**Lesson Title: Purpose and record keeping of SAE**

**Unit: 1: Supervised Agricultural Experience**

TEKS: (C) (15) (A) and (B)

(A) Plan, propose, conduct, and evaluate entrepreneurship; placement; exploratory; research, either experimental or analytical; improvement; supplementary; laboratory-based; or other identified, supervised agricultural experience as an experiential learning activity;

(B) Apply proper record-keeping skills as they relate to a supervised experience;

OBJECTIVES

The student shall be able to:

1. Discuss the purpose of an SAE.
2. Analyze SAEs.

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

PPT: SAE

Website for more information: <http://saebuilder.com/videos.aspx>

TEACHING PROCEDURE

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| Interest Approach/Anticipatory Set | Teacher Notes |
| First 15 Minutes:  The PowerPoint should be used at this time to ensure that the students understand SAEs. The lecture will cover the purpose of and SAE as well as how to keep records on a student’s SAE. The types of SAEs will also be discussed with the students. There will also be a short video to be shown.  <http://saebuilder.com/videos.aspx>    Next 15 Minutes of class:  The students will perform a lab. The students should be taken to the computer lab to research one of the four types of SAE. The students will be broken up into four groups. Each group will be assigned a different type of SAE. Research will then be done in the computer lab.  Remaining 15 Minutes of class:  The students will then be given the opportunity to give a short presentation of what they found on their assigned SAE. The students will give general information as well as other information that would be beneficial to the rest of the class. | Ask questions to students  Give students some specific information to look up.  Ask questions to each group as well as the rest of the class during presentations.  May take additional time the following day. |

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| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objective 1: Discuss the purpose of SAEs.   * Students with an SAE learn by doing. * With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories. * Every student enrolled in an AFNR course is required to have an SAE project. * Having an SAE project will allow the students to grow professionally. * An SAE will also help guide students into the career path that they wish to choose.   Objective 2: Analyze SAEs   * Every student should be given a record book at the beginning of each year. * At the end of each week, students should document what they did throughout the week with their SAE project. * Taking time every week will allow for less confusion. * Keeping these records will also allow for students to apply for grants and scholarships as well as degrees. | PowerPoint projector will be needed.  Must have USB or have PowerPoint saved to computer.  Ask students critical thinking questions. |

ENGAGEMENT

The students will be engaged by this lesson because every student that is enrolled in an AFNR course is required to have an SAE project. The students will need to learn this information to experience what type of SAE they might want to get involved in.

EVALUATION

Bring the lesson to a close and review important concepts. Students will be asked a variety of questions that involve the objectives to ensure that the material was covered in the proper manner.

ADDITIONAL MATERIALS

A short SAE video clip will be showed to grab the student’s attention as well as get them thinking of the lesson that will be covered.

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**Lesson Title: Purpose and record keeping of SAE**

**Unit: 1: Supervised Agricultural Experience**

TEKS: (C) (15) (C)

(C) Design and use a customized record-keeping system for the individual supervised experience;

OBJECTIVES

The student shall be able to:

1. Determine the process of designing a record keeping system

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

PPT: SAE

TEACHING PROCEDURE

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| Interest Approach/Anticipatory Set | Teacher Notes |
| First 15 Minutes:  Review the students on previous knowledge of SAEs. The lesson will start off with the students given a series of critical thinking questions. Then a 15 minute video will be showed to get the students re thinking of SAEs.  <http://saebuilder.com/videos.aspx>  Next 15 Minutes of class:  For the next 15 minutes of class the students will be given specific information on a proper way to keep up with record keeping. Specific information will be discussed till there are no questions over the record books. An example of a record book will be shown to the students.   * <http://naae.ca.uky.edu:8080/clearspace_community/docs/DOC-1384>     Remaining 15 Minutes of class:  A lab activity will be given the last 15 minutes of class. There will be 8 different stations set up throughout the room with specific information. Each station will be a type of SAE. The students will be broken up into groups and be allowed to travel throughout the room to determine what type of SAE they believe the description describes. | Ask questions to students  Ask questions to students  Place students into groups, do not let them pick their own groups |

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| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objective 1: Determine the process of designing a record keeping system.   * A type of SAE should first be selected. * A record book should then be handed out or allow for computer lab time in cause the records will be kept electronically. * Research must be first done to determine the type of SAE * Become organized * There will need to be time set aside every week * Have a binder specifically for SAE project * Keep the binder in one location * Apply notes that may become important to the binder * Start with the record book after assigned to a type of SAE * Place personal information on the front cover, in case of emergencies * Begin by filling out each page as accurate as possible * Place as much detail in every page | PowerPoint projector will be needed.  Must have USB or have PowerPoint saved to computer.  Ask students critical thinking questions. |

ENGAGEMENT

The students will be engaged by this lesson because every student that is enrolled in an AFNR course is required to have an SAE project. The students will need to learn this information to experience what type of SAE they might want to get involved in. They will also need to know the following information because there will need to be a process to filling out a record book.

