Selecting an SAE Lesson

Submitted by Aspen Pirtle and used in cooperation with the University of Illinois at Urbana-Champaign.

The materials that appear in this document may be freely reproduced for educational/training activities. There is no requirement to obtain special permission for such uses. We do, however, ask that the following statement appear on all reproductions:

Selecting an SAE Lesson, by Aspen Pirtle
Materials produced for classroom use in conjunction with permission from the University of Illinois Agricultural Education Program.

This permission statement is limited to the reproduction of material for educational/training events. Systematic or large-scale reproduction or distribution (more than one hundred copies per year)—or inclusion of items in publications for sale—may be done only with prior written permission. Also, reproduction on computer disk or by any other electronic means requires prior written permission. Contact the University of Illinois Agricultural Education Program to obtain special permission.

The University of Illinois and its affiliated entities, in addition to the individual submitting the materials, assumes no liability to original work or activities therein.
**Interest Approach (Motivation):**

**Do:** Have old scrapbooks and record books laid out on table.

**Say:** We are starting into the next section of SAE’s, how many of you would like to learn more about my FFA career or even past members careers? Well today you are going to get that opportunity.

**Do:** Split students into half. Have one group look at scrapbooks and the other set of students look at the record books. Allow for about 5-10 minutes.

**Say:** (When finished) So why do you think this is important?

**Communicate Objectives, Define Problem or Decision to be Made, or Identify Questions to Investigate:**

This was important because everyone has a story of how they first started out and each of you will have that same opportunity to do just that in this class. Today, we will:

- Explain the benefits of SAE
- Describe the types of SAE programs
- Explore the areas of SAE programs
- Create innovative ideas for SAE projects
- Determining how to plan for an SAE program
### Explain the benefits of SAE

What does the word SAE mean? SAE stands for Supervised Agricultural Experience. And there are several factors for why an SAE program is important for individuals in the agriculture classroom. Let’s explore the benefits of SAE:

- Applies with career and personal choices while building self-esteem.
- Develops employability and thinking skills
- Assists in the transition from school to work.
- Provides an opportunity for students to explore various agricultural subjects and interests.
- Providing an opportunity to earn money while learning.

These benefits listed are ones that while carry you far into the future by providing the necessary skills you will need as an adult.

### Describe the types of SAE programs

When you become involved in an SAE project there are several types or categories that an individual could potentially fall into. The SAE project types are:

- **Placement**-students will work for an employer of their choice.
- **Entrepreneurship**-students will run and operate their own business.
- **Agriscience research**-this is a science based experience using laboratory procedures to study a problem related to agriculture.

#### Placement

- Allow students to develop skills and gain knowledge in an area interest while preparing them for future academic and professional endeavors.
- This can involve work on a farm or ranch, an agricultural business, government agency or community facility, as well as laboratory work and experimentation.
- This SAE area can be paid or unpaid and may be conducted in the area of agriculture, agribusiness or natural resources.
- Primary advantage of placement is that students will receive supervision and instruction by their employer/mentor outside the classroom.
- They also have a chance to explore agricultural careers, build a resume and earn money.

#### Entrepreneurship

- Aspiring entrepreneurs have an opportunity to create, own and manage a business.
- Within this SAE category, students acquire skills and competencies needed for production agriculture or agribusiness enterprise while gaining valuable hands-on experience and in most cases, earning a profit.
- Entrepreneurship programs require students to learn all aspects of business ownership including planning, implementation, operations and financial risk, as well as the production, management and distribution of goods and/or services.

