational SAE as you've explored careers, skills, and financial health. Now think about exploring a career of interest in a deeper way. The SAE for All model includes five categories of Immersion experiences that allow you to gain skills and knowledge in different ways. Which of these might fit your career interests and local opportunities?

Materials

Per group of four students:

Per class:

Per student:

- Markers or colored pencils
- SAE Idea Cards
- Device with internet access
- Pencil
 - Highlighter

Procedure

In a group of four, study one Immersion SAE category, then match SAE projects to Immersion categories.

Part One - Immersion Categories

- 1. Your teacher will assign each group one Immersion SAE category. Access and watch the video below corresponding to your group's assigned Immersion SAE category.
 - Ownership/Entrepreneurship SAE Video (https://vimeo.com/306198141)
 - Placement/Internship SAE Video (https://vimeo.com/306198290)
 - Research SAE Video (https://vimeo.com/306200096)
 - School-Based Enterprise SAE Video (https://vimeo.com/306198448)
 - **Service-Learning SAE Video** (www.ffa.org/ffa-video-center/sae-for-all/?vimeography_gallery=20&vimeography_video=306198561)
- 2. Access and read the independent learning guide. Your teacher may have print copies of the guide prepared for you or you can access the guide online.
 - Ownership/Entrepreneurship Independent Learning Guide (https://ffa.app.box.com/s/yhmlgjy52yb0phb3xw0sqqv9rx04jyx4)
 - Placement/Internship Independent Learning Guide (https://ffa.app.box.com/s/6zfsilyo2dlt72bnmtc3rwcvcyqt0spv)
 - Research Independent Learning Guide (https://ffa.app.box.com/s/01ua7f36j6ky11r5b3awuq3ipqp8vz6v)
 - School-Based Enterprise Independent Learning Guide (https://ffa.app.box.com/s/qkj0h9c6g6z9dk86bq19d4dv6vft1z9r)
 - Service-Learning Independent Learning Guide (https://ffa.app.box.com/s/oeelnvqwg7kxofy6s7ceifaqnwq5jzk4)
- 3. Summarize the Immersion category on the poster template with the markers or colored pencils.

4. When your teacher invites you to, share your summary with your classmates, then hang your group's poster in the area indicated by your teacher.

Part Two – Matching Projects to Categories

With a partner, review the first scenarios on the student observations sheet. Highlight the clues that suggest which Immersion category the scenario represents, then write the letter representing the Immersion category in the box to the left of the scenario. Repeat for the other five scenarios. When both pairs of students are finished with the scenarios, discuss all five scenarios in your group.

Part Three – Envision Your Immersion SAE Project

- 1. Individually, identify one career interest you would like to explore through an Immersion SAE project. List this career in Table 2.
- 2. In Table 2, list up to three potential Immersion SAE projects that you might be interested in completing related to this career interest. Use the following resources to suggest ideas if you need help.
 - Review the SAE Idea Cards related to the career cluster most closely aligned with your career interest listed in Table 2. Ask your teacher if you are not sure which career cluster may be the most appropriate to review. Career clusters include the following:

Agricultural Communications and Education	 Food Product and Processing Systems
● Agribusiness Systems	 Natural Resources Systems
● Animal Systems	●Plant Systems
Biotechnology Systems	Power, Structural, and Technical Systems
Environmental Systems	

- Access the National FFA SAE Video Library (www.ffa.org/ffa-video-center/sae-video-library/) and view any videos that might correspond to your selected career or career cluster.
- 3. For each Immersion SAE project idea, record 1–2 Immersion SAE categories that might be appropriate for the project idea.
- 4. For each Immersion SAE project idea, give at least one reason why the project seems appealing.
- 5. Review each project idea, then highlight or circle the one project you are most interested in.
- 6. Submit Table 2 to your teacher for review and grouping purposes for the next activity.

Conclusion

- 1. Which Immersion SAE category seems simplest to set up? Why?
- 2. Which Immersion SAE category would include the most involvement from you FFA advisor? Why?
- 3. Which Immersion SAE category would you like to develop an SAE project for? Why?

