
Possible SAE Programs

Unit: Developing Leadership and Communication Skills

Problem Area: Understanding SAEs

Lesson: Possible SAE Programs

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify career interest areas in agriculture.**
- 2 Describe the skills needed for career success.**
- 3 Explore opportunities for SAE programs.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

E-unit: *Developing Record-Keeping Skills Through SAE*. Danville, IL: CAERT, Inc. www.mycaert.com

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Copies of sample test
- ✓ Visuals from accompanying masters
- ✓ Copies of student lab sheets
- ✓ Bulletin board

■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ agricultural processing, products, and distribution
- ▶ agricultural mechanics
- ▶ agriculture professions
- ▶ agriculture supply and service
- ▶ colleges
- ▶ community colleges
- ▶ experience
- ▶ forestry
- ▶ horticulture
- ▶ major
- ▶ natural resources
- ▶ people skills
- ▶ production agriculture
- ▶ resource inventory
- ▶ universities

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Ask the students to list their individual agricultural interests. Have them share their interests with the class. List these interests on the board. After the list is complete, discuss how some of these interests could be involved in SAE programs.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Identify career interest areas in agriculture.

Anticipated Problem: What are some careers in agriculture?

- I. Careers in agriculture include jobs involving plants, animals, and renewable resources.
 - A. Approximately 21 million people are employed in agricultural careers.
 - B. Approximately 400,000 people are needed annually to enter the agricultural workforce.
 - C. There are only about 100,000 trained people available to fill these vacancies.

- D. About 20 percent of the jobs in agriculture are in production.
- E. Agricultural careers can be divided into the following categories:
1. **Production agriculture** involves farming and/or ranching, growing and marketing field crops, and raising livestock. It accounts for 20 percent of all jobs in agriculture.
 2. The **agricultural processing, products, and distribution** area involves hauling, grading, processing, packaging, and marketing commodities from production sources.
 3. **Horticulture** includes producing, processing, and marketing fruits, vegetables, and ornamental plants.
 4. **Forestry** involves growing, managing, and harvesting trees for lumber, poles, posts, pulpwood, and other commodities.
 5. The **natural resources** area includes the management of wetlands, rangelands, water, fish, and wildlife. It employs people with an appreciation for nature and a scientific knowledge of plants and animals.
 6. **Agriculture supply and service** includes businesses that sell supplies to agencies which provide services for people in agriculture.
 7. **Agricultural mechanics** is the design, operation, maintenance, service, selling, and use of power units, machinery, equipment, structures, and utilities in agriculture.
 8. **Agriculture professions** are the occupations requiring specialized education, especially in law, medicine, and teaching.

Use a variety of teaching techniques to help students master this objective. Use VM–A and VM–B to illustrate the various careers in agriculture. Make a bulletin board labeled with the eight different categories of agricultural careers. Ask students to collect business cards from individuals representing the different agricultural career categories. Post the various business cards on the bulletin board.

Objective 2: Describe the skills needed for career success.

Anticipated Problem: What skills are required to be successful in the workplace?

- II. Entering a career requires various skills as well as education and training.
- A. Education is essential in preparing for a career.
1. The kind of education varies with the nature of the work.
 2. A high school diploma and at least some amount of higher education are needed for many jobs.
 3. After high school, students can enroll in a community college, a college, or a university.
 - a. **Community colleges** have programs that require two years or less to complete.

- b. **Colleges** and **universities** offer programs that require four years or more for a degree.
 - c. A **major** is a collection of courses in an area of study that earns a degree.
 - d. Less than 20 percent of today's jobs require a college degree.
- B. **People skills** are the abilities that help people get along with others. These skills are important in career success. Examples of people skills include:
- 1. Courtesy
 - 2. Honesty
 - 3. Being respectful of others
 - 4. Seeking advice of others
 - 5. Being able to communicate effectively
 - 6. Being willing and able to make decisions
 - 7. Pleasant personality
 - 8. Helping others feel good about themselves
- C. **Experience** is actual participation in or direct contact with a particular activity, job, or location. Experience helps people understand the nature of the work.

Many teaching techniques can be used to help students understand the skills needed for career success. Use VM–C as a visual aid during a classroom discussion of people skills. Discuss how skills can be developed through an SAE program. Use LS–A to allow students to further investigate a career of their choice.

Objective 3: Explore opportunities for SAE programs.

Anticipated Problem: What are some opportunities for SAE programs?

- III. Students should use their imaginations when exploring SAE programs.
 - A. Seek the teacher's advice for ideas on SAEs.
 - B. Observe what successful students from the past have done.
 - C. Review the awards and plaques of proficiency on display in the classroom.
 - D. Personal interest should be considered in selecting an SAE program.
 - 1. Students should consider their personal interests.
 - 2. Students should then build from those interests.
 - E. Utilize a Student Interest Survey to determine natural interest.
 - F. A **resource inventory** is a summary of the resources that may be available for conducting an SAE program. It includes information about home, farm/business, work setting, school, and community.
 - G. Arrange a conference with teachers.
 - 1. Review the Personal Interest Survey and Resources Inventory.

2. Discuss interests and explore possible SAEs that match.
3. Discuss options with parents or guardians and employers if they are involved.

Use a variety of teaching techniques to help students explore the various SAE opportunities. Use LS–B to survey individual student interest.

- **Review/Summary.** Use the objectives for the lesson as guides in reviewing and summarizing the content. Have the students explain the content associated with each objective. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson. Students can apply the content of this lesson in their agricultural education and FFA activities.
- **Evaluation.** Assessing the extent to which the students have achieved the objectives can be based on student participation in reviewing and summarizing the lesson, as well as on attentiveness throughout. A written test can be given. The sample written test can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. e
2. g
3. d
4. c
5. b
6. a
7. i
8. h
9. j
10. f

Part Two: Multiple Choice

1. c
2. a
3. a
4. c
5. c

Part Three: Short Answer

Refer to VM–A.

Possible SAE Programs

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-----------------------------------|--|
| a. agriculture supply and service | f. major |
| b. forestry | g. agricultural processing, products, and distribution |
| c. agricultural mechanics | h. community college |
| d. horticulture | i. university |
| e. production agriculture | j. natural resources |

- ____ 1. A career involving farming and/or ranching
- ____ 2. A career involving the hauling, grading, packaging, and marketing of agricultural products
- ____ 3. A career involving ornamental plants
- ____ 4. A career involving operating, maintaining, and servicing machinery and equipment
- ____ 5. An industry that grows, manages, and harvest trees
- ____ 6. A business that sells supplies to other agricultural agencies
- ____ 7. A school offering programs that require four years or more for a degree
- ____ 8. A school offering programs that require two years or less to complete
- ____ 9. A career area involving the management of wetlands, rangelands, water, fish, and wildlife
- ____ 10. A collection of courses in an area of study that earns a degree

► Part Two: Multiple Choice

Instructions: Write the letter of the correct answer.

- ____ 1. Which of the following is a summary of the resources that may be available for conducting an SAE program?
- a. Major
 - b. Experience
 - c. Resource inventory
 - d. Supply and service