#### Agricultural Research

- For scientific minded students, research-based SAE projects and
<table>
<thead>
<tr>
<th>Instructor Directions / Materials</th>
<th>Content Outline, Instructional Procedures, and/or Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>programs offer opportunities for innovation and new discovery in the growing area of Agriscience. • In an experimental program, students conduct and develop scientific experiments to solve a problem or gain new knowledge. • A non-experimental SAE program, students assume the role of “detective” to address a problem or answer a question through extensive research.</td>
<td>Explore the areas of SAE programs Now that we have discovered the types of SAE projects, we can begin to look at the areas that might interest us all. The areas of SAE projects can be found in this list of items: • Agricultural Communications • Agricultural Education • Agricultural Mechanics Design and Fabrication • Agricultural Mechanics Energy Systems • Agricultural Mechanics Repair and Maintenance • Agricultural Processing • Agricultural Sales • Agricultural Service • Aquaculture • Beef Production • Dairy Production • Diversified Agricultural Production • Diversified Crop Production • Diversified Horticulture • Diversified Livestock Production • Electrical Technology • Emerging Agricultural Technology • Environmental Science and Natural Resources • Equine Science • Fiber and/or Oil Crop Production • Floriculture • Food Science and Technology • Forage Production • Forest Management • Fruit Production • Grain Production • Home/Community Development • Landscape Management • Nursery Operations • Outdoor Recreation • Poultry Production • Safety • Sheep Production • Small Animal Production and Care • Specialty Animal Production • Specialty Crop Production • Swine Production • Turf Grass Management • Vegetable Production • Wildlife Production and Management</td>
</tr>
</tbody>
</table>

*By a show of hands, how many of you found an area that interests you? Wait for students to raise hands.*
<table>
<thead>
<tr>
<th>Instructor Directions / Materials</th>
<th>Content Outline, Instructional Procedures, and/or Key Questions</th>
</tr>
</thead>
</table>
| **Create innovative ideas for SAE projects** Ask students to come up to the board one at a time. | Well after seeing that several of you might have found an area that interests you we need to think of some ways to start these projects for you. So can anyone come up to the board and think of one item we might need to look at?  

So a more formal list that we could come up with might look something like this:  
1. Cost  
2. Potential Profit  
3. Marketing  
4. Space or land required  
5. Availability of equipment  
6. Length of time to completion  
7. Amount of time student has available  
8. Learning?  
9. Sufficient scope to be challenging not overwhelming  
10. Legal issues  
11. Availability of transportation  
12. Related to career choice  
13. Personal interest  

Okay so this is a start to building some ideas of how we could make an SAE project work. |
| **Determining how to plan for an SAE program** | But, maybe you’re not sure of what direction you want to go. This is where we need to talk about how we can get started with this process. So first, we need to probably research some different types of SAE’s, then we need to complete a plan for our project experience area and then we need to come up with a timeline for what you want to accomplish in order to keep you on task. |
| **Application:** | Students will have the SAE packet to work on to make sure they comprehend the items related to SAE. This packet is filled with an interest survey and some other information to highlight what we just discussed. Then students will be ready to research some different project areas as they relate to their interests. |
| **Closure/Summary:** | In closing, there are many aspects in agriculture that can take you far in life. The Supervised Agriculture Experience program is designed to do just that; provide experience for high school students to highlight their passions and future goals. |
| **Evaluation:** | Students will be evaluated on their packet along with their ability to find an area that they might be passionate in. |
Okaw Valley Introduction to Agriculture
Supervised Agricultural Experience Tentative Timeline

This unit will highlight the importance of Supervised Agricultural Experience’s. This will be an aspect that students will be able to use in the future. Students will learn new skills like: keeping records, calculating depreciation, profit and expenses. This unit will run approximately 2-3 weeks. The outline for the SAE unit is applied below.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Classwork/Practice</th>
<th>Points</th>
<th>Assessment</th>
<th>Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to SAE’s (Different types of SAE’s)</td>
<td>Student Survey Packet</td>
<td>25 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Determining, researching, planning and implementing SAE programs</td>
<td>Project Timeline-HW Assignment</td>
<td>25 points</td>
<td>Quiz over SAE Basics</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Starting a Record Book</td>
<td>EZ Record Worksheets</td>
<td>25 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Starting a Record Book</td>
<td>EZ Record Worksheets</td>
<td>25 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Using your EZ Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Using your EZ Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Practicing with Records</td>
<td>Small Animal Record Book</td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Practicing with Records</td>
<td>Small Animal Record Book</td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Practicing with Records</td>
<td>Small Animal Record Book</td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Practicing with Records</td>
<td>Small Animal Record Book</td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Starting your Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Starting your Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Starting your Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td>Completed Small Animal Record Due</td>
</tr>
<tr>
<td>14</td>
<td>Starting your Record Book</td>
<td></td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Updating Records</td>
<td>Monthly check</td>
<td>Each month worth 50 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supervised Agricultural Experience (SAE)
Background Worksheet

