

Supervised Agricultural Experience Programs and the Importance of implementing them in a
High School Agriculture Program

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Abstract

The purpose of this project was to develop a promotional video about Supervised Agricultural Experience (SAE) programs in a high school agriculture program. It was created to show the importance of SAE's and the benefits students can gain from having an SAE. In order to capture a wide array of opinions the project includes interviews both from agriculture teachers and students to diversify the importance of having SAE's in an agriculture program. The video shows how both students and teachers benefit from having SAE's and why they are so crucial to a successful high school agriculture program.

Chapter One

Introduction

Agricultural education is an important part of today's educational curriculum at the high school level. The high school agricultural education program is centered on three main interlinking components; agriculture in the classroom, supervised agricultural experience program (SAE), and The National FFA Organization. In the classroom students are taught various aspects of California agriculture as well as other aspects of agriculture. Some areas of agriculture that are taught to students at the high school level are; agricultural science, agricultural biology, agricultural economics, mechanics, welding, floral design, plant and animal science, and horticulture. The SAE provides students with a hands-on application of classroom curriculum. The students SAE project can vary between raising an animal to show and sell at the local fair, building an agricultural mechanics project, working at an agribusiness where the student earns wages or experience, to starting a small business of their own. The FFA part of agricultural education is where students participate in a nationwide student run organization. The FFA offers numerous extra-curricular activities, proficiencies, awards and degrees, and leadership opportunities.

High school is a very important and crucial time in a students' life and it is important to provide as many opportunities for students to get involved and have a hands-on experience. An SAE project provides students with a variety of opportunities for successful student based projects and can develop into a cost-effective enterprise. Having various SAE projects available to students and having agricultural instructors who are willing to provide assistance and guidance will have a great effect on students. Students are able to do hands on activities that take place outside of the classroom, work directly with teachers and people in their community, grow an interest for agriculture, as well as gaining knowledge

and skills that they can apply in the years to follow. Teachers can utilize the SAE projects to broaden their classroom instruction in a way that students will enjoy and participate in fully.

SAE's are supervised projects in which agriculture students' work on throughout the year that can involve all aspects of the agricultural industry. SAE's are designed to enhance the learning of agricultural students by providing them with hands-on experiences. Students are able to take the knowledge that they have learned in the classroom and apply it to "real-life" experiences. Students are able to gain life skills, such as leadership and responsibility that will continue to develop throughout life. These skills that they will acquire will be used continuously throughout their educational careers and their lives.

Statement of the Problem

SAE projects are crucial to an agricultural education program. Students involved in an SAE project gain leadership and management skills as well as hands-on experiences from participating in the various SAE projects that are available. Across the nation the participation in SAE projects has been decreasing steadily over the past several years. Some students along with some teachers have not placed high value on participating in SAE projects. While many teachers require participation from their students in an SAE program, there are others who do not (Dyer & Osborne, 1995). With the long hours and many activities that agriculture teachers must conduct and participate in, there is a lack of involvement from the teacher to provide SAE projects to students. *The problem is that teachers overlook the importance of providing SAE projects to students and having students participate in an SAE project. They also miss the positive outcomes that come from those students who are involved in an SAE and the experiences that they gain.*

The Importance of the Project

All SAE projects allow for the opportunity to incorporate hands-on learning in a way that students are able to gain experiences and earn some money. It is important that students receive guidance and supervision from their agriculture teachers, throughout the duration of their SAE projects. SAE projects should be a positive experience for high school students. Therefore it is important for teachers to remember to help students choose projects that will be successful so that they will continue to expand on their SAE project and reach its full potential. It is also important for teachers to realize the importance of having their students involved in an SAE projects and seeing the positive outcomes of having students participate in the various SAE projects that are available.

Purpose of the Project

The purpose of this project is to make a promotional video about Supervised Agricultural Experience (SAE) projects.

Objectives of the Project

The objectives to accomplishing the purpose of this project are as follows:

1. Provide a basic overview of why SAE projects are important.
2. Identify the valuable outcomes that are gained from having an SAE project.
3. Gain further knowledge of video production techniques.
4. Develop a script for a promotional video.
5. Create a promotional video that will grasp all the different aspects and valuable skills that are gained from having an SAE project.

Definition of Important Terms

- Agribusiness- a term referring to a business that is linked with the agricultural industry.

