

SAE

Introduction to SAE Programs

1. Utilize the **SAE Idea Cards** (available from National FFA in the Core Catalog). Break your class up into groups based on the categories in the box, Animal Systems, Environmental Service Systems, Power, Structural and Technical Systems, Business Systems, Food Products/Processing Systems, Plant Systems and Natural Resources Systems. Give each group the cards to review. Each student should select one of the cards they think best matches them or their SAE. Allow students to move to a new group of cards if they don't find one they like in the group they are reviewing.
2. Provide the current **list of proficiency areas** and their short descriptions for the students to look over. Have the students select one of the areas that they feel best represents them or one they feel looks interesting.
3. Provide **examples of SAE programs** from past FFA members or from proficiency winners you observed at State and National FFA Convention. Share SAE programs of your current FFA members. Students can relate to their peers more easily than a list of proficiency areas or SAE cards.
4. Locate **SAE video clips** from National FFA to show to your class. Or check out www.theaet.com online record book site. Even if you are not subscribed you can access their website links to video clips about SAE programs.
5. Ask your students to share their work experiences or what they do at home. Any work they do can be incorporated into record keeping. Not every student is going to complete a proficiency application. The important part of the SAE is to introduce record keeping and to get them thinking about how they can become an entrepreneur. If a student doesn't work they can always **research or explore** an agricultural field or career and keep track of their time they invest in this project.