Directions: Please read through each question carefully and circle the appropriate answer that corresponds best with the question. This assignment packet is worth 75 points.

1. What is a Supervised Agricultural Experience?
   a. A job.
   b. A paper.
   c. An internship or ownership experience in agriculture.
   d. A field trip.

2. Why is SAE important?
   a. It provides students with skills and experience in a career field.
   b. It helps students make connections.
   c. It helps students become more knowledgeable in agriculture.
   d. All of the above.

3. If you wanted to start your own lawn business, what type of SAE would you select?
   a. Entrepreneurship.
   b. Exploratory.
   c. Job Shadowing.
   d. Placement.

4. Which type of SAE would you select if you are unsure about what career in agriculture you might want to pursue?
   a. Entrepreneurship.
   b. Exploratory.
   c. Job Shadowing.
   d. Placement.

5. What are characteristics of SAE?
   I. Academic.
   II. Student Centered.
   III. Hands-on.
   a. I only.
   b. II and III only.
   c. I, II, and III.
   d. None of the above.

6. How can SAE’s benefit you?
   a. Help you learn through hands-on methods.
   b. Provide opportunities for study halls.
   c. Help you pursue professional athletics.
d. Help you finish high school needing no further education.

7. What do you have to be involved in in order to be part of an SAE?
   a. 4-H.
   b. FFA.
   c. The Green Thumbs.
   d. Boy Scouts.

8. Say you are interested in running a farm, but you don’t have a lot of land, what are other options?
   a. Work on someone else’s land.
   b. Work for someone else.
   c. Change projects.
   d. All of the above.

9. As a summary to the article, SAE provides what student motivation for learning about agriculture to the
   three-circle model of school-based agricultural education?
   a. Relevance.
   b. Recycling.
   c. Rote memorization.
   d. Reflection.

10. What would be a natural progression of types of SAE?
    a. Exploratory, then placement.
    b. Exploratory, then research.
    c. Exploratory, then entrepreneurship.
    d. All of the above.
**SAE Personal Survey**  
**STUDENT INTEREST SURVEY**  
Place an X in the blank by the task that **you like to do** or would **like to learn how to do**.

### Tasks Typical of Agribusiness
- [ ] Delivering merchandise
- [ ] Displaying merchandise
- [ ] Driving trucks
- [ ] Keeping records
- [ ] Mowing lawns
- [ ] Operating cash registers
- [ ] Operating equipment
- [ ] Pricing merchandise
- [ ] Processing meat, milk, grains
- [ ] Repairing equipment
- [ ] Selling merchandise
- [ ] Stocking shelves
- [ ] Taking customer orders
- [ ] Taking inventory
- [ ] Taking telephone orders
- [ ] Unloading trucks
- [ ] Working outside
- [ ] Working with people

