SAE Implementation Lesson

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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
Students will know and understand	*Students will learn concepts by doing*
1. Personal agricultural career interests should be explored through Supervised Agricultural Experience (SAE) programs.	- 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**).
2. Recordkeeping includes tracking and analyzing income, expenses, assets, and liabilities.	- 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**).
3. Immersion SAE projects provide opportunities for career exploration and professional growth for middle and high school students.	- Explore opportunities in Immersion SAE categories (**Day 5**). - Conduct basic planning for an Immersion SAE project (**Day 6**).
4. Immersion SAE projects require planning, documentation, and recordkeeping.	Set up an Immersion SAE project in The AET (**Day 6**).

5. All students should have a basic personal financial management plan with goals.	● Evaluate personal financial goals related to a career of interest (**Day 7**).
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 (**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: *When you were an elementary student, what did you want to be when you grew up? Why?*
	Prepare a copy of **Activity 1A Career Exploration and Planning** and the **Foundational SAE Rubrics**. Alternatively, provide the following *Foundational Activity A1. Career Exploration and Planning* activity from the National FFA Organization to students, according to their age or previous SAE experiences. ●9th-11th grade: *Intermediate Activity A1. Career Exploration and Planning* ●11th-12th grade: *Advanced Activity A1. Career Exploration and Planning*
	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: ●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:
	For the interest approach: set up an interactive poll (such as www.pollanywhere.com) with the following question and answer options. *What do you think is your greatest strength?* Choose from the following options: ●Teamwork ●Communication ●Critical thinking ●Innovation ●Responsibility ●Organization ●Other
	For the exit ticket: set up an interactive poll with the following question and answer options. *Which employability skill do you hope to further develop?* Choose from the following options: ●Teamwork ●Communication ●Critical thinking ●Innovation ●Responsibility ●Organization ●Other

	Prepare **Activity 2A Employability Skills for College / Career**. Alternatively, prepare copies of the appropriate *Foundational Activity A2. Employability Skills for College and Career Readiness*: ●9th-11th grade*: Intermediate Activity A2. Employability Skills for College and Career Readiness* ●11th-12th grade: *Advanced Activity A2. Employability Skills for College and Career Readiness*
	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: ● 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. ● 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. ● 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 *Foundational Activity Authentic Experience* from the National FFA Organization: ● For 9th-11th grade: *Intermediate Activity AE. Work Experience* ● For 11th-12th grade: *Advanced Activity AE. Work Experience*

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 *Other* in the table. A ticket costs $10.00, which represents an *Entertainment* category, and you decide to buy the pop and popcorn snack bundle for another $10.00, which would be placed under the *Food* 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 *Foundational Activity A3. Personal Financial Management and Planning:* ●9th-11th grade*: Intermediate Activity A3. Personal Financial Management and Planning* ●11th-12th grade: *Advanced Activity A3. Personal Financial Management and Planning*
	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?	*Student responses should reflect correct calculations.*
Q2	What is the most surprising thing that you discovered about your spending?	*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.*

Q3	What is one way you could improve your spending habits?	*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.*

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. ● **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. ● **Ownership/Entrepreneurship SAE Video** ● **School-Based Enterprise SAE Video** ● **Placement/Internship SAE Video** ● **Service-Learning SAE Video** ● **Research 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).

Students use prepared *SAE Idea Cards* and the **NFFA 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. ● **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**

	Provide copies of the following Iowa Department of Education work-based learning safety documents for each student. ● **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.
	Each student with a Placement/Internship SAE needs a **Sample SAE Training Plan**.
	Prepare copies of corresponding AET worksheets according to Immersion SAE categories: ● **AET: SAE Plan Worksheet Entrepreneurship** (Entrepreneurship/Ownership and School-Based) ● **AET: SAE Plan Worksheet Placement** ● **AET: SAE Plan Worksheet Research** ● *AET: SAE Plan Worksheet School-Based* (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	Money for grooming pets	15	Pay for pet grooming ads
Non-cash Income	**Reasoning**	**Non-cash Expenses**	**Reasoning**
2	Neighbor donation for project	9*	Trade jam for pressure cooker
3	Gifted UAV for birthday		
9*	Receive pressure cooker in exchange for jam		
13	Donated items from bank		

For Part Two, ensure that each pair's transaction entries in the AET match the photos provided below.
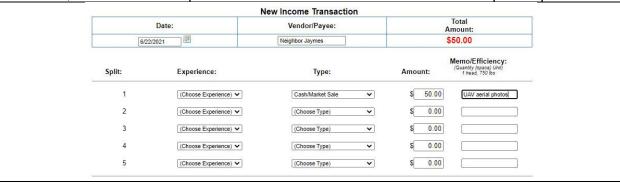
Figure 1: Transaction 4 – Cash Income for Entrepreneurship
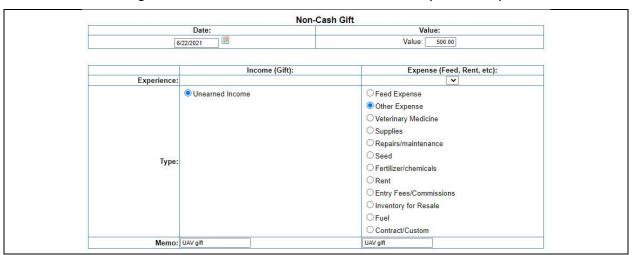
Figure 2: Transaction 3 – Non-cash Income for Entrepreneurship
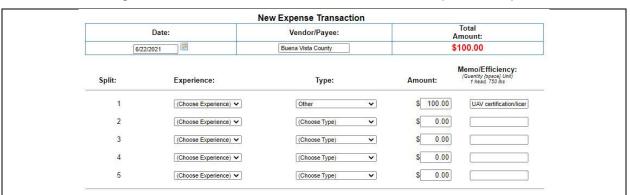
Figure 3: Transaction 10 – Cash Expense for Entrepreneurship

New Paycheck				
Date	② Total Gross Income	Taxes / Withholdings	Expenses	② Paycheck Hours
6/22/2021	$400.00	$35.00		40.0

Split	Paid Placement Experience ②	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:
	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. ●**Funny Farm Fails** – Down on the Farm ●**Funny Farm Tractor Fails Compilation / FailArmy** ●**That's BAD** – Millennial Farmer
	Ensure student access to the **U.S. Department of Labor Fact Sheet #40** (www.dol.gov/whd/regs/compliance/whdfs40.pdf).
	Prepare a copy of **Activity 8A Workplace Safety**. Alternatively, prepare copies of the appropriate *Foundational Activity A4. Workplace Safety.* ●For 9th-11th grade: *Intermediate Activity A4. Workplace Safety* ●For 11th-12th grade: *Advanced Activity A4. Workplace Safety*

📢🖥 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 *Foundational Activity A5. Agricultural Literacy.* ●For 9th-11th grade*: Intermediate Activity A5. Agricultural Literacy* ●For 11th-12th grade: *Advanced Activity A5. Agricultural Literacy*
	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. ●**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.