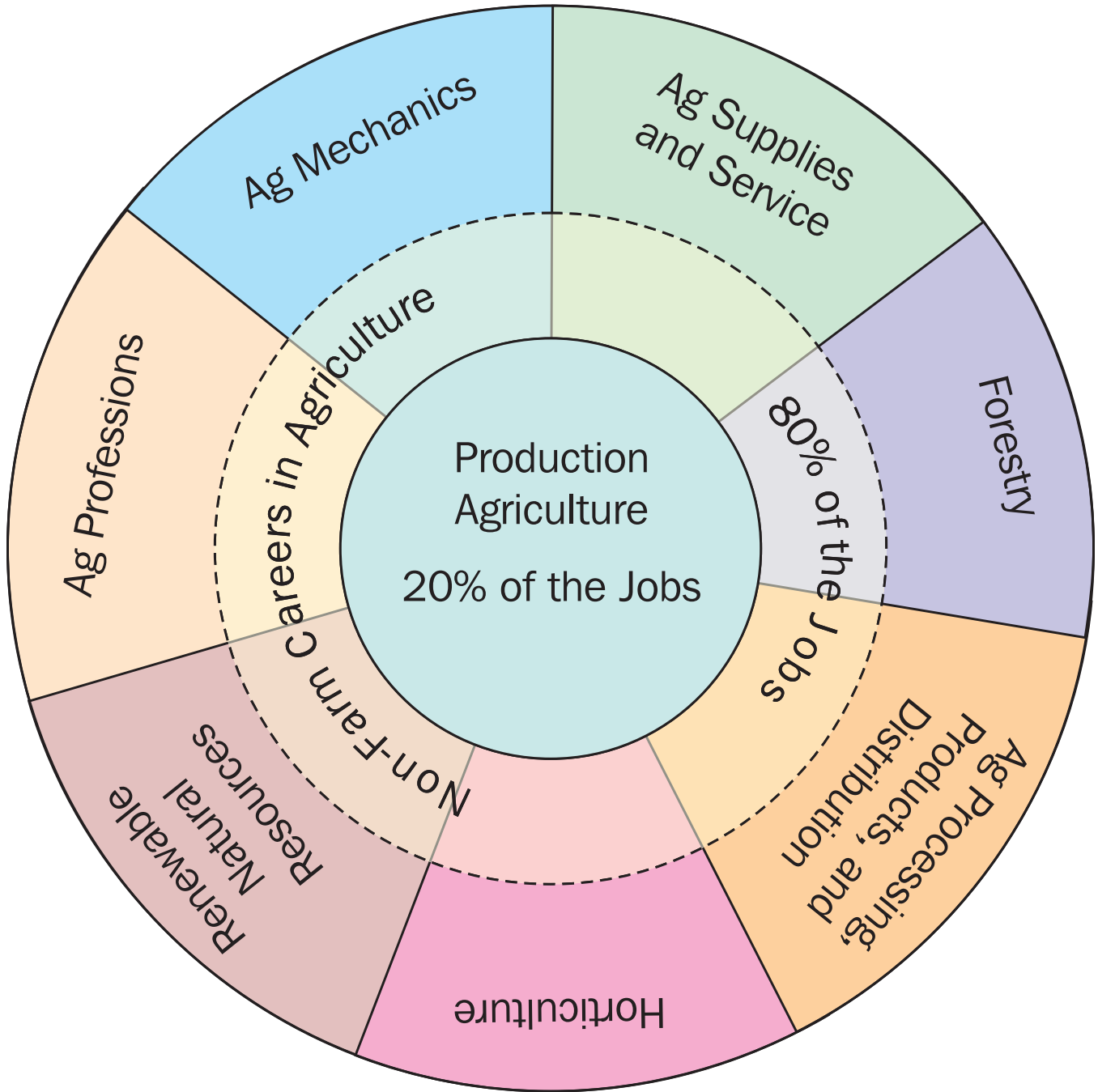
- ____ 2. ____ is the actual participation in or direct contact with a particular activity, job, or location.
- Experience
 - Greenness
 - Resource inventory
 - Professional development
- ____ 3. ____ are the occupations requiring specialized education, especially in law, medicine, and teaching.
- Agriculture professions
 - Agricultural services
 - Career ladders
 - People skills
- ____ 4. What are the abilities that help people get along with others?
- Experiences
 - Talents
 - People skills
 - Personalities
- ____ 5. What is a good way to explore opportunities for SAE programs?
- Do what your older brother did.
 - Poll your fellow students to determine what is most popular.
 - Seek the agriculture/horticulture teacher's advice.
 - Wait until it is required, and being a bit older, the decision will be easier.