- Agriculture- is the science, art, or occupation concerned with the cultivating of land, raising crops, and feeding, breeding and raising livestock, and farming.
- Agricultural Industry- all aspects of the industry that stem from agriculture.
- Agricultural Education- high school educational programs that are designed to teach students about the various aspects of agriculture.
- California Department of Food and Agriculture- a department that protects and promotes California agriculture.
- FFA- Future Farmers of America (National FFA Organization)- A national organization that is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.
- SAE- Supervised Agricultural Experience- supervised by agricultural instructors, students develop a learn by doing project that is based on one or more of the following categories: Entrepreneurship, Placement, and Research and Experimentation.
- United States Department of Agriculture- an organization that provides leadership on food, agriculture, natural resources and related issues that are based on sound public policy, the best available science and efficient management.

Summary

Having the ability to apply classroom instruction through a hands-on experience with an SAE project builds responsibility, skills, and an interest in the agricultural industry. Developing a promotional video about SAE projects will serve as a valuable resource for new and experienced agricultural instructors to view the importance of implementing SAE projects into their curriculum and agricultural programs. Also, it is important to keep the needs of the students in mind, rather than becoming overwhelmed with the amount of work that is required of agricultural instructors.

Chapter Two

Review of Literature

Agriculture is the very basis of our civilization, the food we eat, the clothing worn, the materials to build homes and many traditions and values stem from agriculture. All of these are the basis of agriculture which sets the nations agricultural standard of living. Agriculture is important in the United States and even more so in the state of California. The literature review will discuss topics such as: agriculture in the United States, agriculture in California, agricultural education, the FFA organization, Supervised Agriculture Experience (SAE), and video production. All of these topics relate directly to Supervised Agriculture Experience in a program of agricultural education at the high school level. It is important to implement SAE's in a high school agricultural program and to involve students of all grades in participating in the various SAE projects.

Having a video that interviews students that are in The National FFA Organization and have an SAE, will allow for those teachers whom do not implement the projects into their curriculum to see what advantages there are to doing an SAE. The video will give a concise overview of the importance of doing an SAE, reasons why the student chose to do that particular SAE and what he/she has gained from doing an SAE project.

Agriculture in the United States

Agriculture in the United States dates back to years prior to Columbus's discovery of America. The Native Americans were the first to farm and cultivate the land that now is the United States, long before the Europeans inhabited it. In 1793 the invention of Eli Whitney's cotton gin was introduced to agricultural practices (United States Department of Agriculture [USDA], 2012). Agriculture has always played a central role in American and world history (USDA, 2012). About 97 percent of U.S. farms are

family operated and only about two percent of the U.S. population is farm and ranch families. Today's farmers produce 262 percent more food with two percent fewer inputs compared with 1950 (American Farm Bureau Federation, 2011). Today agriculture in the United States has become more advanced with new technologies arising and the decrease in manual labor.

Agriculture has changed dramatically over the centuries. American agriculture and rural life underwent a tremendous transformation in the 20th century (United States Department of Agriculture [USDA], 2006). Agriculture in the 21st century is concentrated on a small number of large, specialized farms in rural areas where less than a fourth of the U.S. population lives today. Today U.S. agriculture has become increasingly efficient and has contributed to the overall growth of our U.S. economy. In the years 2000 thru 2002 nearly 1.9 percent of the employed labor force worked in agriculture (USDA, 2006). In today's agriculture, farmers and ranchers have learned to farm more efficiently. Using less acres of land and producing the same amount of product. With continuous consumer demands it has become crucial to produce as much yield as possible on less acreage with an increase in urban encroachment.

Agriculture in California

Agriculture is the most vital industry in California. Agriculture in California dates back to the early 1920's when many Mexican nationals began migrating to California to take advantage of expanded railroad and agricultural job opportunities ("www.roseville.ca.us ", 2012). Agriculture continues to be a major industry in the Golden State of California. California has 88,000 farms and ranches, and is nearly a \$36.6 billion dollar industry that generates at least \$100 billion in related economic activity (California Department of Food & Agriculture [CDFA], 2012). The reason for California's continuous achievement of being the top agricultural producing state for more than 50 years is its combination of tradition and innovation. Farmers and ranchers blend old traditions with new cutting edge technologies and advanced

agricultural practices. The result is a highly adaptable and diverse industry encompassing more than 350 plant and animal commodities (CDFA, 2012). California's agricultural abundance is due to the people who have made California their home. These people have brought their agricultural heritage with them when immigrating to California. Early California farmers and ranchers were the Spanish missionaries, followed by the Mexicans, Japanese, Chinese and Russians. Today, nearly every nationality is represented in California agriculture (CDFA, 2012).