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Acknowledgements

CASE

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?

SAE FOR ALL
EVOLVING THE ESSENTIALS

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 inventory that you completed.

AgExplorer   Get My Future

My Next Move   School/State Inventory _____
                                                         (Title)

Choose the top four careers from 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 from 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	Animal Systems
Biotechnology Systems	Environmental Services Systems
Food Products and Processing Systems	Natural Resources Systems
Power, Structural and Technical Systems	
Plant Systems	Agricultural Education
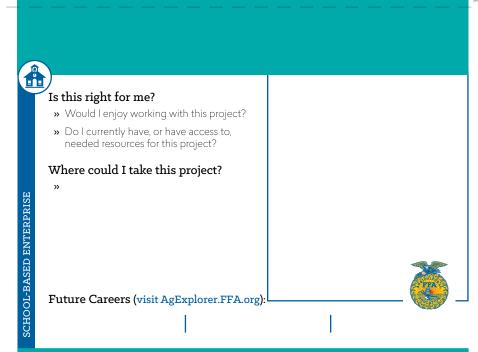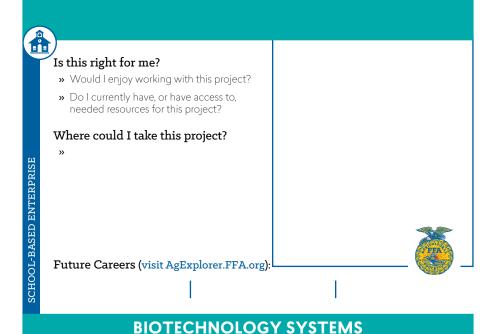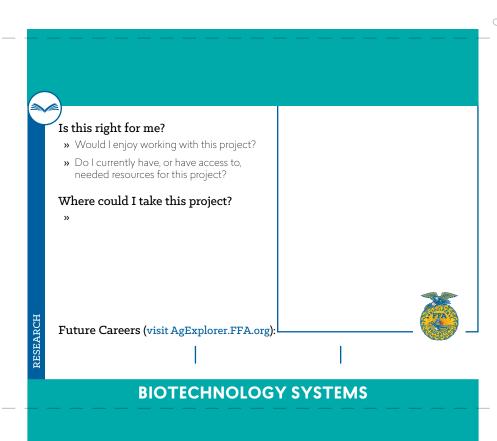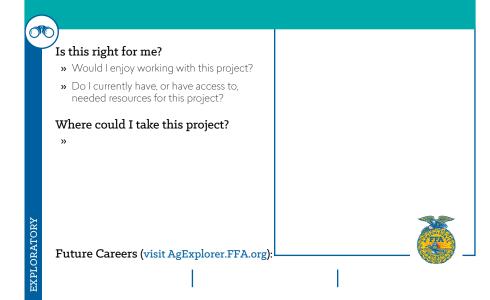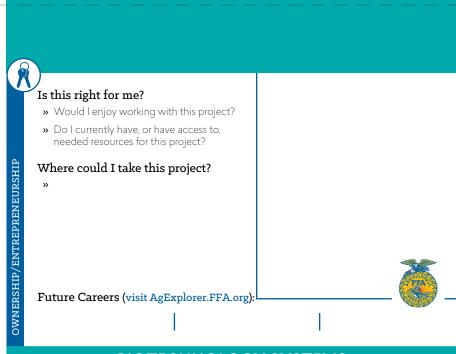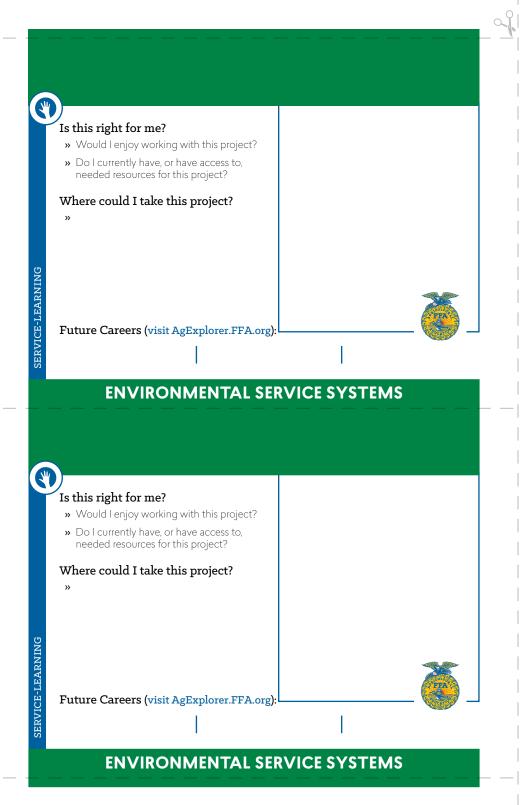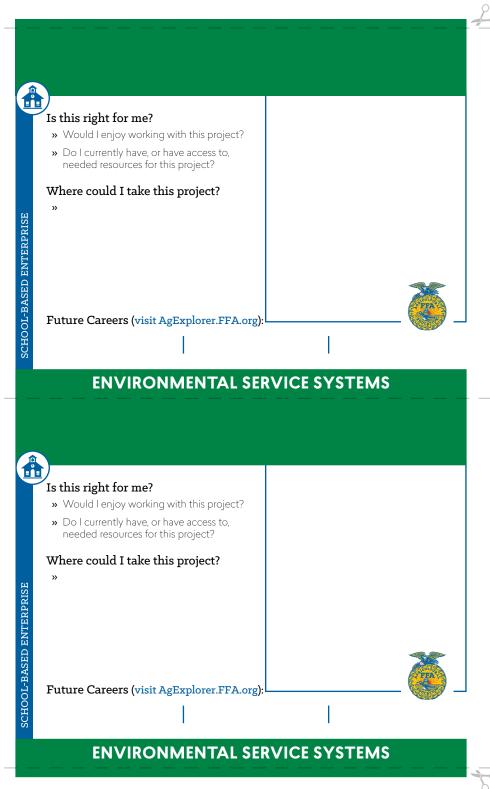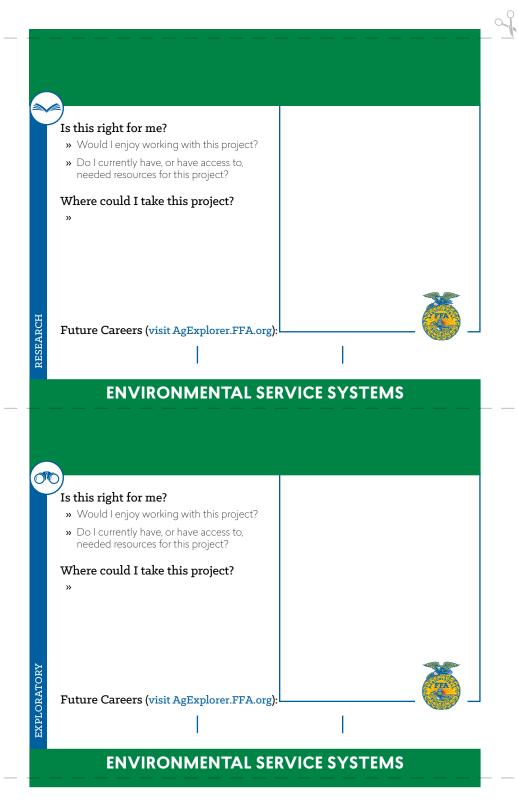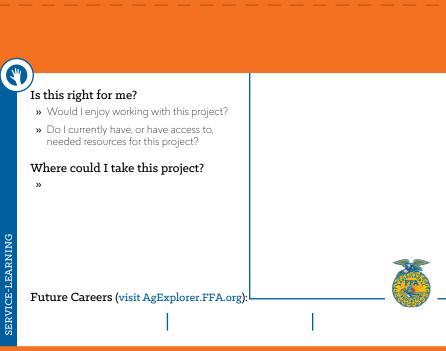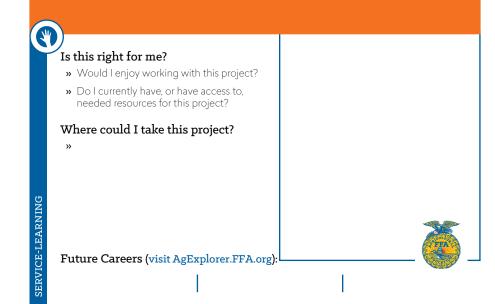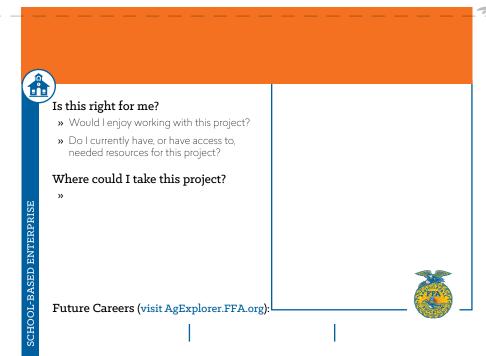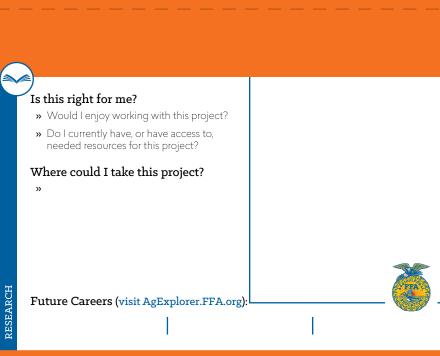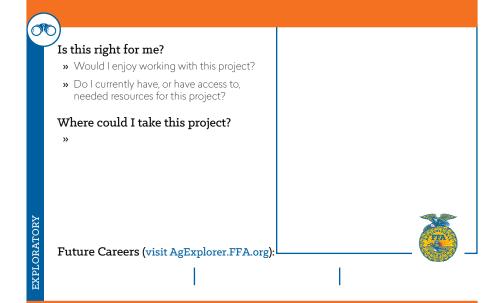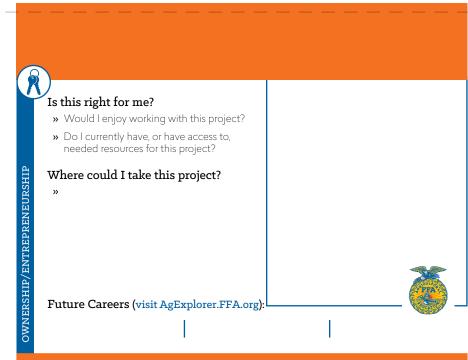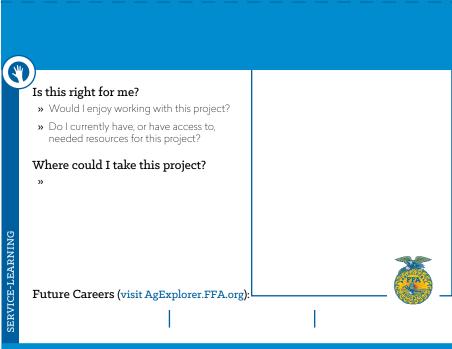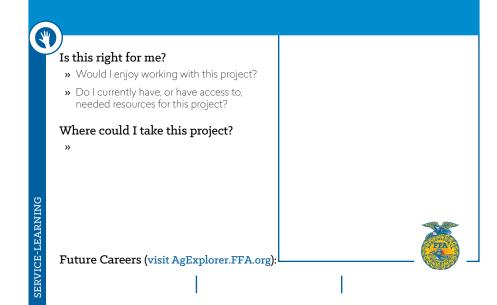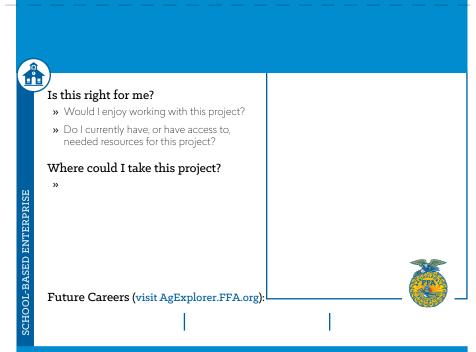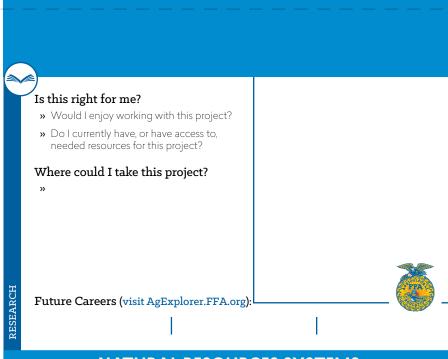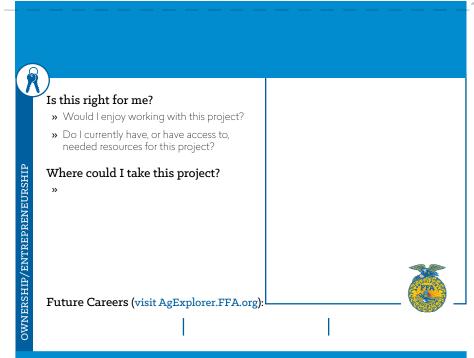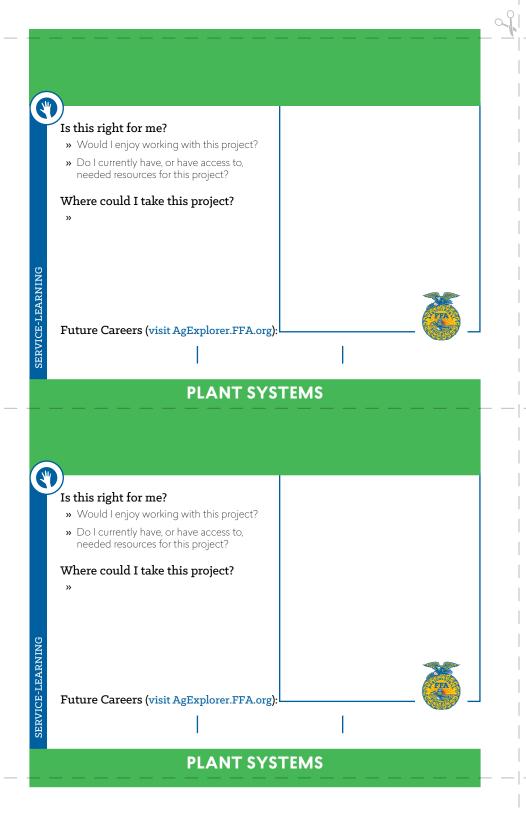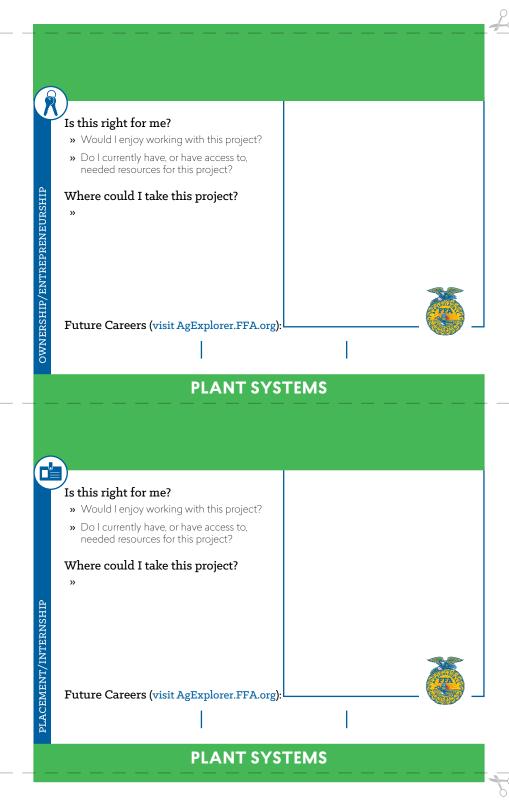
1.