### Tasks Typical of Horticulture
- [ ] Applying pesticides
- [ ] Arranging flowers
- [ ] Bailing and burlapping trees
- [ ] Building patios
- [ ] Edging flower beds
- [ ] Identifying plants
- [ ] Lifting heavy materials
- [ ] Making Christmas decorations
- [ ] Making cuttings
- [ ] Mowing lawns
- [ ] Mulching beds
- [ ] Planting grass
- [ ] Planting seeds
- [ ] Planting trees and shrubs
- [ ] Protecting plants from weather
- [ ] Pruning plants
- [ ] Raking leaves
- [ ] Selling plants
- [ ] Watering plants
- [ ] Working with plants
- [ ] Operating power machinery
- [ ] Weeding
- [ ] Working with people
- [ ] Planting bulbs
- [ ] Applying pesticides
- [ ] Bailing hay
- [ ] Building fences and buildings
- [ ] Castrating animals
- [ ] Cleaning animals
- [ ] Feeding animals
- [ ] Handling manure
- [ ] Harvesting crops
- [ ] Keeping records
- [ ] Lifting heavy materials
- [ ] Milking cows
- [ ] Operating machinery
- [ ] Painting buildings
- [ ] Planting crops
- [ ] Plowing fields
- [ ] Repairing buildings
- [ ] Shearing sheep
- [ ] Showing animals
- [ ] Taking soil samples
- [ ] Working with animals
Total checks in Agribusiness:_____
Total checks in Horticulture:_____
Total checks in Production Ag:_____

Selecting a Supervised Experience Program

Name of Student

Directions: This form will be used to help you in planning for your Supervised Agricultural Experience Program. This information will allow us to develop a detailed plan for obtaining the necessary fields required for your project area.

According to your interest area, which area were you closely related with? (Mark with an “X”)

Agribusiness: ______
Horticulture: ______
Production Ag: ______

My interest areas in Agribusiness/Horticulture/Production Ag are:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

My interest area in which I plan to get practical experience from is found in the following SAEP:

___________ Placement
___________ Entrepreneurship
___________ Agricultural Research

Improvement activities I would like to implement with my SAEP are:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Skills I will need are:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Goals for my SAEP are:

______________________________________________________________________________
**SAE Worksheet Key: The Purpose and Types of Supervised Agricultural Experience Programs**

<table>
<thead>
<tr>
<th>Question #</th>
<th>Answer letter</th>
<th>Answer: Reasoning Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>An internship or ownership experience in agriculture.</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>All of the above. It provides students with skills and experience in a career field. It helps students make connections. It helps students become more knowledgeable in agriculture.</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>Entrepreneurship.</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>Exploratory.</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>Help you learn through hands-on methods.</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>FFA.</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
<td>All of the above. Work on someone else’s land. Work for someone else. Change projects.</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>Relevance.</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td>All of the above. Exploratory, then placement. Exploratory, then research. Exploratory, then entrepreneurship.</td>
</tr>
</tbody>
</table>
### Supervised Agricultural Experience

#### Grading Rubric

<table>
<thead>
<tr>
<th>SAE Rubric</th>
<th>5 Excellent</th>
<th>4 Good</th>
<th>3 Fair</th>
<th>0-2 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Cover Sheet</td>
<td>Completely filled in.</td>
<td>Name and address and more are completed.</td>
<td>Only name and address are completed.</td>
<td>Only name</td>
</tr>
<tr>
<td>Description of project</td>
<td>Description of project is well thought out and shows depth of thought.</td>
<td>Description or project is described in complete and descriptive sentences.</td>
<td>Description of project is simple and in incomplete sentences</td>
<td>No description or very limited.</td>
</tr>
<tr>
<td>Skills expected to be learned from project</td>
<td>Student explains and lists 8-12 skills he/she expects to learn or develop.</td>
<td>Student lists 4-8 skills expected to learn or develop.</td>
<td>Student lists 1-4 skills expected to learn.</td>
<td>No list of skills</td>
</tr>
<tr>
<td>Income and Expenses</td>
<td>30 Excellent</td>
<td>25 Good</td>
<td>15 Fair</td>
<td>0-10 Poor</td>
</tr>
<tr>
<td>Income and Expenses</td>
<td>Income or expenses relate to date on job page or the words “do not apply” are included</td>
<td>Expenses or income are included but do not match the dates of the job</td>
<td>Information not included or not accurate</td>
<td>Little to no information recorded</td>
</tr>
<tr>
<td>Leadership and Pictures</td>
<td>15 Excellent</td>
<td>10 Good</td>
<td>5 Fair</td>
<td>0-4 Poor</td>
</tr>
<tr>
<td>Leadership FFA</td>
<td>Student FFA member participating in activities</td>
<td>Student FFA member</td>
<td>FFA member but not a student</td>
<td>N/A</td>
</tr>
<tr>
<td>Leadership other</td>
<td>Student active in other school club, church, community, or athletic activity for 3 year</td>
<td>Student active in other school club, church, community or athletic activity</td>
<td>Student active in other school club, church, community or athletic activity for 1-3 years</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SELECTING AN SAE PROJECT
OKAW VALLEY HIGH SCHOOL
LEARNING OBJECTIVES