California remained the number one state in cash receipts in 2010, with \$37.5 billion in revenue (CDFA, 2012). California accounted for sixteen percent of the nation's receipts in crops and about seven percent of U.S. revenue for its livestock and livestock products. California has around four hundred different types of commodities and the state produces about half of the U.S. grown fruits, nuts and vegetables. California's top agricultural commodities are: dairy products, greenhouse /nursery, grapes, almonds, and cattle and calves (USDA, 2012). As of 2007 California's tops producing counties are: Fresno County, Tulare County, Kern County, Merced County, and Monterey County (USDA, 2012). California continues to be a top leading state in our nation for its diversification in crops produced and the amount that farmers and ranchers produce for the nation. With new technologies California will continue to be the top leading state in the nation for cash receipts and produce grown.

Agricultural Education

Agricultural education is a combination of the study of applied sciences and business management principles. One of the major purposes of agricultural education is to apply the knowledge and skills learned in several different disciplines to agricultural education (Campbell & Martin, 2003). Agricultural education plays an important role in public secondary schools, which is called vocational agricultural education. Agricultural education and vocational education is a result to the Smith-Hughes Act of 1917.

Smith-Hughes Act of 1917 and the purposes of this act were:

1. To provide for the promotion of vocational education.
2. To provide for cooperation with the states in the promotion of vocational education in agriculture and industry.
3. To provide for cooperation with the states in preparation for teachers of vocational subjects.
4. To appropriate money and regulate its expenditure.

The Smith- Hughes act was a bill which stated that all secondary schools with agricultural education needed to provide directed or supervised practice in agriculture (Campbell & Martin, 2003). Agricultural education has forever been a part of many high schools and secondary schools, and has become quite popular throughout the nation.

The agricultural education mission states that, agricultural education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources systems (National FFA Organization, 2012). Agricultural education in the classroom is compromised of three different areas of focus. These three areas are Instruction, Supervised Agricultural Experience (SAE), and FFA. Through the teaching of agricultural education students are provided opportunities for leadership development, personal growth and career success. Today over 800,000 students participate in formal agricultural education instructional programs offered in grades seven-adult throughout the 50 states and three U.S. territories (National FFA Organization, 2012).

There are many facets to being an agricultural education teacher.. The teacher must perform many duties to facilitate a successful program. The Vocational Agriculture Teachers Association of Texas gives a detailed job description of an agricultural education teacher (2009). It states that the instructor must provided the students with educational and equitable experiences leading to career preparation enhance youth leadership and FFA as an integral part of instruction, included leadership development in FFA and Supervised Agricultural Experiences; assist students in determining an SAE project, and many other duties. It is evident to see that an agricultural education teacher has many duties and requirements that they must all meet and uphold.

The Vocational Agriculture Teachers Association of Texas states that the FFA is an integral part of the instructional program. All Agriculture, Food, and Natural Resources departments are expected to have an active FFA chapter. It is the duty of the teacher to serve as advisor for the local chapter. It is necessary that the teacher spend time in planning and conducting leadership, citizenship, and cooperative activities for students at the district, area, state, and national levels (2009). It is very important for agricultural instructors to implement FFA chapters and programs into their schools and curriculum.

FFA Organization

The FFA was founded in 1928; the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education (National FFA Organization, 2012). Since then there have been millions of agricultural students who have participated in the FFA and have worn the famous blue and gold FFA jacket. A group of delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA (National FFA Organization, 2012). The FFA organization is structured on three major levels, local, state and national. Today students are encouraged to be involved in the FFA program at their high school and it has been implemented into many classrooms that the FFA is a part of the students overall course grade. In the late 80's a few delegates that attended the National FFA Convention that year decided to change the organizations official name from Future Farmers of America to the National FFA Organization. The reason being was to recognize that the FFA is not only for those wanting to farm but for all those who are interested in agribusiness, production agriculture and technology in agriculture. Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapter in all 50 states, Puerto Rico and the Virgin Islands (National FFA Organization, 2012).