Career _____

Focus Area_____

2.

Career _____

Focus Area_____

3.

Career _____

Focus Area_____

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	

Step 4: Review your school's course offerings. Which agriculture and academic (core) courses should you take to be prepared for the next steps after high school?

Agriculture Classes	Academic (Core) Classes

Conclusion

Do you think you have found your future career? Why or why not?

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

Employability skills are needed for success in nearly all careers. They are often called cross-cutting 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, 21st 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.

Skills:	Ratings:			
	(4) Usually	(3) Some times	(2) Seldom	(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:

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

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

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

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

Example Graph:

Key:

Self –

Friend –

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

In which employability skill category do you excel?

Why do you think this is?

Which employability skill category do you need to develop further?

How can you work on these skills?

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

Top Career Area:

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

Why is this skill important?

CASE

ᵠ 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*

Day	Location	Spending Categories – Sample Items and Expenses			
		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?

Name_____

Activity 3A Student Data

Table 2. *Spending Over One Week*

Day	Location	Item(s)	Spending Categories			
			Entertainment	Food	Clothing and Personal Care	Other
			$	$	$	$
			Category Totals: $	$	$	$
			Total Spending 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?

Developing your Profile

All about YOU

Profile

Record your personal
information, Ag Classes,
FFA Offices/Committees,
and school involvement.

Lesson Objectives:
1. The student will be able to develop their AET profiles online.
2. The student will be able to recognize AET terms learned in previous lesson.
3. The student will be able to think critically about their Supervised Agricultural Experience (SAE) project development within their record book.

_Æ_Tlearn

AET Profile Video

(4 min.)

Before we begin let's watch a short clip from AET

AET Profile Video

http://learn.theaet.com/video.aspx?ID=7

ÆTlearn

Let's sign in to our AET and get started!

Step 1 – Go to www.theaet.com and click the yellow button to sign in.

Use your "First Day" worksheet as a reference.
Tips are:
- Your chapter # is always the same. Look on AET poster!
- Username (as listed in your Accounts page)
- Password (Capitalization matters), first initial and first letter of your last name are usually capital letters
- If auto u/pw is selected by advisor use 1st initial last name for both u/pw

ÆT learn

Complete your own profile in AET

Step 2
- Manage/Edit your personal profile and password
  – Complete it all for a 100% score
- Record your School Ag class schedule
  – Essential before your start your records!
- Manage your Resume information
  – The resume builds from record book information, but other accomplishments can be added here.
- Experience Manager (SAE)
  – Where SAEs are developed, but if you haven't decided on an SAE yet skip to learn more about SAEs in the next lesson plan.
- Enter your FFA Offices if you are an officer-List leadership in FFA
- Enter your FFA committee memberships– List leadership in FFA.

AET learn

Complete your own profile in AET

Our goal today is for you to reach 100% of your profile competed in your AET

100%

ÆTlearn

CASE

💡 Activity 3B The AET Setup

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?

Name_____

Activity 3B. Student PROFILE Checklist & Guide

Step 1: Log In to The AET

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

Student

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. Manage/Edit your personal profile and password – this is an important step to complete all sections.

AET Profile

About You
- Profile, Contacts & Password
- Ag. Class Schedule
- Career Goals, Transcripts & References
- Emergency Info & Permission Forms
- Explore Your SAE Interests

Your Activities
- Project/Experience Manager (SAE, WBL)
- Enter your FFA offices
- Enter your FFA committee memberships
- Test your knowledge and gain a passing score
- Browse Job Board

Career Connector
- Choose your educational and career interests
- Explore your interest using "My Next Move"
- Explore agricultural career opportunities and more!
- AET access for Mentors and Parents/Guardians
- Survey of Education and Career Plans

Roger Hanagriff
Chapter: National FFA/SAE Test Account w/AET
FFA Member Number:
Profile Complete for FFA Membership: **100%**

Password: [Reset]
Profile Pic: [Upload]

Demographics [EDIT]
Birthdate: -
HS Graduation: June 2017
Shirt Size: -
Gender: Male
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: -

Mailing Address [EDIT]
Address: 198 Pool Rd
City, State, Zip: Richards, TX 77873-4183

Contact Information [EDIT]
Email: rhanagriff@gmail.com
Home Phone: 9366614163
Cell Phone: 9366614163

Parents/Guardians [EDIT]

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

Click "edit" and complete all sections.

