



Agricultural Education Department

Supervised Agricultural Experience (SAE)

Project Handbook

Name _____

Project Due _____

Chapter: **MN0096**
 Username: Student ID#
 Password: Student ID#

What is a Supervised Agricultural Experience (SAE)?

A project designed to encourage students to learn more about an area of interest to them in agriculture.

SAE INFORMATION

1. Complete the SAE plan (on AET) and turn it in for approval.
2. Pick a topic/project that is of interest to you and will be enjoyable to complete!
3. A minimum of **10 hours** outside of class must be spent on this project. If you are enrolled in two or more agricultural education course simultaneously add **5 hours** per course.
4. This project will make up **15%** of your grade.
5. Give at least a 3 minute presentation to the class summarizing their SAE.
6. All projects will be documented using The Ag Experience Tracker (AET) and must include:
 - 5 Journal Entries**
 - 1 Final Journal
 - 1 Journal with a List of Skills Learned
 - Any Financial Records**
 - At Least 6 Pictures with Captions Uploaded to the AET Portfolio

***Journals and/or Time Cards must document at least 10 Hours of SAE Involvement*
7. Pictures should document the experience before, during, and after. Please submit pictures that show you working on your project and provide captions with explanation. These photos should be uploaded to your AET Portfolio.
8. While we encourage you to continue a previous SAE program, ALL records (hours, journals, pictures, etc.) **MUST** take place during the time of your enrollment in this class. Please add new information!
9. Students may choose to work collaboratively; however, EACH student is responsible for submitting their own separate documentation. This documentation should not be a copy of your peers, but your own work. This includes: the journal entries, financial records, and pictures.

<p>An SAE is...</p> <p>An Experiment or AgriScience Fair Project Work Related to an Agricultural Job Agricultural Project at Home or in the Community A Business of your OWN related to Agriculture An Opportunity for Research and Investigation on a Real World Issue</p>	<p>An SAE is NOT...</p> <p>A Simple Poster or Display Board on a Topic A Hunting or Fishing Trip A Simple Construction Project (ie Bird House) A PowerPoint Presentation or Handbook that is Simply Copied from the Internet</p>
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If you are enrolled in two or more agricultural education courses simultaneously, please be sure to submit a copy of your work to each teacher.

**** In lieu of the above requirements, FFA students may choose to work on their proficiency and/or state degree applications which can be found created using AET. Please see an Agriculture Teacher for more information.****

In order to be a SAE, a student's project must contain the following 4 distinctive characteristics:

1. **Planned:** all SAEs should be carefully planned and hold educational value. SAEs should relate to what the student is learning in class. Planning a SAE can help the student's project meet their objectives by defining what has to be done.
2. **Developed:** SAEs should reflect the agricultural and career interests of a student. SAEs should also utilize the resources available to the student.
3. **Managed:** Records should be carefully kept on SAEs in order to evaluate the progress and performance of the student, both financially and educationally
4. **Supervised:** Agriculture teachers should supervised and provide help during all stages of the student's SAE. Teachers should observe and assess a student's SAE throughout the duration of the activity and provide constructive feedback.

Exploratory SAE: allows students to have a wide range of experiences. This type of SAE helps students learn what they want to study more in depth. By exploring many areas, students can make better choices about education and careers. Through exploratory SAEs students can understand and appreciate the field of agriculture. The only investment needed by a student for an Exploratory SAE is TIME. Examples: job shadowing, researching a career, attending a fair/sale, visiting a local agriculture operation, etc.

- Job shadowing: observing the work of an experienced person.
- Improvement SAE: usually involve home or community work. They may be group or individual projects that contribute to the agricultural knowledge and/or skill of a student, and are usually unpaid. Examples: constructing livestock pens, landscaping the home, renovating a lawn, or volunteering at a farmer's market.

Placement SAE: a student is employed for compensation or to gain experience. The purpose is to provide practical experience and develop skills needed to enter and advance in a particular occupation. The location where the student works is called the training location. The major investment made by the student is time. Examples: working at a flower shop, assisting a local veterinarian, employed at a mechanic shop, etc.

Entrepreneurial and Ownership SAE: an enterprise owned and operated in agriculture or a related area by the student. The materials and input are owned by the student, and the risk of ownership falls on the student. The key is that the student assumes all financial responsibility for their project. This type of SAE requires an investment of time and money by students. The main goals are to earn a profit and learn! Examples: raising livestock, raising and selling plants, operating a lawn care business, growing and selling crops, etc.