The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The National FFA Organization mission reads:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship

There are many opportunities for students in an agricultural education program and in the FFA Organization to be involved in various leadership events and conferences. These conferences aid in developing leadership skills and values that many FFA members have gained. There are conferences available to students in any grade level. Conferences range from when students are freshman to when they are seniors in high school.

Greenhand Leadership Conference

The first conference that students will attend when entered into the FFA is the Greenhand Leadership Conference. Each of the Greenhand conferences is a daylong event and they are hosted at different sites throughout the state in the fall months. Greenhand conferences are designed to intrigue and excite the freshman FFA member about the organization (California Agricultural Education [CalAgEd], 2011). At the conferences students will be able to gain agricultural industry awareness, develop a sense of belonging to the FFA, identify opportunities in the FFA, become motivated and seek

more involvement in the organization and leave the conference with a personal set of individual strategic goals for their future (CalAgEd, 2011).

Made for Excellence Conference (MFE)

The Made for Excellence (MFE) conference is targeted mostly towards sophomore FFA members. The motivation, excitement, and education gained from this conference will help to enhance the self-esteem and personal development of all those members who attend (CalAgEd, 2011). Each of the MFE conferences is held for a two day period and is hosted at various spots throughout the state during the winter months. Each student that attends the MFE conference will define leadership and identify how to be a leader in one's home and community, explore the role of choices and responsibility in character development, investigate personal strengths and interests, identify specific opportunities for involvement in the FFA and continued leadership growth, and revise the personal plan of action at the Greenhand Leadership Conference (CalAgEd, 2011).

Advanced Leadership Academy (ALA)

The Advanced Leadership Academy conference is primarily for those junior and senior students in the FFA. This leadership conference focuses on the agriculture industry. Each of the ALA conferences is two days long and is hosted at different areas throughout the state. Each of the students will be exposed to how industry leaders and organizations play an important role in promoting agriculture, create an understanding of issues that affect the agriculture industry and develop ,present, and give an oral argument on one of the identified issues (CalAgEd, 2011).

Sacramento Leadership Experience (SLE)

The Sacramento Leadership Experience conference is a conference that is only for seniors in the FFA organization. SLE is a capstone leadership conference for FFA members and only forty of the best graduating senior FFA members are selected annually to participate in this conference. Each of the students steps into the role of one of California's forty senators, and students are assigned a specific California district and spend four days in Sacramento (CalAgEd, 2011). During their time in Sacramento students are able to learn and participate in the following activities: how a bill becomes a law, the importance of demographics to their specific region, discuss Senate Bill proposals, work in committees to develop Senate Bills, debate Senate Bills in the State Senate Chambers, and meet legislators, legislative staff, and other key stakeholders to the legislative process (CalAgEd, 2011).

State FFA Conference/ Convention

The State FFA Conference is the biggest conference and convention that is held in California. The State FFA Conference is held every year in April, and nearly four thousand FFA members and guests from across the state are in attendance (CalAgEd, 2011). FFA members participate in a variety of activities such as, general sessions, competitive events, educational tours, leadership workshops, a career show and expo, volunteer activities and many more activities (CalAgEd, 2011). FFA members who are juniors and seniors can apply to become State FFA delegates and have the opportunity to vote for the new State FFA officers for the upcoming year.

Washington Leadership Conference (WLC)

Each year FFA members from all over the United States travel to Washington, D.C. to attend the Washington Leadership Conference. WLC is a five day leadership event where attendees learn how to become effective leaders by teaching them to know their purpose, value people, take action and serve

others (National FFA Organization, 2012). Those FFA members that participate in WLC leave the conference with the knowledge and confidence to act in ways to help better themselves, their schools, community and as well as their country. FFA members who attend WLC have the opportunity to engage in a civic engagement activity. This civic engagement activity is the capstone event of the Washington Leadership Conference. Participants are able to apply what they have learned at the conference to a real, hands on service activity (National FFA Organization, 2012). Not only is WLC for FFA members but also for FFA advisors. The WLC advisor program will motivate, excite and energize FFA advisors. It is an incredible opportunity to interact and share valuable ideas with other FFA advisors from across the United States (National FFA Organization, 2012).