Click "edit" and enter your complete address.

Enter a New Address
198 Pool Road, R|
198 Pool Rd, Richards TX 77873
198 Poole Rd, Mcalester OK 74501
198 Devils **Pool Rd**, Ridgedale MO 65739
198 Jack **Pool Rd**, Riegelwood NC 28456
Enter address manually

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

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

__ b. <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. <u>Manage your Resume Information</u> – 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. <u>Enter your FFA offices</u> – List your leadership in FFA.

__ f. <u>Enter your FFA committee memberships</u> – 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 SAE for All Foundational A1

__ h. <u>Explore your educational and career interests</u> – 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!

SAE FOR ALL
EVOLVING THE ESSENTIALS

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 Life" profile for one of your career areas of interest by _____ (due date)

Step 1: Brainstorm individuals in your community that work in your chosen career area of interest. (Work with your instructor, if needed.)

```
Name:

Job Title:

Company:

Phone Number:

Email:
```

```
Name:

Job Title:

Company:

Phone Number:

Email:
```

Step 2: Schedule a 30-minute interview with each individual. Write a "sample" email or script (if it's a phone interview) introducing yourself and the project. Optional: you may shadow the person you are interviewing.

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 _____

Job Title: _____

Questions:

1.

2.

3.

4.

5.

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.

Day in the Life of _____

Which Immersion SAE (placement/internship, ownership/entrepreneurship, research, school-based enterprise, service-learning) would best prepare me for this career area?

Day in the Life Rubric

	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	

SAE FOR ALL
EVOLVING THE ESSENTIALS

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.

Why should you save money?

What is it?

How can you save money?

B U D G E T

Why do you have it?

How do I start?

Uses

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 1:	Step 2:	Step 3:

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.

Budget for _____
(Month)

Income:	Expenses:

Total (This should be more than zero):

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:

- o 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.

Actuals for _____
(Month)

Income	Amount
Total:	$

Expense	Amount
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.

Based on my results I will need to make at least …

Per Hour	Per Week	Per Year

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).

Career Area → **Salary**

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?

$$

Conclusion

What are some things you can do to ensure you stay on budget?

After this activity, what is your biggest takeaway? How will you use this in your future?

CASE

⬗ Activity 5A Immersion Categories

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:
- Markers or colored pencils

Per class:
- *SAE Idea Cards*
- Device with internet access

Per student:
- 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/yhmlgjy52yb0phb3xw0sgqv9rx04jyx4)
- **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?

Group Names_____

Activity 5A Immersion Category Poster Template

Immersion Category:	
Hieroglyphic to Represent Category:	*Number of Students Involved:*

Primary Goal(s) (check all that apply):

	Profitability

	Learn Skills Under Supervision

	Add to a Body of Knowledge

	Enhance the Agricultural Education Program

	Serve the Community

Most Likely Location:	*Who Might Be Involved in Planning?*

Name_____

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 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.	
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.	
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.	

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.		

OWNERSHIP/ENTREPRENEURSHIP

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

EXPLORATORY

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

PLACEMENT/INTERNSHIP

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

Is this right for me?

» Would I enjoy working with this project?

» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?

»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

SCHOOL-BASED ENTERPRISE

Is this right for me?

» Would I enjoy working with this project?

» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?

»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

SERVICE-LEARNING

Is this right for me?

» Would I enjoy working with this project?

» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?

»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

SCHOOL-BASED ENTERPRISE

Is this right for me?

» Would I enjoy working with this project?

» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?

»

Future Careers (visit AgExplorer.FFA.org):

AGRIBUSINESS SYSTEMS

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

RESEARCH

AGRIBUSINESS SYSTEMS

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

OWNERSHIP/ENTREPRENEURSHIP

AGRIBUSINESS SYSTEMS

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

EXPLORATORY

AGRIBUSINESS SYSTEMS

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

PLACEMENT/INTERNSHIP

AGRIBUSINESS SYSTEMS

RESEARCH

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRICULTURAL COMMUNICATION AND EDUCATION

OWNERSHIP/ENTREPRENEURSHIP

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRICULTURAL COMMUNICATION AND EDUCATION

EXPLORATORY

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRICULTURAL COMMUNICATION AND EDUCATION

PLACEMENT/INTERNSHIP

Is this right for me?
» Would I enjoy working with this project?
» Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
»

Future Careers (visit AgExplorer.FFA.org):

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

- » Would I enjoy working with this project?
- » Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
- »

Future Careers (visit AgExplorer.FFA.org):

SERVICE-LEARNING

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

- » Would I enjoy working with this project?
- » Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
- »

Future Careers (visit AgExplorer.FFA.org):

SCHOOL-BASED ENTERPRISE

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

- » Would I enjoy working with this project?
- » Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
- »

Future Careers (visit AgExplorer.FFA.org):

SERVICE-LEARNING

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

- » Would I enjoy working with this project?
- » Do I currently have, or have access to, needed resources for this project?

Where could I take this project?
- »

Future Careers (visit AgExplorer.FFA.org):

SCHOOL-BASED ENTERPRISE

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

» Would I enjoy working with this project?

» Do I currently have, or have access to,
needed resources for this project?

Where could I take this project?

»

RESEARCH

Future Careers (visit AgExplorer.FFA.org):

AGRICULTURAL COMMUNICATION AND EDUCATION

Is this right for me?

