

SAE Teaching & Grading Plan

Purpose

The purpose of the Supervised Agricultural Experience (SAE) is to give students the opportunity to explore career options while gaining essential hands-on skills that will set them up for success in their future careers. By engaging in the activities listed below, students will enhance their career readiness skills, and bridge the gap between classroom learning and real-world experiences.

Integrating SAE into our classroom time ensures that ALL students are allowed the opportunity to partake in the SAE component of the three-circle model. Every student enrolled in an agriculture class will have a Foundational SAE that encourages them to grow in career readiness skills. From there students will then be able to start an Immersion SAE, which will allow them to dive further into a specialized field of interests and future career goals.

Teaching Plan

Students will complete one of the activities from each competency area according to their grade level and type and function of SAE (for example, if a senior participates in the Intro to AFNR course, some areas will be focused on the advanced area, and others on awareness as appropriate).

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Competency Area	Awareness (6-9)	Intermediate (9-11)	Advanced (11-12)
Career Exploration + Planning	Emily: Career Map Rubric and Career Map Example – Students select an AFNR career of interest and create a visual roadmap showing steps to enter that career.	<u>Career Action Plan</u> – Write a detailed career action plan, including short-term (1-3 years) and long-term (5-10 years) goals for an AFNR career. It should include specific steps needed to reach each goal, such as coursework, networking, or internships.	<u>Resume</u> – Create or update your resume to reflect your current skills, experiences, and education relevant to an AFNR career. Prepare a cover letter for your desired career and have a peer review each to provide feedback for improvement and sign-off, AND have a teacher/mentor also provide feedback for improvement and sign-off.
	<u>Career Commercial</u> – Students create a short	<u>Career Interview</u> – Interview professionals	<u>Portfolio</u> – Develop a digital or physical

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	video or live commercial promoting an AFNR career. They must highlight the key steps to enter the career, why it's a great choice, and potential job opportunities.	in an AFNR career and summarize their education, training, and career path. Reflect on how their experiences compare to your career interests.	portfolio that showcases your skills, projects, certifications, and experiences related to an AFNR career. Include photos, work samples, awards, and a personal mission statement.
	<u>Career Boardgame</u> - Students work to design a board game where players progress through career milestones (e.g., "earn a degree in animal science," "complete an internship," "take vet science in high school).	<u>Lydia: Postsecondary Options Research</u> – Select two different postsecondary education or training programs related to your AFNR career of interest. Compare tuition, length of program, required courses, and career placement rates.	<u>Postsecondary Application</u> – Students research and complete an application for a post-secondary education or training program related to their AFNR career goals. This could include a university/college application, technical or trade program application, apprenticeship or certification application.
Employability Skills for College + Career Readiness	<u>Professional Writing</u> – Write a professional email or letter (depending on the career focus) to a potential employer, mentor, or business partner. Focus on tone, clarity, and professionalism. It should also include a brief self-reflection on how the message is appropriate to the task, purpose, and audience.	<u>Personal Responsibility</u> – Assess your current level of personal responsibility in various settings (school, work, extracurricular activities). Identify areas for improvement and create an action plan to develop better personal responsibility in a written reflection with goals for improvement and a timeline for reaching the theme.	<u>Teams</u> – Interview a team manager who works within an AFNR career about the effectiveness of team-oriented projects and write a summary paper about the interview.
	<u>Real-World Problem</u> – Review a real-world	<u>Identify Workplace Problems</u> – Identify a	<u>Professional Communication</u> –

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	problem faced by a business in the AFNR industry. Brainstorm potential solutions and present them, explaining the logic behind each solution. Should demonstrate logical thinking and clarity.	current workplace or community problem (inefficiency in a local business or a conflict at school). Generate a list of potential solutions using critical thinking and incorporating multiple perspectives in a summary paper.	Make an infographic on the different types of communication (verbal and non-verbal) that relate to your current school environment and post it on social media, as well as print it out to hang somewhere in the school where you think it should best be put.
	<u>Workplace Conflicts</u> – Contact a manager at a local AFNR business and ask questions about common workplace conflicts and how they were resolved.	<u>Makenna: Participate in the Workplace - Job Shadow</u> – Observe or participate in a workplace situation (such as a meeting, team discussion, or customer interaction). Take notes on the verbal and non-verbal communication strategies used. Write a report analyzing how communication helped or hindered the situation.	<u>Personal Responsibility</u> – Reflect on a past workplace or community experience where personal responsibility played a role in the outcome. Analyze how your actions positively or negatively impacted the situation, and suggest strategies for improvement in future experiences
Personal Financial Management + Planning	<u>Personal Budget</u> – Create a personal budget and track monthly financial activities for one month. Then, rate the effectiveness of current personal financial practices (each section) from one to five, five being highly effective. Explain each.	<u>Adjusting the Personal Budget</u> – Create a personal budget and track monthly financial activity for one month. Then, write up a two-page document on whether you are following your budget or need to make some adjustments. Include three future SMART goals as well.	<u>Personal Finance Software</u> – Choose a personal finance software such as LearnVest or OfficeTime to develop a personal financial plan for the next year.
	<u>Savings Strategies</u> –	<u>Personal Finance</u>	<u>Makenna: Financial</u>

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	Research different types of savings strategies (e.g., emergency savings, retirement savings, short-term savings goals). Create a presentation or report outlining how each strategy works and recommend a plan based on a student's goals.	<u>Education</u> – Create an educational resource (flyer, infographic, video) to explain a key concept in personal finance (e.g., how credit scores are calculated, budgeting tips, saving for retirement) for peers or community members.	<u>Aid - Tuition Assignment</u> – Apply for three different forms of financial aid (grants + scholarships) to help offset education or training costs post-secondary. Include a one-paragraph write-up about how being awarded these would affect your financial plan.
	Rayne: <u>SMART Planning</u> – Develop short- and long-term financial goals (e.g., savings for a car, paying off student loans, building an emergency fund). Create a list of 5 SMART goals as well as an action plan that outlines the steps needed to achieve these goals, including budgeting, saving, and credit management.	<u>Financial Management Tools</u> – Find two different financial management tools that you could utilize in the future or currently. Create a presentation of the benefits and limitations as well as the different contexts in which these tools may be used.	<u>Financial Reports</u> – Use a financial management tool to generate common financial reports (balance sheet, income statement, and statement of cash flows – must have all 3). This would be best for those who have immersion SAEs in entrepreneurship or ownership.
Workplace Safety	<u>Risk Assessment</u> – Complete an SAE risk assessment (https://ag-safety.extension.org/wp-content/uploads/2019/05/Student-Self-Evaluation.pdf) and write a one-page reflection on the results.	<u>Proper Tool Usage Video</u> – Create a video demonstrating how to properly utilize common tools (minimum 2) used in a specific AFNR task and specific proper safety equipment and procedures during the video.	<u>In-Person Training</u> – Attend an in-person training related to safety and write a one-paragraph summary. Examples included but are not limited to OSHA, BQA, First Aid/CPR, etc (make sure to get instructor approval).
	<u>Workplace Safety</u>	<u>PPE Checklist Video</u> –	<u>Safety Audit</u> – Perform

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	<u>Media Post</u> – Create a poster/infographic on the importance of workplace safety (with an emphasis on legal considerations) for the AFNR pathway. This should be designed as a social media post to spread awareness of the importance of safety.	Create a checklist of all personal protective equipment required for a particular AFNR course. Create a video with an accompanying infographic on how to use each item in different scenarios.	a safety audit of an AFNR workplace (or the school) to evaluate the availability and condition of safety equipment (e.g., fire extinguishers, first aid kits, eyewash stations). Make recommendations for any improvements or replacements needed. (Bonus points for meeting with school officials with your findings).
	<u>Lydia: PPE Infographic</u> – Create a poster/infographic with a list of personal protective equipment (minimum 10) and their definitions. It should be designed to be placed in a School Ag Classroom.	<u>Rayne: Safety Checklist Infographic</u> – Develop a safety checklist for a specific piece of AFNR equipment or machinery. The checklist should include items like checking for proper function, wear and tear, and ensuring all safety features are operational before use. Should be designed to be hung up in the lab facility.	<u>Maintenance Logbook</u> – Create a logbook to track the storage and maintenance of AFNR tools and equipment (either at a home farm, AFNR business, or the school). Each entry should include information on the tool, its storage location, maintenance performed, and any issues identified.
Agricultural Literacy	<u>Commodities</u> – Choose a key agricultural commodity (e.g., corn, soybeans, beef) and track its market price for a month. Research factors influencing price changes and summarize findings in a presentation.	<u>Interview with Industry</u> – Interview a local farmer, agribusiness owner, or extension agent about trends affecting their work. Summarize the conversation in a written report.	<u>Interview Lawmakers</u> – Contact a local lawmaker to discuss public policies affecting AFNR systems and summarize the interview in a Word document.
	<u>Key Ag Products</u> – Research and create a	<u>Global Issues in Agriculture</u> – Research	<u>Social Media Campaign</u> – Create a social media

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	map showing key agricultural products and industries in your state. Include major crops, livestock, and agribusiness sectors.	a global issue affecting agriculture (e.g., food security, climate change, trade policies) and summarize its impact on US agriculture in a written paper also, create an accompanying “reel” video or social media post.	campaign to educate the public about an ANFR trend, policy, or economic issue. Develop posts (10 minimum), videos, or graphics that simplify complex topics for a general audience.
	<u>Ag Policies</u> – Choose a local, state, or federal policy that impacts AFNR systems. Summarize its purpose and effects and create a presentation about the implications of it.	<u>Positions and Policies</u> – Choose two existing policies affecting AFNR. Write a position statement supporting or opposing each policy and present arguments in a recorded video, presentation, or essay.	<u>Emily: Policy Proposal Rubric and Example</u> – Create a new policy proposal that addresses a modern AFNR challenge. Write a 1-2 page proposal and create an infographic or short video about why people should support this policy.

Grading

Each student will be required to complete a Foundational SAE, which they will start their first year in an agriculture class. They will be required to complete a project/activity in all five of the Foundational SAE areas (Career Exploration and Planning, Employability Skills for College and Career Readiness, Personal Financial Management and Planning, Workplace Safety, and Agricultural Literacy) by the end of each semester throughout their time in agricultural education courses. Any student who has an Immersion SAE may swap their Agricultural Literacy area for the Immersion SAE area. The SAE will comprise 20% of their final grade in each course.

Time Allowed

Every Friday, there will be class time in every agricultural education course that will be dedicated for SAE and FFA time (FFA Fridays). During the FFA Fridays students will have a “quick” (2-3 minute) meeting with the teacher to talk about what was accomplished during the time allowed.

Supervision

Supervising any student participating in supervised agricultural experience (SAE) activities will be conducted in a variety of ways. Visiting the sites of students' SAEs, meeting with them, and ongoing documentation from the students on their progression will be used regularly. These visits to the students'

sites will be conducted once a semester as well as during the summer. These check-ins will be performed to ensure that students are progressing towards meeting the goals they had laid out at the beginning of their activity, safety is being used, and any concerns that students have are being expressed. Along with these visits, students will be asked to fill out a self-evaluation each semester to ensure they are gaining the knowledge and skills they are looking for in this experience. After the forms are turned in, we will meet on FFA Fridays for a 2-3 minute meeting to review their progress, challenges, and future goals. Notes will be taken by the students as a point of reference for future activity in the SAE for all included parties.

A supervision form for each visit will be submitted to my records so that I can ensure students are progressing. These forms will be maintained and available to the student, parent/guardian, and administration for up to three years after the student has graduated high school or they have turned 21 and are ineligible for further FFA activities. If students are struggling to progress in their SAE, additional supervision will be implemented outside of FFA Friday meetings.

Due to the nature of foundational SAEs, the majority of the evaluation will be in class. These in-class evaluations will be conducted through meetings on FFA Fridays where students are encouraged to build on their career exploration, skills development, and learning experience skills. Immersion SAEs are different in the fact that they are more student-driven out-of-school experiences. Supervision will be similar to what I had outlined earlier with semester meetings, site visits, and progression documents. Student success is the main priority, so providing the student with adjustments of materials and support will be based on individual needs.

I, _____, have read and understand the above information regarding the SAE Plan, grading, and safety and legal considerations.

Student Signature: _____

Date: _____

Parents Signature: _____

Date: _____

Teacher Signature: _____

Date: _____