National FFA Convention

The largest, longest and most popular FFA conference of them all is the National FFA Convention. FFA members that attend the National FFA Convention are able to attend leadership workshops and compete nationwide in judging competitions and leadership events. The National FFA convention is held each October with nearly 55,000 FFA members and guests from across the country in attendance (National FFA Organization, 2012). FFA members are able to participate in general sessions, competitive events, educational tours, leadership workshops, a career show and expo, volunteer activities and much more (National FFA Organization, 2012). FFA members who placed first in the state level for judging competitions are able to compete in the national level to receive the ultimate title of national competition winner.

Today the National FFA Organization is a driving force in developing leadership skills in today's youth. FFA members are given opportunities to participate in various events at the chapter, local, state and national levels. Students are able to participate in public speaking, career development events (CDEs), chapter meetings, committees, and community projects (2000-2001 Official FFA Manual). In

addition to the leadership conferences that are available to FFA members, there are many other opportunities for personal growth in the FFA. FFA has an award to match almost any members' unique talents and interests (California Agricultural Education, 2011). There are a variety of awards available to FFA members such as: Star Reporter Awards, State Star Farmer Awards, American Star Awards, Proficiency Awards and many others (CalAgEd, 2011).

Supervised Agricultural Experience (SAE)

Supervised agriculture experience (SAE) programs are agricultural education's application of experiential learning (Dyer & Williams, 1997). SAE programs feature personalized learning with supervision from the FFA members' advisor. SAE programs provide students with practical agricultural activities of educational value, systematic instruction, and supervision by teachers, parents, employers, or others (Phipps & Osborne, 1998). A committee on Agricultural Education in Secondary Schools advocated that all students enrolled in agricultural education participate in worthwhile SAE programs for the purpose of learning, with appreciation for earning (National Research Council, 1998). Agricultural education programs across the state and the nation have implemented SAEs into their program for this reason, so that students will be able to learn valuable skills through hands on experience.

There are many different types of SAE projects that are available to students that they can participate in. Students develop an SAE project based on one or more SAE categories:

- Entrepreneurship (ownership): Own and operate an agricultural business
- Placement (work experience): Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.
- Research and Experimentation(Agriscience) : Plan and conduct a scientific experiment
(California Agricultural Education, 2011)

There are many different opportunities available to students who are interested in having an SAE project. Students can either own their projects such as raising a livestock animal, working for a business which could be working at the family farm or participating in a science project. There is an SAE project for every student involved in an FFA program.

SAE projects have to meet a certain criteria before they can be approved as a potential SAE project for students. The criteria for an SAE must meet these standards:

- The SAE shall be described in the student's career plan.
 - Students enrolled in their first year of vocational agriculture shall be engaged in their SAE by the end of the first year.
 - Students enrolled as continuing or advance students in vocational agriculture courses must conduct SAE activities during each year of their enrollment.
 - Students SAE must increase in scope and/or become more diverse from one year to the next year of enrollment.
- (California Agricultural Education, 2011)

Supervised Agricultural Experience programs are crucial to an agricultural education program. Students involved in an SAE project gain leadership and management skills as well as hands on experience from participating in the various SAE projects available. Across the nation the participation in SAE projects has been decreasing steadily over the past several years. Some teachers and students did not place high value on SAE visits (Dyer & Williams, 1997). While many teachers require participation from their students in an SAE program, there are others who do not. In Tennessee, only 35% of the programs required SAE participation and in Illinois teachers reported that they strongly encouraged students to participate, but that nearly 40% of the agricultural production teachers did not require SAE participation (Dyer & Osborne, 1995). While there are numerous students and agricultural instructors that do not participate in SAE projects there are a large amount of students who do participate in an SAE. Participation in SAE programs by all parties is lacking and although SAE participation is greatest in departments in which it is required, teachers do not agree on the concept of

forced participation (Dyer & Osborne, 1995). The implementation and participation of SAE projects needs to increase throughout the state and throughout the nation.

Video Production

The production of making an instructional video has three stages: pre-production, production and post production (Millerson, 2001). During the first stage the production team writes the script and produces a storyboard. The storyboard provides a map of what shots and scenes the production team needs to capture to create an effective video. It is important to have a detailed script and storyboard well thought out in advance of production (Bernard, 1990).