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EXPLORATORY

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ANIMAL SYSTEMS

EXPLORATORY

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ANIMAL SYSTEMS

SCHOOL-BASED ENTERPRISE

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ANIMAL SYSTEMS

SERVICE-LEARNING

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RESEARCH

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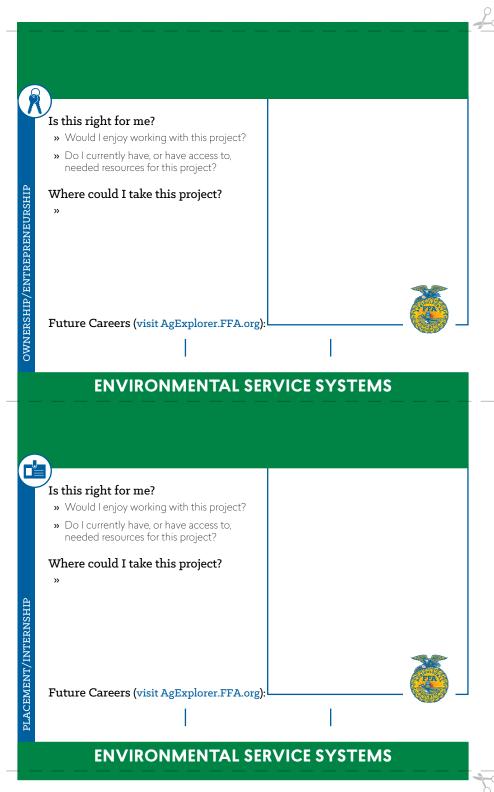## Where could I take this project?
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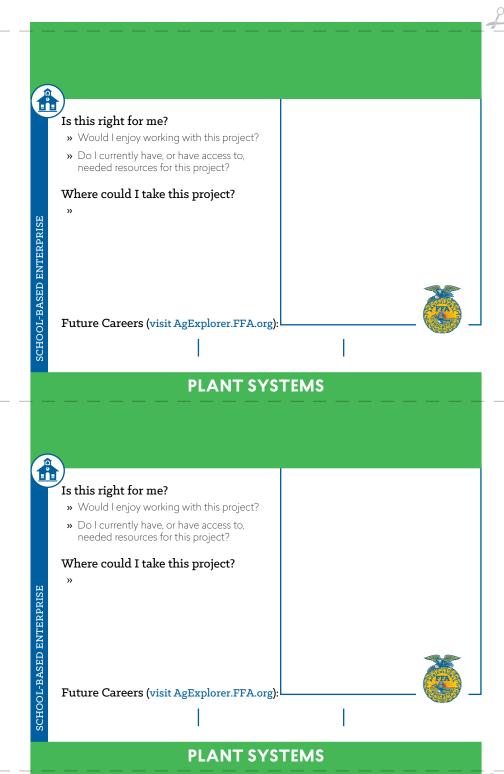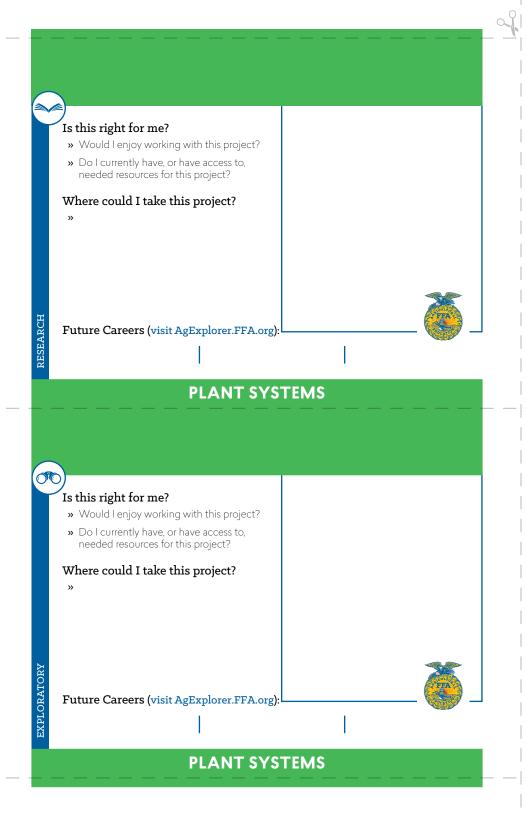
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Future Careers (visit AgExplorer.FFA.org):

POWER, STRUCTURAL & TECHNICAL SYSTEMS

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POWER, STRUCTURAL & TECHNICAL SYSTEMS

CASE

⚲ Activity 5A Immersion Categories

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:
- Markers or colored pencils

Per class:
- *SAE Idea Cards*
- Device with internet access

Per student:
- 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/yhmlgjy52yb0phb3xw0sgqv9rx04jyx4)
   - **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?

Group Names_____

Immersion Category:	
Hieroglyphic to Represent Category:	*Number of Students Involved:*

Primary Goal(s) (check all that apply):

	Profitability

	Learn Skills Under Supervision

	Add to a Body of Knowledge

	Enhance the Agricultural Education Program

	Serve the Community

Most Likely Location:	*Who Might Be Involved in Planning?*

Name_____

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 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.	
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.	
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.	

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)

✓	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

✓	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 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
		Ag Teacher
		Mentor (Optional)

SAE Code of Practice for Safety Risk Assessment

This Code of Practice seeks to promote and strengthen the safety of the student in agriculture while completing a Supervised Agricultural Experience. The SAE project will be under the supervision of the agriculture teacher, employer, and/or parent. While participating in my SAE program, I not only represent the _____ (local) FFA Chapter, but _____ High School, community and the state and National FFA Organization. The _____ (local) FFA chapter has established certain safety expectations that must be observed while completing my SAE project.

- I promise that my attitude, conduct, and appearance will be such to reflect safe work practices
- I promise to abide by the National FFA Code of Ethics
- I will not possess or use drugs, alcohol or tobacco while participating in my SAE project
- I will use safe working habits during my SAE
- I will use all machine guards, protective equipment, information, training and seek regular supervision if necessary to protect myself from risk
- I will review health and safety guidelines as established for my SAE on a regular basis
- If a dangerous situation arises, I will stop work immediately until the hazard is controlled
- If I feel uncomfortable about a task I am asked to complete, I will talk to my employer, teacher, and/or parent

Signed _____ Date _____

Student Self-Assessment of SAE

Name: _____ Where you work: _____ Date: _____

Potential for Accidents

Do you think your job requires a lot of responsibility?	Yes No	
Do you ever drive tractors, vehicles, or other equipment?	Yes No	
If yes, list the equipment you operate: _____		
Do you have a driver's license?	Yes No	
Do you work with livestock?	Yes No	
If yes, list the animals you interact with: _____		
Is your boss or supervisor there while you are working?	Yes No	I don't know
Do you have to check in with your boss/supervisor during the day?	Yes No	
Does your boss/supervisor always know where you are while you're working?	Yes No	I don't know
Did you have to go to any special training before you could start work?	Yes No	
In your opinion, are there parts of your job that you think <u>could</u> be dangerous?	Yes No	
Did your boss/supervisor ever talk about the dangers of your job with you?	Yes No	
If your boss/supervisor were to see you doing something unsafe would they say something to you?	Yes No	I don't know

Working Conditions

Do you think you wear the right protective equipment while you're at work?	Yes No	I don't know
Do you wear the proper clothing to protect you from other hazards?	Yes No	I don't know
Does the equipment that you operate have a roll over protection structure?	Yes No	I don't know
Do you know where any emergency shut offs and stop switches are located?	Yes No	