Activity 5A Immersion Category Poster Template

Immersion Category:	
Hieroglyphic to Represent Category:	Number of Students Involved:
Primary Goal(s) (c	heck all that apply):
Profitability	
Learn Skills Under Superv	vision
Add to a Body of Knowled	lge
Enhance the Agricultural I	Education Program
Serve the Community	
Most Likely Location:	Who Might Be Involved in Planning?

Ν	а	m	ϵ

Activity 5A Student Observations

Table 1. Immersion SAE Examples

	Scenarios	Immersion Categories		
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		
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.				
3.	Knowing that agricultural literacy is low in the community, a student investigates local consumer decision-making related to nutrition and many local residents lack confidence when buying groceries. As a re to launch an agricultural literacy and nutrition education program for parents. He enlists the help of two friends interested in food science careers. He, his friends, his FFA advisor, an Extension agent, and a expectations, expenses, fundraising, and the schedule for the project	health during which he learns that esult of these discussions, he decides elementary students and their and agricultural communications n elementary teacher meet to discuss		
4.	The school greenhouse has a lot of empty space during the fall and are started for a spring sale. Three students interested in horticultural propose a new enterprise raising Thanksgiving and winter holiday plutilize the empty space during the fall. These students meet with the their parents to set expectations for the enterprise and to develop a	al and floriculture careers decide to ants such as poinsettias which would advisor, a school administrator, and		
5.	When she notices her dog acting strangely, a student interested in veterinarian. She learns her dog has a common but less serious disconnection available. She decides to learn more about the disease, protocol. She arranges a meeting with a local dog shelter director, he advisor. Together, they set expectations for the research project, decare and preventative treatments for the dogs at the shelter, and how determine the success of the treatments.	ease that does not have a then to experiment with prevention er veterinarian, her dad, and her FFA termine how to provide appropriate		

Table 2. Student SAE Interests

Career Interest:		
Related Agricultural Career Cluster:		
Immersion SAE Project Ideas	Immersion SAE Category(ies)	Reason(s) for Interest
1.		
2.		

3.		



Project 6A Immerse Yourself

Purpose

You learned about the five categories of immersion SAE projects: entrepreneurship, internship, research, school-based, and service-learning. Each category has unique benefits and requires careful plans.

You've also identified careers of interest. Whether your top-choice career is related to agriculture or not, you can plan a Supervised Agricultural Experience to gain skills and knowledge related to the career. Your SAE should also help you determine whether a specific career area is a good fit for you.

Now prepare to develop an immersion SAE project related to a career of interest. What outcomes will your SAE project provide for you personally and professionally? How will you meet your SAE goals?

Materials

Per student:

- Immersion SAE Independent Learning Guide according to Immersion category
- Sticky note
- SAE Code of Practice for Safety Risk Assessment
- Student Self-Assessment of SAE
- Teacher/Parent/Employer Safety Assessment of Student SAE
- Sample Training Plan
- AET Plan Worksheet according to Immersion category
- SAE Recordkeeping Evaluation Rubric
- Pencil

Procedure

Work individually, but collaboratively with other students who are planning projects within the same Immersion SAE category, to create a detailed plan for your Immersion SAE project, then set the project up in your AET account. This process may require time outside of class.

- 1. Join other students planning SAE projects within the same Immersion SAE category as directed by your teacher. Read the corresponding Immersion SAE Independent Learning Guide with your group. Discuss the following questions with your group. You do not need to record any discussion.
 - What is one important item you need to address related to planning an SAE project within this Immersion SAE category?
 - Who might you need to include in planning for this Immersion SAE project?
- 2. Review the Immersion SAE Checklist, the SAE Code of Practice for Safety Risk Assessment and AET: SAE Plan Worksheet corresponding to your Immersion SAE category. On a sticky note, make a list of questions that you have about the SAE checklist, the safety risk assessment, and the AET worksheet. Discuss these questions with your Immersion SAE category group. Clarify questions that your group is unable to answer with your teacher.
- 3. Complete the *AET: SAE Plan Worksheet* to the best of your knowledge. You may need to contact a supervisor, mentor, parent, or guardian, or FFA advisor to clarify answers.
- 4. Complete the SAE Code of Practice for Safety Risk Assessment. Again, contact any adults who might be able to help with your responses.

- 5. Complete the SAE Checklist to the best of your knowledge and have your adults review the information. Once all of your adults approve of the plan, ask them to sign the completed checklist.
- 6. Log in to your AET account to set up a new SAE project.
 - Click on the AET Experience Manager and select Add New.
 - Fill in the pertinent information related to your project.
 - Enter the information from the AET: SAE Plan Worksheet into the information and agreement sections.
 - Click on the ? symbol to clarify any step that is unclear.
- 7. Upload the SAE Checklist and the Safety Risk Assessment, to the AET as a project artifact.
- 8. Your teacher will assess your Immersion SAE project using the SAE Recordkeeping Evaluation Rubric.

Conclusion

- 1. Why is planning a critical piece of an SAE project?
- 2. Why should adults be involved in the planning of an SAE project?

Option 1: Entrepreneurship / Ownership Immersion SAE OR School-Based Immersion SAE Checklist

√	Description	Notes
	Student Contact Information Name Address Town, ST Zip Phone	
	Description of SAE • Attach a completed AET: Entrepreneurship SAE Plan Worksheet	
	SAE Risk Assessment Results SAE Code of Practice for Safety Risk Assessment – complete now Student Self-Assessment of SAE – within the first two weeks Teacher/Parent/Employer Safety Assessment of Student SAE – after the SAE Code of Practice and Student Self-Assessment	
	Signatures	
		Student
		Parent or Guardian
		Ag Teacher
		Mentor (Optional)

Option 2: Internship / Placement Immersion SAE Checklist

✓	Description	Notes
	Student Contact Information Name Address Town, ST Zip Phone	
	Supervisor Contact Information Name Address Town, ST Zip Phone	
	 Description of SAE Attach a completed AET: Placement SAE Plan Worksheet Attach a completed Training Plan 	
	Performance evaluation • How and when student will be evaluated during internship	
n/a	 Review Child Labor Requirements Compliance with Agriculture Occupations Under the Fair Labor Standards Act (Child Labor Bulletin 102) If the student placement is in a Hazardous Occupation, confirm that the placement documentation meets the requirements for Student-Learner Exemption from Hazardous Occupations Orders (HO/As) in Agriculture (Child Labor Bulletin 102, pg 4-5) The student-learner is enrolled in a course of study and training in a agricultural education program under a recognized state of local educational authority or a substantially similar program conducted by a private school Such student-learner is employed under a written agreement which provides the following: That the work of the student-learner is incidental to the training. That such work shall be intermittent, for short periods of time, and under the direction and close supervision of a qualified and experienced person. That safety instruction shall be given by the school and correlated by the employer with on-the-job training. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. 	
	SAE Risk Assessment Results • SAE Code of Practice for Safety Risk Assessment – complete now • Student Self-Assessment of SAE – within the first two weeks • Teacher/Parent/Employer Safety Assessment of Student SAE – after the SAE Code of Practice and Student Self-Assessment	
	Signatures	
		Student
		Parent or Guardian
		Ag Teacher
		Supervisor or Employer

Option 3: Research Immersion SAE Checklist

✓	Description	Notes
	Student Contact Information Name Address Town, ST Zip Phone	
	Description of SAE • Type: experimental, analytical, or invention • All roles and responsibilities of the student • Attach a completed AET: Research SAE Plan Worksheet	
	Title • Clear and descriptive	
	Introduction • Summarize the problem you are addressing or invention you are creating • Include the reason behind your proposed research • Importance • What you hope to accomplish by completing the work • Include predictions about your potential outcomes	
	Resources and Materials • Items required for the SAE • Who will supply each item • Noncash	
	SAE Risk Assessment Results • SAE Code of Practice for Safety Risk Assessment – complete now • Student Self-Assessment of SAE – within the first two weeks • Teacher/Parent/Employer Safety Assessment of Student SAE – after the SAE Code of Practice and Student Self-Assessment	
	Signatures	
		Student
		Parent or Guardian
		Ag Teacher
		Ag Todolloi
		Mentor (Optional)