The second stage is the production of the video. During the production phase, rehearsals and filming occur. This is generally the longest and most time consuming phase, and is the most crucial for capturing enough footage. The general rule is to always overshoot scenes. It is much easier to sort through a large amount of content than to have to go back and create more content at a late time (Gates, 1999). If there isn't enough footage that has been captured then the video can become weak in certain areas.

The third stage of producing an instructional video is post-production. This part of the processes is where scene editing, special effects, sound and music are added into the video. This requires attention to detail so that the final product may be of high quality. Editing brings individual scenes together so that the video logically flows from beginning to end (Millerson, 2001). Special care and attention should be taken so that over editing doesn't occur. It is important to keep in mind that the message of the video is what needs to be portrayed rather than numerous special effects.

Chapter Three

Materials and Methods

The purpose of this project is to create an awareness of the importance of Supervised Agricultural Experience (SAE) programs in high schools. The development of this video will show school administrators, teachers, students and parents the views about teaching and engaging students in participating in SAE projects. Students are better able to learn through hands-on experiences that relate to practical applications. Agriculture can be incorporated into curriculum in many different subject areas and students have a wide range of projects that they can participate in. This video will provide examples and reasons as to why SAE projects are important, how they enhance learning and why they should be a part of every high school agricultural program.

Preparation for Video Production

In order to organize the video plans, the director selected a target audience and highlighted a couple schools to use. The plans allowed the director to outline an interview and interact with both teachers and students during filming. The video was selected to highlight key components that showcase both teachers and students who are passionate and believe that SAE projects are important. The video also shows the importance behind implementing an SAE program into a high school agricultural program and the skills that are gained from participating in such a program. The video can be shown to administrators, school boards, teachers, parents, and students as a tool that highlights the need to have SAE programs.

Once the schools were selected, it was necessary to receive approval from the teachers. The director of this project had permission to film both the teachers and the students. Prior to filming at the schools, interview questions were written to capture every aspect of SAE programs. Assistants were used to help edit the video. The footage was made into a short video that serves as a promotional video

for SAE's. The director used a Canon Vixia HFM 400 camera and the iMovie editing software to create the final video. Editing involved combining interviews with footage from the high schools selected. The final product is 28.19 minutes in length.

Outline for Video

The outline for the video will be as follows:

1. Interviews with teachers and students.
 - a. Questions
 - i. Agricultural teachers
 1. Are SAE's required for your agricultural program?
 2. As a freshman or green hand are you required to have an SAE?
 3. Are SAE's in your course description?
 4. How does a student select and SAE in your program?
 5. What must a student do in order to have an SAE project?
 6. Do you give a grade out to students who have an SAE?
 7. What is your role in supervising an SAE project?
 8. What are your views on doing a record book? And do you grade record books?
 9. How often do you do SAE project visits? Is there a form that students must fill out when doing a visit?
 10. What are your views on SAE projects?
 11. How do you promote SAE's and get students involved?
 12. Why should a student consider having an SAE project?
 13. How do students benefit from having an SAE project/program?

14. What do you think the outcomes are to students who do have an SAE?
15. Do you think SAE's give students confidence, pride, and responsibility?
16. What are the challenges that come with having SAE projects?
17. How are you compensated for SAE's
18. Do you have an extended contract for an SAE period/program?

ii. Students

1. How did you learn about SAE projects?
2. What is your SAE project? And why did you choose to do this SAE?
3. Do you have any other SAE projects?
4. How many years have you been doing this SAE project?
5. Who helped you select your SAE project(s)?
6. Who helps you with your SAE besides your agricultural teacher?
7. Where do you keep your SAE project?
8. Why did you choose this SAE over showing an animal at the fair?
9. Do you think SAE's are important?
10. What have you learned from doing an SAE project?
11. Has your SAE project motivated you in earning your Chapter, State and American Degree? Or a proficiency award?
12. What type of skills/values have you gained from having an SAE?
13. Do you think the skills/values you have gained from doing an SAE will continue to help you in the future? And if so, how?
14. What is your favorite thing about agriculture? SAE projects?
15. Having an SAE project, has it motivated you to pursue a career in agriculture?

Filming

Once the targeted audience and script was developed, the director gathers the materials needed to film and coordinates with the schools to set up a date to begin filming. Prior to filming the director went over the interview questions one more time before finalizing them and contacted the schools to make sure everything was in order to film. After the filming was completed, the director and the editing assistant met to edit and finalize the promotional video.