► **Part Three: Short Answer**

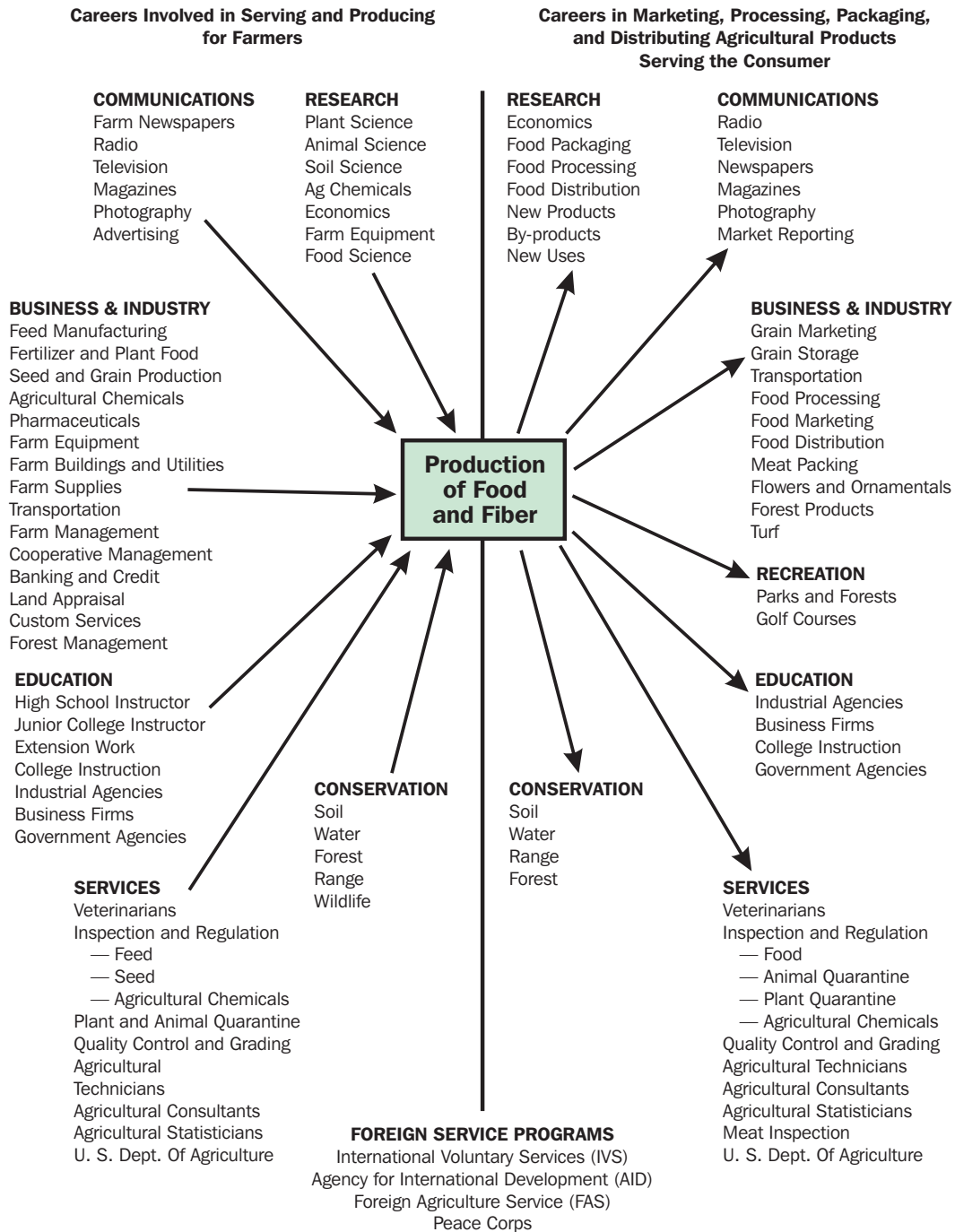
Instructions: Complete the following.

Draw and label the eight areas of an agricultural career wheel.

AGRICULTURAL CAREER WHEEL



EXAMPLES OF CAREER OPPORTUNITIES IN AGRICULTURE



PEOPLE SKILLS

- ◆ Courtesy
- ◆ Honesty
- ◆ Respecting others
- ◆ Seeking advice from others
- ◆ Being able to communicate effectively
- ◆ Being willing and able to make decisions
- ◆ Pleasant personality
- ◆ Helping others feel good about themselves

Career Wheel Challenge

Purpose

The purpose of this activity is to learn more about a particular job relating to your SAE program.

Objective

Investigate a particular job relating to your SAE program.

Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ resource materials

Procedure

1. Interview someone who has the type of job you are interested in.
2. Complete the following.

Career Wheel Challenge

Career area:

Job selection:

Nature of the work:

Working conditions:

Training and education needed:

Job outlook:

Earnings:

Student Interest Survey

Purpose

The purpose of this activity is to survey your interests with regard to choosing SAE activities.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

Place an "X" by the tasks that you like to do or would like to learn more about.

Agribusiness Tasks

- ___ Delivering merchandise
- ___ Displaying merchandise
- ___ Driving trucks
- ___ Keeping records
- ___ Mowing lawns
- ___ Operating cash registers
- ___ Pricing merchandise
- ___ Processing products
- ___ Repairing equipment
- ___ Selling merchandise
- ___ Taking orders
- ___ Taking inventory
- ___ Taking telephone orders
- ___ Working with people

Horticulture Tasks

- ___ Applying pesticides
- ___ Arranging flowers
- ___ Balling and burlapping trees
- ___ Building patios
- ___ Edging flower beds
- ___ Making cuttings
- ___ Mowing lawns
- ___ Preparing beds
- ___ Planting bulbs
- ___ Planting trees/shrubs
- ___ Pruning plants
- ___ Selling plants
- ___ Watering plants
- ___ Working with people
- ___ Working outside

Production Tasks

- ___ Applying pesticides
- ___ Baling hay
- ___ Building fences
- ___ Feeding animals
- ___ Handling manure
- ___ Harvesting crops
- ___ Keeping records
- ___ Lifting heavy machinery
- ___ Milking cows
- ___ Operating machinery
- ___ Planting crops
- ___ Repairing machinery
- ___ Taking soil samples
- ___ Working outside
- ___ Working with animals