• Explain the benefits of SAE
• Describe the types of SAE programs
• Explore the areas of SAE programs
• Create innovative ideas for SAE projects
• Determining how to plan for an SAE program
BENEFITS OF SAE

- Applies with career and personal choices while building self-esteem.
- Develops employability and thinking skills.
- Assists in the transition from school to work.
- Provides an opportunity for students to explore various agricultural subjects and interests.
- Providing an opportunity to earn money while learning.
TYPES OF SAE PROJECTS

• Placement- student will work for an employer of their choice.

• Entrepreneurship- student will run and operate their own business.

• Exploratory- students can use this area to research and explore a variety of subjects about agriculture itself, and careers in agriculture.

• Agriscience research- this is a science based experience using laboratory procedures to study a problem related to agriculture.
PLACEMENT SAE

• This can involve work on a farm or ranch, an agricultural business, government agency or community facility, as well as laboratory work and experimentation.

• Allow students to develop skills and gain knowledge in an area interest while preparing them for future academic and professional endeavors.

• This SAE area can be paid or unpaid and may be conducted in the area of agriculture, agribusiness or natural resources.
PLACEMENT SAE

• Primary advantage of placement is that students will receive supervision and instruction by their employer/mentor outside the classroom.

• They also have a chance to explore agricultural careers, build a resume and earn money.
Examples of Placement SAE Programs

- Veterinary Clinic
- Kennels
- Feed or Seed Stores
- Pet shops
- Nursery Outlets
- Florists
- Garden Centers
- Fish hatcheries
- Retail fruit and vegetable stands
- Biotechnology laboratories
- Bee farms
- Campground or nature areas
- Cooperative Extension Service
- Parts department of a equipment dealership
- Ranch hand
ENTREPRENEURSHIP

• Aspiring entrepreneurs have an opportunity to create, own and manage a business.

• Within this SAE category, students acquire skills and competencies needed for production agriculture or agribusiness enterprise while gaining valuable hands-on experience and in most cases, earning a profit.

• Entrepreneurship programs require students to learn all aspects of business ownership including planning, implementation, operations and financial risk, as well as the production, management and distribution of goods and/or services.
Examples of Entrepreneurship SAE Programs

Production Enterprises

Crop
- Corn Production
- Soybean Production
- Small Grain Production
- Greenhouse Production
- Nursery Production
- Forage Production
- Fruit Production
- Christmas Tree Farm

Livestock
- Commercial Cow-Calf Production
- Breeding Stock
- Market Beef Production
- Dairy Production
- Feeder Pig Production
- Market Swine Production
- Sheep Production
- Horse Production

Agribusiness Enterprises
- Lawn Service
- Custom Farm Work
- Animal Trapping and Pelt Sales
- Hunting Guide Service
- Tree Service
- Artificial Insemination Service
- Animal Care and Boarding
- Fishing and Crabbing Sales
- Farm and Garden Supply Service
EXPLORATORY / EXPERIMENTATION

What is the difference between exploratory SAEs and research and experimentation SAEs?