Summary

This chapter gives all the information needed to produce this video. The steps include video preparation, an outline for the video, and editing and developing the final product.

Chapter Four

Video Production

Due to the interview style as well as the student and teacher interaction of this project, a video was produced to express the key aspects of the need for SAE programs in a high school agricultural program. Students and teachers were given interview questions prior to the interview to allow for sufficient preparation prior to filming. Teachers were allowed to decide which students they felt would be best to interview and answer the questions that were asked. The agricultural instructors that decided to be interviewed as well as their students were those from Atascadero High School, Turlock High School and Pitman High School.

During the editing phase of the video production, key components from the interviews were selected. The video highlights teacher and student excitement, dedication, and appreciation for SAE programs and the importance of SAE's. A summary of the video script is described below. The following shows still frames from the filming process as well as captions to provide a visual image of the project.



Mr. Dadson from Atascadero High School- Animal Science Instructor

Mr. Dadson from Atascadero High School explains why Supervised Agricultural Experience (SAE's) programs are a part of his program. He mentions that his students are very involved in livestock and in livestock shows. His students are also able to utilize the greenhouse on campus. Every student in his FFA program and in the agricultural classes is required to have an SAE project.



Mr. DiGrazia from Turlock High School- Agricultural Mechanics, Work Experience and Math Instructor

Mr. DiGrazia from Turlock High School explains that when students select an SAE project it is their own personal choice. Mr. DiGrazia along with the other agricultural instructors at Turlock High School gives students a range of opportunities that they can choose from for their SAE project. Students can do home improvement projects around their homes such as landscaping and plumbing. Students also have the opportunity to do SAE's projects such as vegetable gardening, home gardening and pet care, as well as livestock animals that students are able to show at the fair. Mr. DiGrazia also mentioned that they are now encouraging students whose SAE is not livestock to exhibit their project such as agricultural mechanics and ornamental horticulture projects at their local county fair.



*Mr. Russell from Turlock High School-
Agricultural Mechanics and
Agricultural Science Instructor*

Mr. Russell from Turlock High School expresses his views on SAE projects. Mr. Russell explains that SAE's are essential to a successful agricultural program. He mentions that he has seen programs that don't have really strong SAE's and that the instructors don't necessarily think that it is a big part of an agricultural program. Mr. Russell along with his staff at Turlock High School believes that students need to have an SAE in order to be successful in the program. Mr. Russell explains what he thinks the outcomes are for students who do have an SAE project and he states that there are a lot of different outcomes. For those students who do have a livestock project as their SAE it requires the student to learn how to market their product and communicate with others over the phone. Another outcome that students receive from having an SAE project is by teaching them leadership skills and by taking the lead in a certain situation and seeing the outcome it can have.



*Mrs. Vannest from Pitman High
School- Agricultural Science Instructor*

Mrs. Vannest from Pitman High School answers the question, "What do you think the outcomes are for students who do have an SAE project?" Mrs. Vannest mentions that the students who do select a project that is cutting lawns can see that it can become a career or a job. The responsibility that students gain from having an SAE project is amazing, seeing the student change from the beginning of the project to the end of their

project is amazing. For those students who have never shown an animal before and now have, the student now knows that there is something else that depends on them.



Atascadero High School Student

A student from Atascadero High School explains how she learned about SAE projects. This student has been showing animals for many years since she was a little girl. It wasn't until she entered the FFA program once she began high school that she learned what an SAE was and what it entailed.



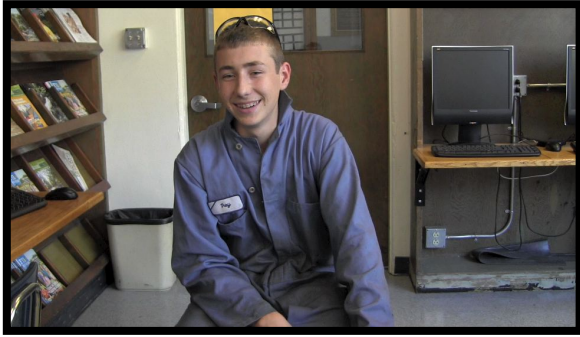
Atascadero High School Student

A student from Atascadero High School explains what his SAE projects are. This student shows swine as well as building industrial arts projects (agricultural mechanics). He mentioned that he enjoys showing swine as well as building projects. He likes to show his pigs as well as making a small profit from both his swine project and industrial arts project.