EVALUATION

Bring the lesson to a close and review important concepts. Students will be asked a variety of questions that involve the objectives to ensure that the material was covered in the proper manner.

ADDITIONAL MATERIALS

A short SAE video clip will be showed to grab the student’s attention as well as get them thinking of the lesson that will be covered.

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**Lesson Title: Purpose and record keeping of SAE**

**Unit: 1: Supervised Agricultural Experience**

TEKS: (C) (15) (D)

(D) Participate in youth leadership opportunities to create a well-rounded experience program in agriculture;

OBJECTIVES

The student shall be able to:

1. Determine how the FFA enhances SAEs.
2. Discuss some of the ideal SAEs for advanced animal science.

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

PPT: SAE

HO: SAE rubric

TEACHING PROCEDURE

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| Interest Approach/Anticipatory Set | Teacher Notes |
| First 15 Minutes:  Review previous knowledge of SAEs. The first 15 minutes of class will be designed to go over the objectives. The students will gain information on how the FFA enhances SAEs as a whole. The students will also be able to determine some of the idea SAEs that are for advanced animal science students. A short video can be shown if time profits.  <http://saebuilder.com/videos.aspx>  Remaining class time:  The students will perform an activity. The students will be broken up into pairs. The students will each have their record books in hand. The students will be given a rubric to grade their partner’s record book. This will take some time due to the amount of information that should be within the record books. Grading a partners record book will help ensure the students that they are doing the proper record keeping.   * + <http://naae.ca.uky.edu:8080/clearspace_community/docs/DOC-1385> | Ask questions to students  Break the class up into groups, do not allow the students to pick their own groups.  Make sure the students have their personal record books on hand. |

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| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objective 1: Determine how the FFA enhances SAEs   * The FFA is involved with enhancing SAEs through scholarships and employability * Scholarships are awarded to students who have kept accurate records of their SAE projects each year. * SAEs are in place for students to become comfortable with the field they wish to become in. * Each year the National FFA Organization awards approximately $2 million in scholarships * the National FFA Foundation and are given for a wide variety of experiences, career goals and higher education plans * The selection process takes into account the whole student - FFA involvement, work experience and Supervised Agricultural Experience (SAE) * More than 1,000 scholarships available * SAEs were created to ensure that the students walk away from their AFNR course with a better understanding of their career path. * The employability portion helps determine strengths and weaknesses. * A career path can then be placed that will allow for the strengths to show   Objective 2: Discuss how some of the ideal SAEs for advanced animal science students.   * Veterinarians assistant * Working alongside of animals would be beneficial to a student perusing an animal science career. * Local feed store * Helping with selling of feed products * Feed mill * Processing feed and helping of distrusting feed * Pet Shop * Allowing for small animals to be a part of animal science * Taxidermy * Determining how animals are processed and cleaned before consumption | PowerPoint projector will be needed.  Must have USB or have PowerPoint saved to computer.  Ask students critical thinking questions. |

ENGAGEMENT

The students will be engaged by this lesson because every student that is enrolled in an AFNR course is required to have an SAE project. The students will gain the knowledge on how advanced animal science can be worked into their SAE project.

EVALUATION

Bring the lesson to a close and review important concepts. Students will be asked a variety of questions that involve the objectives to ensure that the material was covered in the proper manner.

ADDITIONAL MATERIALS

A cartoon will be shown at the beginning of the lesson to grab the student’s attention. This will also start helping the students think in a critical thinking kind of way.

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**Lesson Title: Purpose and record keeping of SAE**

**Unit: 1: Supervised Agricultural Experience Test**

TEKS: Test over SAE

OBJECTIVES

The student shall be able to:

1. Discuss the purpose of an SAE.
2. Analyze SAEs.
3. Determine the process of designing a record keeping system
4. Determine how the FFA enhances SAEs.
5. Discuss some of the ideal SAEs for advanced animal science.

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

Copies of test must be made.

TEACHING PROCEDURE

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| Interest Approach/Anticipatory Set | Teacher Notes |
| Total class period:  The SAE test will be given  Hand test out to students.  Students must work individually. | Make sure students have eyes on own paper. |

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| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objectives for the test:   1. Discuss the purpose of an SAE. 2. Analyze SAEs. 3. Determine the process of designing a record keeping system 4. Determine how the FFA enhances SAEs. 5. Discuss some of the ideal SAEs for advanced animal science. | Copies of test will be needed. |

ENGAGEMENT

Test will be given

EVALUATION

Test will be given

ADDITIONAL MATERIALS

Copies of test will be needed.

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