Option 4: Service-Learning Immersion SAE Checklist

✓	Description	Notes
	Student Contact Information Name Address Town, ST Zip Phone	
	Project Title • Clear and descriptive	
	Need Summarize the need discovered How the need was identified How the service will meet the need	
	Goal(s) • At least one goal of the service activity • Describe how success will be evaluated	
	Learning Outcomes • Knowledge and skills targeted necessary for development	
	Plan Date(s) Where will the service take place Who will be involved All roles and responsibilities student(s) will have	
	Resources • Financial resources required • Other resources for the project • How each requirement will be met or provided	
	SAE Risk Assessment Results • SAE Code of Practice for Safety Risk Assessment – complete now • Student Self-Assessment of SAE – within the first two weeks • Teacher/Parent/Employer Safety Assessment of Student SAE – after the SAE Code of Practice and Student Self-Assessment	
	Signatures	
		Student
		Parent or Guardian
		1 dient of Guardian
		Ag Teacher
		Mentor (Optional)



Financial Term Synonyms

Checking account In-kind expense Resource

Chore In-kind income Revenue

Cost Invoice Salary

Credit Money owed Savings account

Debit Obligation Toll

Demand for payment Payment Unpaid bill

Disbursement Payment received Unpaid hours

Effort Possession Wages received

Employee Property Work



Activity 7A Classify Financial Entries

Purpose

Previously you tracked your personal expenses, which were all "cash." Cash expenses refer to payments made with paper money, debit card, or e-wallet. If you own a business or if you work for someone else, you likely have both expenses and income related to that business. For example, if you are paid to deliver food using your bike, the bike and its repairs could be a business expense. The paycheck and tips that you receive as income should pay for those expenses and still leave money for other personal expenses.

Another category of expenses are non-cash or in-kind. A non-cash expense would be where you exchange or trade something for an item that you want. For example, if you have an extra energy drink in your cooler and your friend has some bait you want to use, you might trade the energy drink for the bait. Sometimes, you might exchange your time or labor for something that you want. In exchange for washing and detailing your friend's car, your friend might give you their extra gaming chair and controller that you've been wanting. You may also receive items without paying for them. Some examples are gifted items, like a new show stick or tool set for your birthday. Some students can also trade labor for business items like animal feed or rent. These are considered non-cash income and expenses. If you make and sell jam, and you keep a few jars for family use, that is also a non-cash entry.

How should you classify business income and expenses?

Materials

Per group of four students:

- Set of Business Transaction Cards
- (4) sticky notes labeled Cash Income, Non-cash Income, Cash Expense, and Non-cash Expense

Per student:

Pencil

Procedure

Classify some sample student business financial entries, then practice entering them into the AET.

Part One - Sorting Entries

- 1. Spread the four sticky notes out on the table.
- 2. In your group of four, retrieve one *Business Transaction Card*. Read the description and discuss which of the four following categories it belongs in. Place the card near the corresponding sticky note.
 - Cash Income
 - Non-cash Income

- Cash Expense
 - Non-cash Expense

- 3. Repeat Step 2 for the remaining cards.
- 4. When all cards have been sorted, review the cards in the *Cash Income* pile. Record each description number in the appropriate section of Table 1 on the student observations sheet, then write one reason for classifying the financial entry as you did.
- 5. Repeat Step 4 for the remaining piles.
- 6. When you finish, your teacher will review the correct classifications for Table 1. Adjust any entries not correctly classified.