• Students can use SAE programs to research and explore a variety of subjects about agriculture itself, and careers in agriculture.
EXPLORATORY SAE

- An exploratory SAE program allows students to explore subjects or careers in agriculture through specific activities.
- Many beginning students use this type of SAE to learn what they want to study in more depth.
EXPLORATORY SAE

• The exploratory SAE will prepare students to make better future career choices or educational decisions.
• The student plans this type of SAE under the direction of the teacher, parent, mentor, or others.
  ▪ A mentor is one who has skills you would like to learn.
Examples of Exploratory SAE Programs

- Investigations in small animal health
- Biotechnology
- Water rights
- Agriscience journalism
- Aquaculture
- Hydroponics
- Air pollution
- Tissue culture
- Agriscience engineering
AGRISCIENCE RESEARCH

• For scientific minded students, research-based SAE projects and programs offer opportunities for innovation and new discovery in the growing area of Agriscience.

• In an experimental program, students conduct and develop scientific experiments to solve a problem or gain new knowledge.

• A non-experimental SAE program, students assume the role of “detective” to address a problem or answer a question through extensive research.
Examples of Research/Experimentation SAE Programs

- Stream monitoring
- Weather watch
- Forest fire watch
- Crop scouting
- Insect and weed monitoring
- Crop reporting
- Lab media testing
- Fertilizer rate testing
- Developing new methods of propagating plants
- Developing new methods to keep food fresh
- Testing water samples
AREAS FOR PROFICIENCY

• Agricultural Communications
• Agricultural Education
• Agricultural Mechanics Design and Fabrication
• Agricultural Mechanics Energy Systems
• Agricultural Mechanics Repair and Maintenance
• Agricultural Processing
• Agricultural Sales
• Agricultural Service
• Aquaculture
• Beef Production
• Dairy Production
AREAS FOR PROFICIENCY

- Diversified Agricultural Production
- Diversified Crop Production
- Diversified Horticulture
- Diversified Livestock Production
- Electrical Technology
- Emerging Agricultural Technology
- Environmental Science and Natural Resources
- Equine Science
- Fiber and/or Oil Crop Production
- Floriculture
- Food Science and Technology
- Forage Production
- Forest Management
- Fruit Production
- Grain Production
- Home/Community Development
AREAS FOR PROFICIENCY

- Landscape Management
- Nursery Operations
- Outdoor Recreation
- Poultry Production
- Safety
- Sheep Production
- Small Animal Production and Care
- Specialty Animal Production
- Specialty Crop Production
- Swine Production
- Turf Grass Management
- Vegetable Production
- Wildlife Production and Management
IDEAS FOR SAE PROJECTS

1. Cost
2. Potential Profit
3. Marketing
4. Space or land required
5. Availability of equipment
6. Length of time to completion
7. Amount of time student has available
8. Learning?
9. Sufficient scope to be challenging not overwhelming
10. Legal issues
11. Availability of transportation
12. Related to career choice
13. Personal interest
FIT FOR THE FUTURE

Does this follow your future career goals?
WHAT’S IN IT FOR ME?

• Raise your agricultural class grade
• Money
• Awards
• SAE of the Month
GETTING STARTED

I. Research different types of SAE, proficiency areas and ideas for projects
II. Complete an SAE plan
III. Develop a timeline for what you want to accomplish in order to keep you on task.
MATCH THE EXPERIENCE WITH THE TYPE OF SAE

Exploratory
- Working in a florist shop
- Owning a Christmas tree farm
- Comparing the effect of hormones on plant growth
- Shadowing a veterinarian on career day
- Growing and selling bedding plants
- Working in school greenhouse after school

Research/Experimentation

Ownership/Entrepreneurship
Match the Experience with the Type of SAE

- Exploratory
  - Working in a florist shop
  - Owning a Christmas tree farm
  - Comparing the effect of hormones on plant growth
  - Shadowing a veterinarian on career day
  - Growing and selling bedding plants
  - Working in school greenhouse after school

- Research/Experimentation

- Ownership/Entrepreneurship

- Placement