In Case of Injury

Is there a plan in place in case of an emergency?	Yes No	I don't know
Did your boss/supervisor talk to you about this plan?	Yes No	
Does anyone that you work with know CPR or have first aid training?	Yes No	I don't know
Is there a first aid kit on site and do you know where to find it?	Yes No	
Is there an emergency eye wash station?	*Yes No*	*I don't know*
Is there an emergency shower?	Yes No	I don't know
Do you feel like you could use or find everything that you may need in an emergency?	Yes No	

Teacher/Parent/Employer Safety Assessment of Student's SAE

Name:	Worksite:				Date:	
		Yes	No	Level of Risk	Recommended Action	Target Date	Person Responsible

	Yes	No	Level of Risk	Recommended Action	Target Date	Person Responsible
Phase 1: Pre- Work Assessment						
Does student take job responsibilities seriously?	☐	☐				
Is the student old enough to carry out assigned tasks safely?	☐	☐				
Does student operate equipment (e.g. tractors, vehicles, forklifts, etc.)?	☐	☐				
Does student interact directly with livestock?	☐	☐				
Is student's supervisor present during work hours?	☐	☐				
Does student check in with supervisor on a regular basis throughout the day?	☐	☐				
Does student's supervisor always know where the student is?	☐	☐				
Has student successfully completed a relevant training program?	☐	☐				
Does student understand the inherent dangers of their work environment?	☐	☐				
Was proper on-site training required by supervisor?	☐	☐				
Does supervisor consistently enforce safety practices?	☐	☐				
Phase 2: Working Condition Assessment						
Is proper personal protective equipment worn when necessary?	☐	☐				
Is student dressed appropriately for the type of work being done?	☐	☐				
If student operates heavy equipment, does equipment have a ROPS?	☐	☐				
Does equipment have proper safeguarding? (e.g. Emergency shut offs, stop switches, guards)	☐	☐				
Phase 3: Injury Preparedness Assessment						
Does student's workplace have an emergency protocol in place?	☐	☐	Choose From Drop Down Menu			
If so, does the student understand the emergency protocol?	☐	☐	Choose From Drop Down Menu			
Is student's supervisor trained in CPR or first aid?	☐	☐	Choose From Drop Down Menu			
Is there any emergency medical equipment on site? (e.g. first aid kit)	☐	☐	Choose From Drop Down Menu			
Is there an emergency eyewash station on site?	☐	☐	Choose From Drop Down Menu			
Is there an emergency safety shower on site?	☐	☐	Choose From Drop Down Menu			
Does the student have access to all of the above listed items?	☐	☐	Choose From Drop Down Menu			

Instructions: Answer each question with a check mark in the "yes" or "no" boxes. Then determine the level of risk (using the scale below) for each activity, based on your answer. If the level of risk is high, recommend actions to increase the student's safety. Include a date you would like the action completed by and who is responsible.

Low				High
1	2	3	4	5

Parent/Teacher Signature

5 = Immediate danger to health and safety of student, property, others, and/or resources. Imminent and immediate danger of death or permanent disability.
4 = Probably of injury or illness will occur if not corrected to student or others. Severity of injury or illness will lead to permanent partial disability, temporary total disability.
3 = Injury or illness will likely occur one or more times if not corrected. Results could be a hospitalized major injury or reversible illness.
2 = Possible to occur in time if not corrected. Results could be a hospitalized minor injury, reversible illness.
1 = Injury or illness is unlikely to occur; limited exposure. First aid or minor medical treatment may be needed.

High School Name

Internship Program

Training Plan

Student Name:	
Training Sponsor:	
Training Sponsor Title:	

Evaluation Term Definitions
Needs Training – Student intern has not received training.
Below Expectations – Student has received training but needs additional support.
Meets Expectations – Student intern is proficient.
Exceeds Expectations – Student intern excels at competency.

Competencies	Evaluation			
	1 – Needs Training	2 – Below Expectations	3 – Meets Expectations	4 – Exceeds Expectations
Orientation				
Trained in basic business procedures for position.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
General Orientation ● Met supervisors and co-workers ● Reviewed training materials and procedures ● Understands expectations of position	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Additional Comments:				
Safety				
Trained to identify potential safety hazards and how to handle safety issues.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
If encountered a safety issue, was able to report properly and promptly.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Student has been trained on the equipment by the manager for the internship and follows Child Labor Laws. List equipment the student will be trained on that follows Child Labor Laws:	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Additional Comments: *If applicable, identify equipment at the internship site the student is restricted from using - if documentation is needed.				

Workplace Competencies				
Prompt Arrival Student attends work as scheduled and on time.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Professional Attire Student is well-groomed and appropriately dressed for position.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Teamwork Uses a team approach to daily workplace expectations.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Trustworthy Student is trustworthy and dedicated to the position.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Professional Communication Student is respectful and polite with supervisors/staff/clients. Listens and follows directions with minimal repetition.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Initiative Student take the initiative to find and complete tasks without supervision.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Meets Deadlines Student consistently accomplishes expected tasks	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of Work Student consistently complete tasks correctly without supervision.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Growth Mindset Accepts and implements constructive criticism to improve workplace performance professionally.	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Attitude Student is enthusiastic and displays a positive behavior/interest in developing professional workplace skills	Needs Training	Below Expectations	Meets Expectations	Exceeds Expectations
Additional Comments:				
Skills Specific to Position				
	Needs Training	Performs Task with Assistance	Mastered Task	Can Demonstrate Task to Others
	Needs Training	Performs Task with Assistance	Mastered Task	Can Demonstrate Task to Others
	Needs Training	Performs Task with	Mastered Task	Can Demonstrate Task

		Assistance		to Others
	Needs Training	Performs Task with Assistance	Mastered Task	Can Demonstrate Task to Others
Additional Comments:				

Entrepreneurship SAE Plan Worksheet

AET *learn*

Student Name: _____

Purpose: *Your SAE Plan is meant to help you outline your SAE project from beginning to end; while reflecting about what you learn along the way! Use this worksheet to brainstorm ideas.*

Step 1: Choose SAE Plan in your Project/Experience Manager:

| | 2016 Beg.- Poultry EN - Poultry | | 2 | 0 | 0 | $450.00 | |

Step 2: Complete the sections of the SAE Plan: *Answer the following questions to help develop your plan!*

    A. **Description** - a general description project. Try to answer these questions:

        What is the summary of your SAE project?

        How many project goals do you have and can you describe them?

        When will your SAE project begin and end?

    B. **Time** – Provide a plan for time that you will likely spend. Try to anwer these questions:

        How much time will you spend per week in this project?

        What are common activities that you will have throughout the SAE? Do you have key events planned?

    C. **Financial** – Provide a summary of funds needed to operate your SAE. Try to anwer these questions:

        What are the planned project expenses for your SAE? Where will those funds come from?