Part Two - Sample AET Entries

- 1. Split your group into two pairs of students. One partner will login to their AET account, and the other partner will read the instructions and help the computer operator navigate the system.
- 2. Review Description 4. Practice entering Description 4 according to the following instructions.
 - Go to the Finances tab in the AET.
 - Click on New Cash entries (Entrepreneurship & Research).
 - Select **Enter cash income**. The top of the next page should read **New Income Transaction**.
 - Under Vendor/Payee, enter the name Neighbor Jaymes.
 - Do not select an **Experience**.
 - For **Type**, select *Cash/Market Sale*.
 - Enter \$50.00 under **Amount**.
 - In the **Memo/Efficiency** column, enter *UAV aerial photos*.
 - Have your teacher review the entry, then click Cancel.
- 3. Review Description 3. Practice entering Description 3 according to the following instructions.
 - Go to the **Finances** tab in the AET.
 - Click on New Non-cash entries (Entrepreneurship).
 - Select Receive a Gift. The top of the next page should read Non-cash Gift.
 - Under Value, enter \$500.00.
 - In the **Income (Gift)** column, click the button in front of *Unearned Income*.
 - Down below, in the **Memo** line, enter *UAV gift*.
 - In the Expense (Feed, Rent, etc.) column, do not select an Experience.
 - Click the button in front of Other Expense.
 - Down below, in the **Memo** line, enter *UAV gift*.
 - Have your teacher review the entry, then click **Cancel**.
- 4. Review Description 10. Practice entering Description 10 according to the following instructions. Note that this entry will shows up in the ledger as both income and expense if saved.
 - Go to the Finances tab in the AET.
 - Click on New Cash entries (Entrepreneurship & Research).
 - Select Enter cash expense. The top of the next page should read New Expense Transaction.
 - Under Vendor/Payee, enter your county's name.
 - Do not select an **Experience**.
 - For **Type**, select *Other*.
 - Enter \$100.00 under Amount.
 - In the **Memo/Efficiency** column, type *UAV certification/license*.
 - Have your teacher review the entry, then click **Cancel**.
- 5. Review Description 12. Practice entering Description 12 according to the following instructions.
 - Go to the Finances tab in the AET.
 - Click on New paycheck (Placement). The top of the next page should read New Paycheck.
 - Enter \$400.00 under Total Gross Income.
 - Under **Taxes/Withholdings**, enter \$35.00.
 - Do not enter any Expenses.
 - Enter 40 for Paycheck Hours.
 - Do not split the paycheck into an experience.
 - Have your teacher review the entry, then click **Cancel**.

Conclusion

- 1. How can you keep track of income and expenses for a business?
- 2. Why should you record non-cash entries for a business?

Name	
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Activity 7A Student Observations

Table 1. Classified Financial Entries

Cash Income	Reasoning	Cash Expenses	Reasoning
Non-cash Income	Reasoning	Non-cash Expenses	Reasoning



Activity 7A Business Transactions

Description 1	Value:	Description 9	Value:
You need a pair of steel-toed work boots in order to work in the small gas engine repair shop. You buy a pair of boots on sale at the local farm and home store.	\$95.00	For your fruit processing business, you need a new pressure cooker for sealing jars of jam. Your neighbor wants to sell his pressure cooker but is willing to give it to you now in exchange for jam later in the season.	\$50.00
Description 2	Value:	Description 10	Value:
For your agriscience research project, you need to purchase three samples to test, but a neighbor has extra samples and is willing to donate them to your research project.	\$25.00	You need to complete a certification course and license your unmanned aerial vehicle (UAV) in order to receive payment for aerial images you take with it. You pay a fee to complete the course and licensure.	\$100.00
Description 3	Value:	Description 11	Value:
You received a top-of-the-line unmanned aerial vehicle (UAV) for your last birthday and plan to use it to take aerial images.	\$500.00	For Mother's Day, you'd like to assemble and sell 25 specialty salad bowls with lettuce, tomato, and cucumber seedlings that you've already grown. The specialty bowls cost about \$10 each.	\$250.00
Description 4	Value:	Description 12	Value:
Four of your neighbors agreed to pay you \$50.00 each to take aerial images of their properties with your unmanned aerial vehicle (UAV) and camera.	\$200.00	A local hunting and fishing outfitter heard you enjoyed fishing. He asked if you'd be interested in assisting with overnight fishing expeditions two weekends next month, for a salary of \$200 per weekend.	\$400.00
Description 5	Value:	Description 13	Value:
You assembled 25 specialty salad bowls with vegetable seedlings for a Mother's Day sale event. The assembled bowls sell out rapidly, and you receive \$25 for each set.	\$625.00	Your equine therapy program for disabled students, needs new equipment to expand the program to reach more students. A bank donated new helmets and a mounting block for the students.	\$150.00
Description 6	Value:	Description 14	Value:
Your neighbor asks you and your brother if you would mow her lawn while she is visiting relatives this summer. She will pay you to make sure the lawn is mowed weekly.	\$750.00	Your neighbor milks goats and would like to certify her farm as organic. You raise about 200 bushels of organic corn, so you agree to sell your corn for her to feed to her goats for \$6 per bushel.	\$1,200
Description 7	Value:	Description 15	Value:
The director of the local pet shelter where you work asked you to volunteer your time to help with a community dog vaccination event next week. In order to get there, you'll need to pay your bus fare and lunch.	\$12.00	You enjoy washing and grooming pets, so you want to advertise your services. The advertisement will be promoted on social media to local residents as well as in printed newspapers.	\$25.00
Description 8	Value:	Description 16	Value:
For your ag class, you wrote a childrens' story about agriculture. You've been encouraged to self-publish the book and sell it online. The self-publishing costs must be paid up front by credit card online.	\$25.00	Five people respond to your pet grooming service advertisement and would like to bring their pets to you on Saturday to have them washed and groomed. They each agree to pay you \$25.	\$125.00
Description 17	Value:	Description 18	Value:

\$	\$

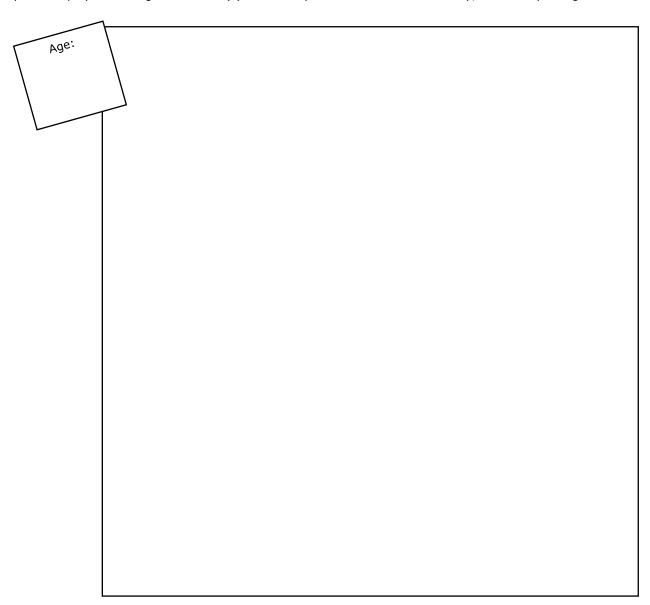


saeforall.org

Foundational – Awareness A4 Activity 8A Workplace Safety

Because many agriculture career pathways contain hazardous occupations, it is critical that you have a strong base of instruction and experience with workplace safety.

Step 1: Read the <u>United States Department of Labor Fact Sheet #40</u> (www.dol.gov/whd/regs/compliance/whdfs40.pdf). After reading the fact sheet, answer the question: What youth employment in agriculture rule(s) relates to your work within the industry, based on your age?



Top Career Area:	
Safety Precautions	Safety Certifications
Conclusion	
List two reasons you should anticipate and avoid sa	afety hazards in your SAE.

Step 2: Review your top career area of interest on AgExplorer (<u>AgExplorer.FFA.org</u>) or your school's career planning site and identify three safety precautions and three possible related safety certifications.

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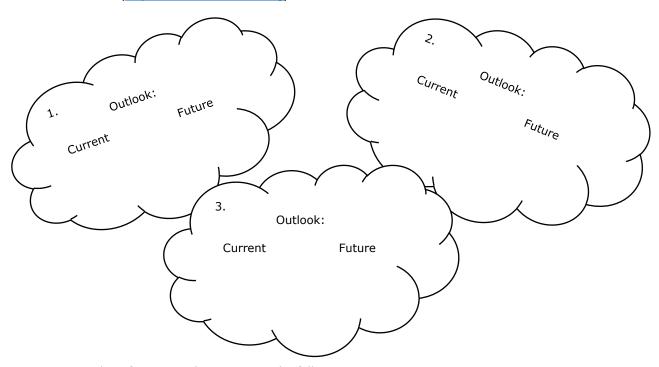
Foundational – Awareness A5 Activity 9A Agricultural Literacy

Agricultural literacy is about knowing the width and breadth of the industry of agriculture. The agriculture industry is made up of many fields and affects everyone.