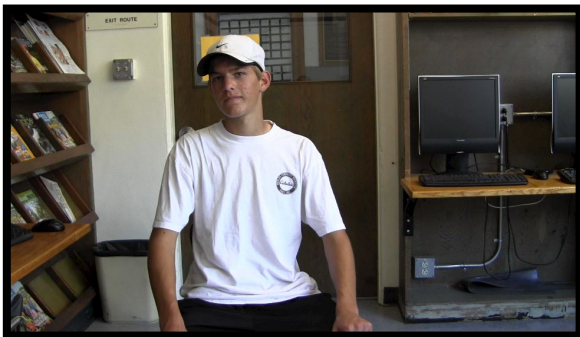
Atascadero High School Student

A Student from Atascadero High School explains who helped her select her SAE project. The student explained that when her mother was younger she used to show animals as well and that when she grew up she knew she wanted to have an SAE project as well. Her SAE project is swine and she chose to do swine because she likes pigs.



Turlock High School Student

A Student from Turlock High School explains why he thinks SAE projects are important. He explains that SAE's give you responsibility and also builds your work ethic. He mentioned that by having an SAE it helps you to know what to do in the future when you have a job because you will know what to do and not wait around for orders.



Turlock High School Student

A student from Turlock High School answers the question, "Has your SAE motivated you in earning your Chapter, State and America Degree?" The student responds by saying that it has made him think about it because the more that he gets involved, the more he wants to be successful.



Atascadero High School Student

A student from Atascadero High School explains how by having an SAE project that the skills and values she has gained will continue to help her in her future. She explains that the skills and values that she has gained have allowed her to build a strong foundation that she can build upon in the future. She hopes to one day become a large animal vet and by having an SAE project it has allowed her to develop life skills that she can apply to her future career endeavors.



Atascadero High School Student

A student from Atascadero High School expresses what his favorite thing about agriculture is as well as his SAE project. He said that his favorite thing about his SAE project is the competition. He enjoys being able to get his pig ready for the show and having the judge see how much work he has put into his project. He says that by having the judge see his pig it reflects the hard work he has done to get his pig ready for the livestock show.



Atascadero High School Student

A student from Atascadero High School explains that by having an SAE project it has motivated her to possibly pursue a career in agriculture. She mentions that she chose to do FFA to learn more about agriculture and what the agriculture industry can offer her. Throughout her high school career, her goal is to determine what she would like to do for her career and continue that goal throughout college as well.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

The project has allowed the author to interact with multiple agricultural education instructors and students in the agricultural education program. The author has had the opportunity to ask various questions based on Supervised Agricultural Experience programs (SAE's) that are an essential part of the FFA program and agriculture education. The author developed a short video that highlights responses to various interview questions that were answered by both agriculture instructors and students. This video should be shared with agricultural instructors, school districts, parents, students, and advocates of agriculture education.

Conclusions

After completion of the project, the author concluded that there is much interest and devotion to agricultural education and the implementation of SAE's. Agriculture instructors and students have many reasons why SAE's are such an essential and important aspect of agriculture education and why they should continue to be implemented in all agriculture educational programs. Agriculture instructors and students that participated during this project were very enthusiastic about the opportunity to express their feelings and thoughts about SAE's. With the proper tools and resources schools can implement SAE's in all agriculture education programs effectively, in order to engage all learning styles and promote hands on experience for students.

Recommendations

It is recommended that this video be used to promote SAE's to all those interested in agriculture education. As well as using the video to introduce SAE's to incoming freshman who are entering the agriculture program. It is recommended that if this project was to be redone that there is a handout that would correlate directly with the video to maintain interest throughout the viewing of the video. It is recommended that schools such as those who were interviewed have the opportunity to view this video so that all those involved in education can see the importance and value of having SAE's in an agriculture program. It is important to gain support of faculty members, administration and parents in order to continue having SAE's as a part of an agriculture program and maintaining student involvement and experience. The author of this project strongly encourages that agriculture instructors both new and experienced continue to view SAE's as an essential part of an agriculture program and the beneficial outcomes that it can provide to students.

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