Research and Experimentation SAE (AgriScience): students learn by following the scientific method in search of an answer. This experience involves students identifying problems, searching for information, and then conducting a scientific experiment or research procedures to arrive at conclusions. Students may cooperate with the science teacher or scientists in the local community to complete this experience. Time is often the only investment required by a student, as the supplies are provided by the school or who they work with. If students do invest their own money, they should keep records of their expenses. Examples: working with a food scientist on projects, collecting and testing water samples, testing rates of fertilizer application, testing different livestock feed rations, using different propagation techniques on plants, etc.

Potential SAE Topic Areas

Animal Systems

Agribusiness Systems

Environmental Service Systems

Food Products and Processing Systems

Natural Resource Systems

Plant Systems

Power, Structural, and Technical Systems

**For additional ideas visit: <http://www.forestlakeffa.org/SAE.aspx>

Plagiarism and Academic Dishonesty

Your SAE project should be a collection of your own research, findings, and conclusions. It should be written in your own words.

Rule of Thumb - *not more than 20%* of an SAE project should contain information directly quoted from another source

Always:

Include a works cited and/or reference page in your SAE project.

Ask if you are unsure how to use and/or cite a reference.

Avoid the following:

Plagiarism - taking and using an idea, expression, plot, writing, invention, etc. from another person and using as one's own

Copying information directly from another source (website, book, magazine, etc) without using quotations and citing the source.

Using information from another source and only changing a couple of the words without citing the source.

For more information and a summary of consequences:

Refer to the school **Academic Dishonesty Policy** located in the student handbook.



Supervised Agriculture Experience Program AET Checklist



See the SAE Scoring Rubric for More Information about the Checklist of Required Items!

- ✓ Updated Your AET Profile (if this is your first time in an Agriculture Class and/or AET)
- ✓ Complete (or Update) the AET SAE Program Plan (Before Starting the Project)
 - <http://www.theaet.com/AET/Financial/SAEplan.aspx>
 - Generate a PDF of your plan and submit it to your teacher
- ✓ Document AT LEAST 10 SAE Hours on AET
 - Unpaid hours should be part of “Journal” entries
 - Paid hours should be entered as “Pay Checks”
 - Use the “Journal” and/or “Finance” tab(s) on AET for more detail
 - The Journal should indicate the date the activity was performed & not when written!
 - This score is part of the “Project Records” section of the rubric
 - Student submitted an AET Report as Evidence
- ✓ Complete AT LEAST 5 Well Written Journal and/or Financial Entries
 - Include Hours & a well written description! Provide details about the activity and what you performed.
 - Documented any Income, Expenses or Bartered Items on AET
 - Use the “Finance” tab on AET for more detail
 - This score is part of the “Project Records” section of the rubric
 - Student submitted an AET Report as Evidence
- ✓ Completed a “Final Project Journal” that includes the information indicated in the SAE Scoring Rubric
- ✓ Completed a “Skills & Competencies Journal” that listed AT LEAST 10 New & Challenging skills
 - Credit will not be given for “recreational” activities (ie hunting) or knowledge that is not at an appropriate level.
 - Include WHY these skills are important to your success
- ✓ Submitted AT LEAST 6 Pictures to the AET Portfolio with Well Written Captions
 - The rubric explains in more detail points assigned for lack of visual evidence and/or captions.
 - ASSIGN your photos to your SAE Experience
 - <http://www.theaet.com/AET/Portfolio/>
- ✓ Print a COMPLETE “AET Record Book” and submit to your teacher
 - Click “Reports” tab and then select “Complete Record Book Report”
 - Report will download as either a PDF or Word Document
 - Submit report to teacher as instructed

Extra Credit will be award to student who create a project and/or display that can be used at the Agriculture Open House or Washington County Fair

Extra Credit also available for Community Service and/or FFA Entries

More Information at:
www.theAET.com
www.ForestLakeFFA.com
or Your Teacher's Webpage

Final SAE Evaluation

While we encourage you to continue a previous SAE program, ALL records (hours, journals, pictures, etc.) MUST take place during the time of your enrollment in this class. Please add new information!