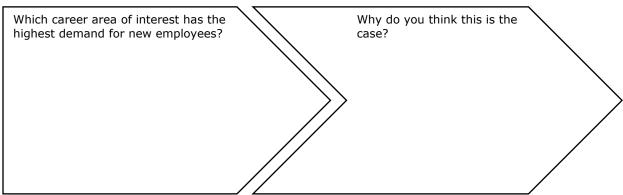
Regardless of your career area of interest, it is important for you to be able to understand and discuss the nature and role of agriculture both locally and globally. As a consumer and a potential professional in the industry, it is important to recognize how agriculture impacts our society, environment and economy and plays a role in everyone's life.

Step 1: Identify your top three career areas of interest in the spaces below. Find current and future demand for the careers you identified. Utilize any of the sites below to find this information.

- *AgExplorer (<u>AgExplorer.FFA.orq</u>)
- *Get My Future (https://www.careeronestop.org/GetMyFuture/default.aspx?frd=true)
- *O-Net Online (https://www.onetonline.org)



Step 2: Using the information above, answer the following questions.



Step 3: Share your career demand information with your classmates. Track or compare career areas. Utilize the space below to collect your research.
Conclusion
Explain, from your research and the data from your classmates, any trends in agriculture career area demand. Where does growth appear to be occurring within the agriculture industry?



Foundational SAE Evaluation Rubric

Areas with Room for	Criteria	Areas that Meet or Exceed
Improvement		Expectations
	Activity 1A Career Exploration and Planning Student identified and prioritized five career areas of interest and provided a	
	brief analysis of the interest inventory results.	
	Activity 2A Employability Skills for College and Career Readiness Student noted the employability skills critical to their career areas of interest and summarized and evaluated their current abilities in those areas.	
	Activity 4A Personal Financial Management and Planning Student completed a simple budget and the Reality Check activity.	
	Project 6A Immerse Yourself Student has adequate plans for an appropriate Immersion SAE project. The project may or may not be implemented, but must be reasonable and attainable. All corresponding documents are complete for the Immersion SAE category.	
	Activity 8A Workplace Safety Student provided a basic description of the safety report for their state and safety precautions and certifications for their career area of interest. Safety documents have been developed for the Immersion SAE project planned in Project 6A.	
	Activity 9A Agricultural Literacy Student developed a simple brochure describing the labor market demand for their career areas of interest.	
	Project 3C (AE) Day in the Life Student prepared an engaging presentation describing a day in the life of one of their career areas of interest based on interviews conducted with two professionals actively working in the career.	
	FP Final Plan All of the above components of the career plan were included in the appropriate places.	

Adapted from The National Council for Agricultural Education. (2018). SAE for All Foundational SAE Independent Learning Guide. Retrieved from https://ffa.app.box.com/s/724w8fh9emxvxq5g4t5ogli89blpw75c



SAE Recordkeeping Evaluation Rubric

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
Improvement	Frequency of Entries At least one AET login per week is recorded during the grading period.	Expediations
	Profile The student profile is up-to-date and includes personal information, ag classes, FFA offices/committees and school involvement.	
	Journal Entries Hours spent in areas such as class, AET experiences, FFA activities/competitions, and community service have been recorded throughout the grading period.	
	Immersion SAE Projects At least one Immersion SAE Project is active. • The project agreement/background sections are complete for each active project. • Completed safety/risk documents are included as artifacts for each active project. • Hours spent on active projects are recorded during the grading period. • Financial entries are up-to-date for active projects. • Optional: at least one photo shows the student in action for the project. Other Local Requirement: Description:	
	Other Local Requirement: Description:	