

Lesson 5

Making SAE More Open to Students from Diverse Groups

Learning Objectives

As a result of this lesson, the learner will . . .

1. Describe the types of SAE conducted by FFA members.
2. Explore SAE projects that appeal to students with limited agriculture resources.
3. Develop strategies for students to link SAE with careers in agriculture.

Dr. B. Allen Talbert, Professor, Department of Agricultural Sciences Education and
Communication,
Purdue University

Ashley Alig, Agricultural Education Undergraduate Student, Purdue University February 2021

Permission is granted for educational use but not for sale.

Tools and Equipment

Computer, Projector, Students laptops, Paper, Microsoft Word, and PowerPoint.

References

National FFA Organization. (2004). *BLAST-OFF training: Building relationships*. Indianapolis, IN: Author.

National FFA Organization. (1999). *Get connected: Partner handbook*. Indianapolis, IN: Author.

National FFA Organization. (2005). *Local program resource guide* [CD-ROM]. Indianapolis, IN: Author.

Talbert, B. A., Croom, B., LaRose, S. E., Vaughn, R., & Lee, J. S. (2022). *Foundations of agricultural education* (4th edition). Purdue University Press.

Interest Approach

Research shows that students tend to desire to enter occupations for which they have knowledge about and possibly what their parents do and/or encouragement. This interesting approach is designed to get students thinking about all the agriculture-related careers.

- This exercise is best done with the students in two to four groups of about six students per group.
- Divide the chalkboard/whiteboard so that each group has a space to write.
- Groups are to go to the board one at a time and write as many occupations as they can related to agriculture. Depending on the class time available, the teacher may want to set a time limit, such as five minutes.
- Example items for the list can be found in the Local Program Resource Guide (available from the National FFA) in Section 4 of the Get Connected Partner Handbook.
- Debrief the lists at the end of the exercise.

We will do an activity to explore all the agriculture-related occupations. I am going to divide you into groups. One person at a time from each group will go to the board and write an occupation related to agriculture. The group with the most related occupations gets _____. Try to think of occupations other than being a farmer. For example, some computer programmers design software specifically for use in agriculture.

This activity has helped you to realize that there are more than 300 occupations related to agriculture. This lesson will help you explore how you as an agricultural education student can plan an SAE and realize your career goals.

Dr. B. Allen Talbert, Professor, Department of Agricultural Sciences Education and Communication,
Purdue University

Ashley Alig, Agricultural Education Undergraduate Student, Purdue University February 2021
Permission is granted for educational use but not for sale.

Methods/Content

Objective 1

Describe the types of SAE conducted by FFA members.

SAE For All is a program started in 2018 that encourages every FFA member to have their own SAE. It starts with enrolling in an agriculture education class. The student then participates in foundational SAE. They learn more within the five foundational components. With help from community members, students can receive coaching and feedback about potential immersion SAEs.

Immersion SAEs can be: Placement/Internship, Ownership/ Entrepreneurship, Research: Experimental, Analysis or Invention, School-based Enterprise, and Service Learning. Students then start to reap some of the benefits of their SAE. The hope is that after working on their SAE project for about four years, students will better understand what career path they would like to pursue.

A national study of FFA members found that although most had a placement or entrepreneurship SAE, 10% had a research/experimentation SAE. One-third of the respondents aspired to a career in the Agriculture and Natural Resources career cluster. The National FFA Organization recognizes achievement in SAE through 60 award areas (2021), demonstrating the breadth of opportunities in agriculture.

Many curriculum centers and commercial curriculum developers have lesson plans on SAE.

Dr. B. Allen Talbert, Professor, Department of Agricultural Sciences Education and Communication,
Purdue University

Ashley Alig, Agricultural Education Undergraduate Student, Purdue University February 2021
Permission is granted for educational use but not for sale.

Objective 2

Explore SAE projects that are appealing to students with limited agriculture resources.

Students with limited resources and/or limited connections to production agriculture need alternative SAE projects that meet their needs, interests, and abilities. To conduct an SAE, students should survey the resources available at home, school, and the community. An example is at the end of this lesson plan. The survey should include what aspects of agriculture students are interested in. This will help the teacher establish the correct connections the students need to start their SAE.

The teacher will have to assist students in documenting resources available in the school and community. It is important to help students compare their interests with their available resources. As this list is developed, remember to include all the school resources available to students, not just those in the agricultural education facilities. Students conducting research/experimental SAE projects may use facilities in the media center, science department, English department, and other school programs.

Lead students to explore SAE projects they can accomplish using available resources. Remember that students may be interested in projects outside of the traditional agriculture areas. For example, animal projects may include rabbits, goats, chickens, and other fowl and exotics such as sugar gliders (for sale, show, or breeding; not as pets). Students can also organize a petting zoo at local fairs and farmers' markets. Students do not have to work with animals directly, either. They could also operate poultry litter clean-up services. Crops/vegetables/fruits may include herbs for sale to ethnic supermarkets or restaurants, tropical plants grown indoors or in a greenhouse, and vegetables/fruits from various cultures. Students could also work at local meat production plants or a local bakery.

Objective 3

Develop strategies for students to link SAE with careers in agriculture.

From the list developed in the interest approach, lists in the Get Connected Partner Handbook, and other resources, each student selects agricultural careers that match their SAE and career interests. A great resource is AgExplorer (<https://agexplorer.ffa.org/>). After the students take the survey, they will be given four careers that best suit them.

Have students research their selected careers and give a class report or presentation. Multiple online resources are available to students to obtain all the information needed for their presentation.

1. Description of the tasks and responsibilities of the occupation.
2. Entry requirements include educational level, computer skills needed, other skills, physical requirements, etc.
3. Salary range, benefits, and advancement ladder.
4. Type of work: indoors/outdoors, people/things/data, hours/days of week, etc.

Dr. B. Allen Talbert, Professor, Department of Agricultural Sciences Education and Communication,
Purdue University

Ashley Alig, Agricultural Education Undergraduate Student, Purdue University February 2021
Permission is granted for educational use but not for sale.

5. Supply and demand for workers in the occupation. Other information about the job outlook. Is the occupation available in the student's geographic area?
6. Other aspects of the occupation.

An e-Moment from the LifeKnowledge curriculum could be used here to emphasize the breadth of occupations in agriculture

A Party Host Moment or Karaoke Moment may work well here.

We will now do an e-Moment to review the occupations you have presented.

Suggested strategies for assisting students to link their SAE with careers in agriculture.

Develop peer-mentoring teams. Older agricultural education students (juniors and seniors) mentor younger students. The mentors can assist the mentees in understanding how SAE projects can lead to agriculturally related careers.

- Develop a job-shadowing program. Agricultural education students observe an adult at the job site. They learn the day-to-day requirements and responsibilities of the job and can ask questions related to preparing themselves for such an occupation.
- The Local Program Resource Guide contains the SAE Best Practices Guide. This describes numerous SAE projects that are successful for students. It is suggested that the teacher develop a "SAE Best Practices Guide" for the local program. Collect the following from seniors and recent graduates: SAE description, occupations resulting from this SAE, and tips for making the SAE successful.

Work with local agricultural employers, the local Chamber of Commerce, and other local organizations for guest speakers in agricultural education classes. Concentrate on occupations connected to alternative SAE projects, especially occupations that may appeal to your diverse students.

Conclusion of Lesson 5

SAE is one of the three major components of agricultural education: classroom/laboratory instruction, FFA, and SAE. Students from diverse backgrounds must participate in quality SAE projects to fully benefit from the agricultural education program.

Dr. B. Allen Talbert, Professor, Department of Agricultural Sciences Education and Communication,
Purdue University

Ashley Alig, Agricultural Education Undergraduate Student, Purdue University February 2021
Permission is granted for educational use but not for sale.