        Will you have any non-cash transactions throughout your SAE? If not, answer N/A.

Entrepreneurship SAE Plan Worksheet

ÆT *learn*

Student Name: _____

What is your planned income for your SAE?

How many non-current items have you planned to use in your SAE? How did you acquire those items; are they borrowed, purchased or leased?

D. **Learning Objectives** – Provide a summary of what you plan to learn during your SAE project:

What activities in your ownership experience do you hope to learn the most from?

You can use the SAE Competencies link in the Learning Objective section online to help identify skills likely related to your SAE; you can also search AFNR indicators that link to your SAE!

Placement SAE Plan Worksheet

Student Name: _____

Purpose: *An SAE Plan is to help you outline your SAE Project from project beginning to end; Use this worksheet to brainstorm ideas and then develop your SAE plan in AET.*

Step 1: Choose SAE Plan in Project/Experience Manager:

2017 Beg.- AET Farms - Manag
Greenhouse
PL - Grain Crops

Step 2: Complete the sections of the SAE Plan: *Answer the following questions to help develop your plan!*

A. Description - a general description project. Try to answer these questions:

Who is your employer, job title and potential dates of work?

How will you be compensated (paid or unpaid) in this SAE?

What are your plans to address safety in your work experience?

B. Time – Provide a plan for time that you will likely spend. Try to answer these questions:

What are some common work activities do you think will be part of your project?

How does this experience relate to your career plans?

C. Learning Objectives – Provide a summary of what you plan to learn during your SAE project:

Related to agriculture and your career planning, what do your hope to learn from your research project?

💡 You can use the SAE Competencies link in the Learning Objective section online to help identify skills likely related to your SAE; you can also search AFNR indicators that link to your SAE!

Research SAE Plan Worksheet

ÆT *learn*

Purpose: *An SAE Plan is to help you outline your SAE Project from project beginning to end; Use this worksheet to brainstorm ideas and then develop your SAE plan in AET.*

Step 1: Choose SAE Plan in Project/Experience Manager:

Quail Habitats in South Texas
RE - Natural Resource Systems

Step 2: Complete the sections of the SAE Plan: *Answer the following questions to help develop your plan, which once completed turns the red "X" into a green "check"!*

A. **Description** - a general description project. Try to answer these questions:
     What is the purpose of your research study?

     What important areas of safety are you implementing in your SAE project?

B. **Time** – Provide a plan for time that you will likely spend. Try to answer these questions:
     How much time will you spend reviewing what other researchers have found or processes they have followed?

     What are your planned steps in your research project? How much time do those steps take?

C. **Financial** – Provide a summary of funds needed to operate your SAE. Try to answer these questions:
     Does your research need money and who is helping? (school, sponsor, parent)

     Does your research project have expenses or assets needed for your project?

D. **Learning Objectives** – Provide a summary of what you plan to learn during your SAE project:
     Related to agriculture and your career planning, what do your hope to learn from your research project?

You can use the SAE Competencies link in the Learning Objective section online to help identify skills likely related to your SAE; you can also search AFNR indicators that link to your SAE!

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**

CASE

💡 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_____

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:**

	$

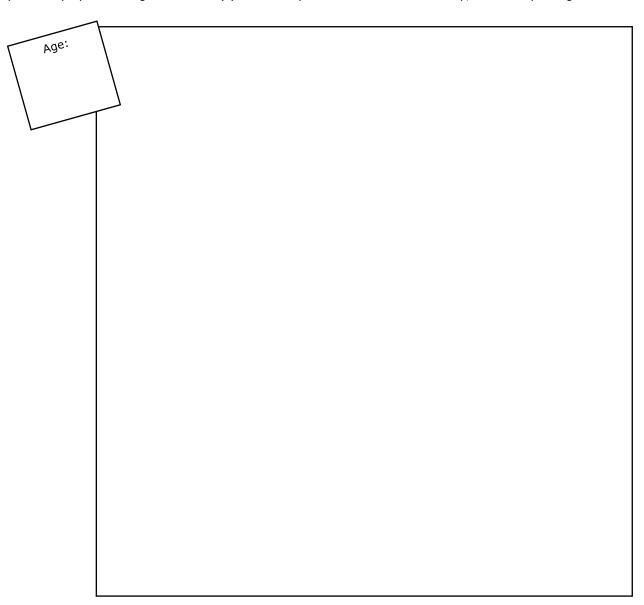|	$

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 United States Department of Labor Fact Sheet #40 (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?

Age:

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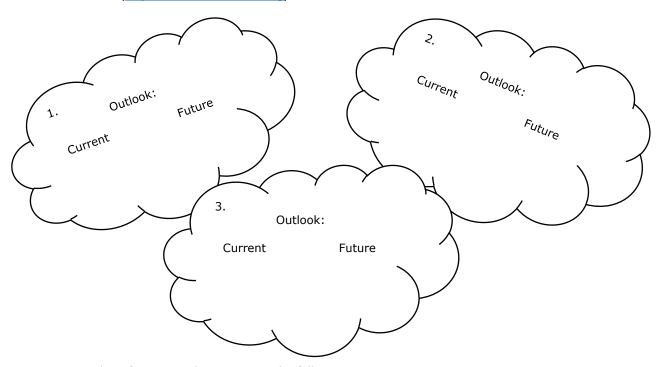
Top Career Area:

Safety Precautions	Safety Certifications

Conclusion

List two reasons you should anticipate and avoid safety hazards in your SAE.

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.
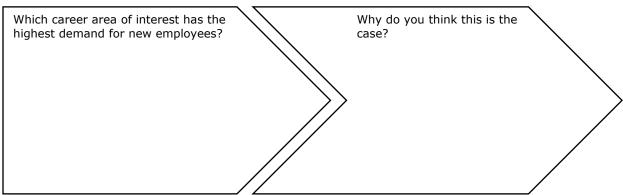
Regardless of your career area of interest, it is important for you to be able to understand and discuss the nature and role of agriculture both locally and globally. As a consumer and a potential professional in the industry, it is important to recognize how agriculture impacts our society, environment 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 (AgExplorer.FFA.org)

    *Get My Future (https://www.careeronestop.org/GetMyFuture/default.aspx?frd=true)

    *O-Net Online (https://www.onetonline.org)

1.
Outlook:
Current
Future

2.
Current
Outlook:
Future

3.
Outlook:
Current
Future

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

Which career area of interest has the highest demand for new employees?

Why do you think this is the case?

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?

CASE

Foundational SAE Evaluation Rubric

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed 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

CASE

SAE Recordkeeping Evaluation Rubric

Areas with Room for Improvement	Criteria	Areas that Meet or Exceed Expectations
	Frequency of Entries At least one AET login per week is recorded during the grading period.	
	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:	