Student Name: _____

SAE Program: _____

Grading Criteria		Exemplary (10)	Proficient (7)	Apprentice (4)	Novice (1)	Score	
SAE Plan	Project Plan <i>Failing to submit a project plan will result in an incomplete on the assignment!</i>	Student submitted an AET project plan that clearly DESCRIBES the program, provides information about TIME & FINANCIAL investment, and provides at least 5 LEARNING OBJECTIVES. The plan was approved by the instructor.	Student submitted an AET project plan that clearly DESCRIBES the program, provides information about TIME & FINANCIAL investment, but provides less than 5 LEARNING OBJECTIVES. The plan was approved by the instructor.	Student submitted an AET project plan that clearly DESCRIBES the program, but does not provide information about TIME and/or FINANCIAL investment, and has less than 5 LEARNING OBJECTIVES. The plan was approved by the instructor.	Student submitted an AET project plan, but fails to clearly DESCRIBE the program, provide information about TIME and/or FINANCIAL investment, and has less than 5 LEARNING OBJECTIVES. The plan was still approved by the instructor.	Graded Separately	
	Program Documentation	Project Records	The student documented at least 10 SAE hours of challenging and meaningful activities that are educational in nature & NOT recreational. Also included any financial records, including money earned or spent.	The student documented 7-9 SAE hours challenging and meaningful activities that are educational in nature & NOT recreational. Also included any financial records, including money earned or spent.	The student documented 4-6 SAE hours challenging and meaningful activities that are educational in nature & NOT recreational. Did not provide necessary financial records, including money earned or spent.		The student documented less than 4 SAE hours challenging and meaningful activities that are educational in nature & NOT recreational. Did not provide necessary financial records, including money earned or spent.
		Project Journals (5)	The student completed 5 well written AET Journal and/or Financial Entries.	The student completed 5 AET Journal and/or Financial entries, but did not provide enough detail.	The student only completed 2-4 AET Journals and/or Financial entries & lacked detail.		The student completed less than 2 AET Journals and/or Financial entries OR didn't include details.
		Final Project Journal (1) (Summary)	The student submitted a final AET Journal that summarizes the SAE project. The summary included a reflection, current project progress, application, & future goals.	The student submitted a final AET Journal that summarizes the SAE project, but the summary failed to describe one of the following: reflection, current project progress, application, or future goals.	The student submitted a final AET Journal that summarizes the SAE project, but the summary failed to describe two of the following: reflection, current project progress, application, or future goals.		The student submitted a final AET Journal that summarizes the SAE project, but did not provide detail about what was learned or how this information can be applied in the future.
Presentation	Skills and Competencies Journal (1)	The student completed a Skills & Competencies Journal that listed at least 10 NEW & CHALLENGING skills and their importance to success.	The student completed a Skills & Competencies Journal that listed 7-9 NEW & CHALLENGING skills and their importance to success.	The student completed a Skills & Competencies Journal that listed 4-6 NEW & CHALLENGING skills and their importance to success.	The student completed a Skills & Competencies Journal that listed less than 4 NEW & CHALLENGING skills.		
	Visual Display	The student submitted AT LEAST 6 pictures as evidence of the student's involvement in the SAE. Pictures were uploaded to the AET portfolio & included captions.	The student submitted 4-5 pictures as evidence of the student's involvement in the SAE. Pictures were uploaded to the AET portfolio but could have had more detailed captions.	The student submitted 2-3 pictures as evidence of the student's involvement in the SAE. Pictures were uploaded to the AET portfolio but could have had more detailed captions.	The student submitted 2 or less pictures as evidence of the student's involvement in the SAE. Pictures were not uploaded to the AET portfolio or did not include captions.		
	Verbal Explanation	The student clearly explained their SAE program and what they had learned for at least 3 minutes	The student verbally explained the SAE for at least 3 minutes, but did not explain learned skills	The student verbally explained the SAE, but did not clearly describe their project & learned skills	The student did not delivered a verbal SAE explanation that was less than 2 minutes in length		

Professionalism & Neatness: ____/10

(All Records in AET, Printed Necessary Reports, Selection of an SAE that can Contribute to Career and/or Post-Secondary Success)

Extra Credit: _____

(Included FFA and/or Community Service Activities. SAE could be used at the Ag Open House or County Fair)

TOTAL ____/70

Comments: